



© 2020 PEAR: Partnerships in Education and Resilience

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# FACILITATOR GUIDE

## PEAR ADVISORY: CONNECT & THRIVE

### About PEAR

PEAR (Partnerships in Education and Resilience) works with schools, afterschool programs, and other youth-serving organizations to update educational practices by taking into account the critical tie between social-emotional development and health and life success. PEAR redevelops capacity of school systems to assess and address the challenges youth face through assessments, data analysis, professional development and school interventions.

### Development of the *PEAR Advisory: Connect & Thrive* Curriculum

The PEAR Advisory Curriculum was developed in response to school and program shifts to distance learning models as a result of Covid-19. PEAR strives to be responsive to the needs of our partners and developed this curriculum to help facilitate community building, reconnection and relationship building as youth and adults return to in-person learning after over a year of social distancing and isolation. Through the design of this curriculum, youth will experience opportunities to participate in activities and discussions that will provide the necessary balance between what PEAR believes are four foundational needs for healthy social emotional development: Active Engagement, Assertiveness, Belonging and Reflection. More in-depth information about each of these needs is provided later in this facilitator's guide.

### Objectives of the curriculum

Objective	Description
Building connections with each other	Youth form trusting relationships with a group of their peers.
Building connections with our advisor	Youth form a trusting relationship with an adult.

### Group Structure

Below is a description of the basic structure of *PEAR Advisory*. The group can and should be adapted to meet the needs of your population and the context in which it is being implemented.

Component	Details	Recommendations
Group Size	Small Group or Classroom Size	Increase time of sessions with larger group sizes
Ages	9-15 years old	Adapt the curriculum if using with different age groups
Support Need Tier	Tier 1	This is an advisory curriculum meant for promotion of social and relational skills for all youth
Number of sessions	24 Activities Included	1-2 sessions a week
Length of session	25-30 minutes	Can customize time/activities based on time available
Facilitator	1-2	Adults who have good relationships with youth, and/or who want to build better relationships with youth

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## SESSION COMPONENTS

1 Check-In 5 minutes	2 Group Pledge 2 minutes	3 Main Activity 15 minutes	4 Check-Out 5 minutes
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### 1. Check-In *(Clover Model Alignment – Belonging & Reflection)*

Each group will begin with an opening circle Check-In. The purpose of the Check-In is to assess the group's "emotional temperature," as well as to create a period of centering and transition into the work of the group. The opening check-in is meant to be brief, and in a turn-taking style. If someone does not feel comfortable sharing on that given day, they are allowed to "pass." If you have a larger group, and not a lot of time, you may want to do check ins in pairs or small groups.

### 2. Group Agreement *(Clover Model Alignment – Assertiveness & Belonging)*

The Group Agreement is read out loud every session. The purpose of the Group Agreement is to remind everyone of the reasons they are in this group, introduce the agenda of that session, and to remind youth of their group norms. This is especially important for youth as they are learning to transition back to the structure and expectations of in-person learning.

### 3. Main Activity *(Clover Model Alignment – Active Engagement, Assertiveness, Belonging & Reflection)*

The focus of the group time is spent on the Main Activity. The Main Activity is designed to help group members get to know one another, work together, and form closer bonds. Main Activity options vary based upon your group's Clover strengths and allow you to choose activities where youth can thrive.

