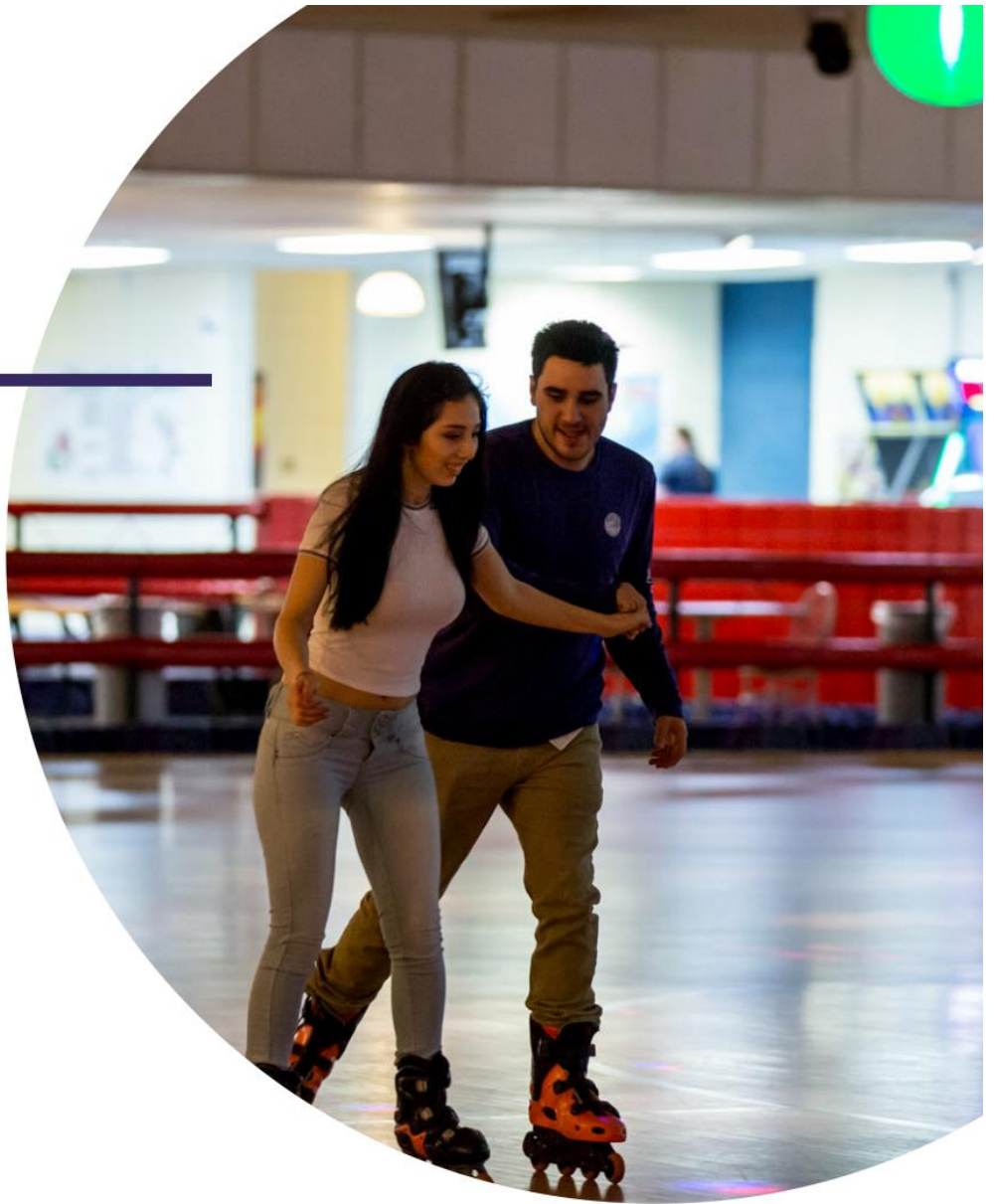


# Elevate

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Empowering young adults to promote healthy relationships and prevent dating violence



# Elevate



ELEVATE is a primary prevention program for high school students. The program has two primary components:

- **Mentoring Leaders through the Ambassador Program**

This component empowers young adults to be active ambassadors of healthy relationships and violence prevention within their schools and communities.

- **'Elevate: Healthy Relationships' Youth Experience**

'Elevate: Healthy Relationships' is an experiential event that is planned and facilitated by Elevate Ambassadors for other students in their school and in their community. The event allows Ambassadors to lead other young community members in learning more about creating healthy relationships.

# 01

## Mentoring Leaders

*Empowering young adults to be active ambassadors of healthy relationships and violence prevention within their schools and communities.*

### The Ambassador Program

Ambassadors are students who are passionate about positively impacting their school and their community. Through the Ambassador Program, students had the opportunity to take a leadership role in promoting healthy relationships within their schools, their spheres of influence, and in their community.