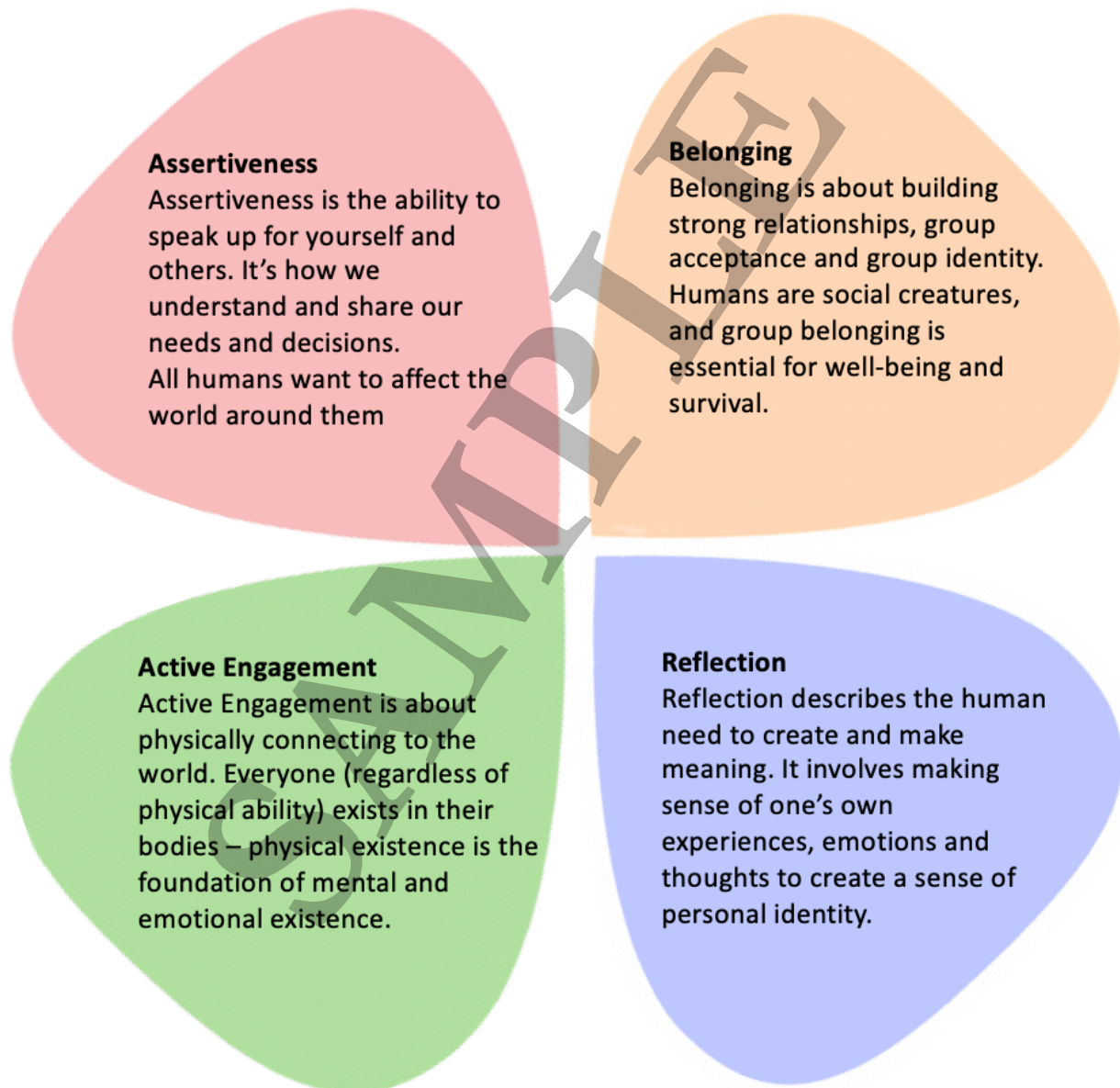
### 4. Check-Out *(Clover Model Alignment – Belonging & Reflection)*

Much like the Check-In, the Check-Out provides a time for youth to reflect on how they're feeling and provides closure to the session. We have provided several options for Check-Outs. However, we recommend choosing one Check-Out method and sticking with it for every session.

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## PARTICIPANT CLOVER MAPPING

The Clover Model is about balancing our human needs for connection, voice, movement and thought. It is a model of human development that applies to children, youth, and adults – all of us need balance in order to thrive, and to build resilience. The image below illustrates the social emotional needs for each “leaf” of the Clover Model. As you choose activities for the group members, you will want to focus on activities that match the Clover leaves that the majority of your group members thrive in.