During the Ambassador Program, students met 2 to 3 times a week for 15 weeks to learn about healthy relationships, to assist in planning the 'Elevate: Healthy Relationships' event, and to practice sharing the knowledge they gained with others.

Several of the students in the Ambassador Program also committed to facilitating portions of the workshop sessions within the 'Elevate: Healthy Relationships' event. Prior to the event, they had the opportunity to practice facilitating with a group of students who were part of the West Fargo Transition Academy.

"The ambassadors did a great job – very professional, organized, and well presented. We would love if they could do this all the time!"

- West Fargo Transition Academy Teachers

"I was impressed with the level of ownership in what they were doing and in Community as a whole."

- Dr. Thomas Gravel, Community High School Principal



# Making an Impact

Youth who experience violence are at an increased risk of experiencing violence later on in life. The good news is, violence can be prevented when we work together. With the support of school administration, staff and students can work together to create a culture that both promotes healthy relationships and effectively responds to behaviors that are potential precursors to relationship violence.

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"They're the type of kids that didn't really want to be involved with school activities. Since the Ambassador program they've really welcomed people in and become a lot more inclusive. They're beginning to see themselves as a voice and as a leader, recognizing the positive impact they have on other people."

- Deb Egge, Community High School Counselor

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"The students in the ambassador program have really created a culture here...they are really looking at how they can contribute to the solutions – how they can invite new kids into the culture and community they've worked so hard to create."

- Dr. Thomas Gravel; Community High School Principal

# 02

## Elevate: Healthy Relationships

*Host a pilot event that would allow Ambassadors to lead other young community members in learning more about healthy relationships and preventing violence.*

'Elevate: Healthy Relationships' is a 4 hour Ambassador-led workshop that is fun, informational, inspiring, and engaging. The primary target audience for the pilot event was young adults in their late high school, early college years. The goals for the workshop include the following:

- Promote healthy relationships by providing experiential activities and engaging education for three areas of healthy relationships (identified as priorities by the Ambassadors): boundaries, consent, and communication
- Give Ambassadors the opportunity to share what they've learned about healthy relationships with other young adults in their community

### The Stats:

35 people attended the pilot event

100% of students surveyed said it was important to learn about healthy relationships from a peer Ambassador

100% students reported learning "some" or "a lot" about healthy relationships; 70% of students reported an increase in knowledge about setting and respecting boundaries

100% of students surveyed said they would be interested in attending a similar event in the future

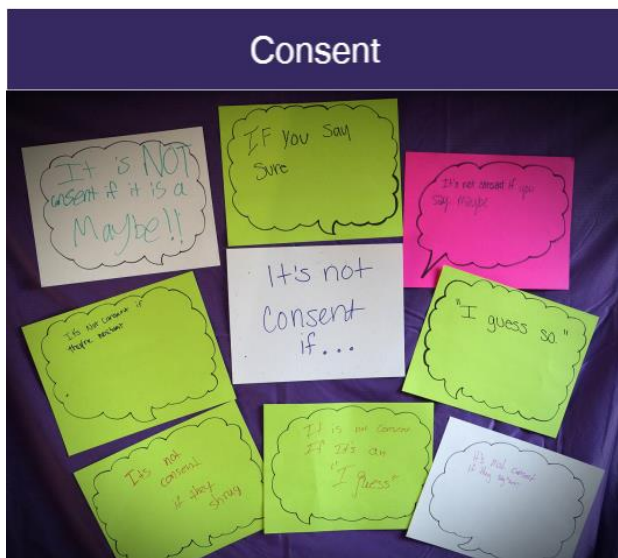


# Boundaries, Consent and Communication

The 'Elevate: Healthy Relationships' event focused on three areas of healthy relationships that were identified as priorities by the Ambassadors - boundaries, consent, and communication. Participants learned about each of these areas of healthy relationships through experiential activities that were led by an Ambassador.

The Boundaries session of the event began with an overview of what boundaries are and why they're important.

Participants also had the opportunity to practice setting and respecting boundaries through two activities. The activity shown to the right is the "Laser Light Obstacle Course" which helped to foster discussion about clear communication of boundaries while participants navigated the physical boundaries of the obstacle course.



The Consent session of the event began with an overview of consent.

Participants had the opportunity to practice getting consent through the "Simon Consents" activity. Following the activity, participants were asked to clarify consent by writing a response to the statement, "It's not consent if..." Some of the responses (as seen in the picture to the left) included answers that talked about the areas of consent that aren't always a clear "No".

The final session of the night was about Communication. Again, the session began with an overview of communication. Participants then completed the "Maze Activity" (see picture to the right) which required them to work together to get all team members through the maze using only non-verbal communication and listening skills.