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## PARTICIPANT CLOVER MAPPING

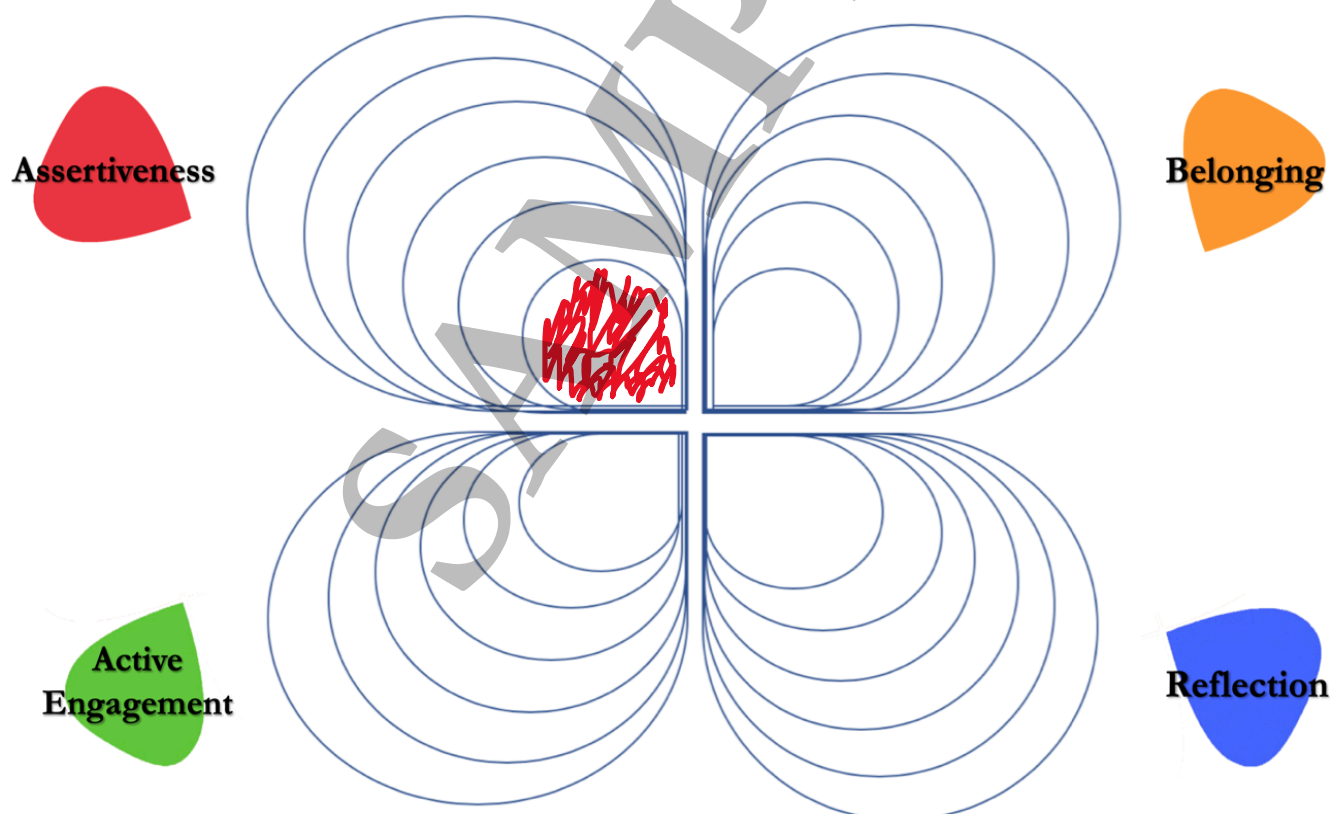
Use the table below, to check off each group members' strengths and areas of growth. This will help you to determine which Clover leaf they thrive in the most. See the sample of "Aleah" below.

Clover Leaf Strengths and Areas of Growth		Group Members									
		Aleah									
Active Engagement	Quick to action	X									
	Energetic										
	Outside-the-box thinker	X									
	Playful										
	Enjoys being active										
	Fidgety										
	Impulsive	X									
	Difficulty concentrating										
	Struggles to wait, wants things immediately										
	Disorganized										
	<b>Active Engagement Individual Totals</b>	<u>3</u>									
Assertiveness	Decisive	X									
	Autonomous	X									
	Group members look up to this student	X									
	Shares thoughts/feelings with little prompting	X									
	Seeks out leadership roles										
	Advocates for themselves or others										
	Stubborn, inflexible	X									
	Dismissive of others' ideas, feelings + needs	X									
	Engages in power struggles										
	Upset when things don't go their way	X									
	<b>Assertiveness Individual Totals</b>	<u>7</u>									
Belonging	Empathetic	X									
	Caring										
	Giving										
	Agreeable										
	Good listener										
	Collaborative	X									
	Needs others' approval										
	Prone to following others										
	Reluctance to share their voice										
	Feelings are easily hurt	X									
	<b>Belonging Individual Totals</b>	<u>3</u>									

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Reflection	Observes before acting																			
	Self-aware and analytical																			
	Works independently	X																		
	Seeks meaning and understanding																			
	Easily connects information and ideas	X																		
	Careful																			
	Perfectionistic																			
	Indecisive																			
	Stares into space, seems preoccupied																			
	Disconnected socially																			
	Reflection Individual Totals	2																		

Use the data from the table above to color in one section of the Clover leaf for each group member. For example, if Aleah ended up with the most check marks in Assertiveness, color in one section of the Assertiveness leaf below. **When you're choosing main activities for each session, try to choose activities that meet the Clover needs of your group members.**



## SAMPLE ACTIVITY: ORIGAMI BOX

### Facilitator Notes

#### Facilitator Guide:

- For this activity, each group member will need 2 square pieces of paper. Instruct the group, step by step, on how to make the lid to their origami box.
- Once the lid is made, let the group construct the bottom of their origami box (it should be a little smaller than the lid so that the lid can fit over the bottom to form a closed box).
- Once the box is constructed, ensure each group member has little strips of paper, 3-4 per person.
- Have each group member think about and then share something nice, or something they appreciate about 3-4 other group members. Depending on how much time you have, you could increase or decrease this number.
- Once they finish sharing, group members should give the slip of paper to the person they wrote it about so that they can then put it in their own origami box.

#### Debrief

- Ask what, so what, now what debrief questions, based on your group's readiness for reflection.

##### What?

Invite group members to share observations, thoughts, and emotions about their thoughts on **expressing kindness and gratitude** during the activity.

##### So What?

Ask questions about why **expressing kindness and gratitude** were important in this activity.

##### Now What?

Ask about what it looks like outside of the group and why it is important in their daily lives.

#### Relationship Building Skills:

- Expressing kindness and gratitude

#### Materials:

- 2 square pieces of origami paper (or regular paper) for each group member, plus some extras for mess-ups
- 3-4 small slips of paper per group member
- Pens/pencils

#### Activity Preparation:

- Use the following link to practice creating an origami box before this session. This video can also be shown for youth during the session.  
[https://www.youtube.com/watch?v=JK5Ni5\\_WEM4](https://www.youtube.com/watch?v=JK5Ni5_WEM4)

#### Debrief Question Ideas

"How did it feel to share or hear compliments, appreciations or gratitude?"

"Why can it feel good to express appreciation or gratitude for others?"

"How can an activity like this help people build bonds and connections?"

"Who else, outside of this group, would you like to compliment or express gratitude to? Why?"