## OUTCOMES AND ANALYSIS

With this being our first implementation of Elevate, we chose to focus on informal process evaluation methods and primarily short-term outcomes that helped inform our next steps and identify what was working versus what could be improved. We had specific outcomes that we wanted to focus on related to the ‘Elevate: Healthy Relationships’ event as a whole, but we also wanted to gather information about each of the educational sessions within the event as well – being careful to consider the experience of the participants while still attempting to gather data.

Additionally, we also wanted to gather some information about the involvement of the Ambassadors. For gathering information at this level, we chose to ask a couple of questions about the Ambassadors on the post-event survey. We also conducted a post-event interview with the school administration, the Ambassadors, and Rape and Abuse Crisis Center staff.

For more information about the data collection methods for each of the desired outcomes, refer to “[Appendix B – Evaluation](#)”.

### DESIRED OUTCOMES AND ANALYSIS

Desired Outcome:	Analysis:
<p>Students will come to the Elevate: Healthy Relationships event</p>	<p><b>Event stats:</b></p> <ul style="list-style-type: none"> <li>• Total number of people at the event: 35</li> <li>• Student Attendees: 18-20</li> <li>• Number of Schools Represented: 3+               <ul style="list-style-type: none"> <li>○ Community High School</li> <li>○ West Fargo High School</li> <li>○ Northern Cass High School</li> <li>○ Other (not listed)</li> </ul> </li> </ul> <p>Because this was a pilot event, we chose to invite participants primarily through word of mouth and personal invitation. Ambassadors served a key role in promoting the event; 6 of the 10 people surveyed said they came because an Ambassador invited them.</p> <p>There is agreement – as noted in interviews with the Ambassadors, school administration, and RACC staff – about wanting to increase the number of participants at the next event. There was also a strong sentiment to focus on more advertising via other methods such as radio, print, media, etc.</p> <p>One other statistic of significance in this area is whether students would come to a similar event in the future. 100% of the participants reported being interested in coming to a similar event in the future (8 said “YES!” and 2 said “Probably”; no one said “Maybe” or “Not at all”)</p> <p><b>Lessons Learned:</b></p> <ul style="list-style-type: none"> <li>• The number of people in attendance was perfect for the pilot event and what we would have been able to handle, but with the success of the event and the desire to have more people at the next event, we will want to think about advertising in advance and plan that into the timeline.</li> <li>• It would also have been helpful for the Ambassadors to have had more mentoring around how to invite people to the event (provide some guidelines and messaging to ensure clarity). In one instance it was noted by RACC staff and the counselor that some people who were invited didn’t realize they were coming to a learning experience (they thought they were coming just to skate).</li> </ul>
<p>Students will enjoy the event</p>	<p>Participants were asked to rate their level of enjoyment on the post-event survey. Responses included: A Lot, Some, A little, and None.</p> <p>Of the 10 surveys we received, 9 of the participants said they enjoyed the event “A Lot” and 1 of the participants said “Some”. (No one reported enjoying the event “A Little” or “None”)</p> <p><b>Lessons Learned:</b></p> <p>With the survey responses we received, I feel confident we were successful in creating an event that participants enjoyed.</p>

## Desired Outcome:

Students will gain knowledge of healthy relationships

## Analysis:

**Healthy Relationships:** Prior to talking about boundaries, consent, and communication the RACC staff facilitated a brief informational session about the characteristics of healthy relationships. During this portion of the event, students were asked to write down at least 1 or 2 characteristics of a healthy relationship and place them on a sticky wall.

After reviewing and discussing the list, they were then asked to form groups. Each group was given a set of both healthy and unhealthy statements that someone in a relationship might say. The groups were asked to identify the statements that were healthy and place them on the sticky wall. The results were discussed as a large group.



Participants were asked to rate their learning about healthy relationships on the post-event survey. Responses included: A Lot, Some, A little, and None.

Of the 10 surveys we received, 6 of the participants said they learned “A Lot” and 4 of the participants said they learned “Some”. (No one reported learning “A Little” or “None”)

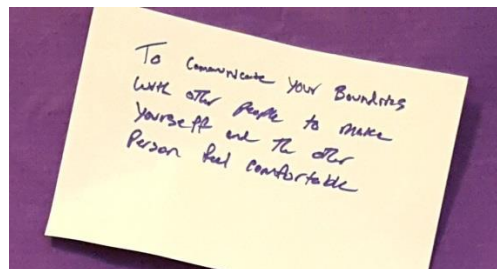
Participants were also asked to rate their learning on each of the sessions (boundaries, consent, and communication).

- **Boundaries:** The Boundaries portion of the event began with a large-group overview. After the overview, participants experienced two different activities. One of the activities was designed to help them practice both setting and respecting boundaries. The other activity highlighted the importance of clarity when communicating boundaries.

This portion of the event seemed to be the most successful in terms of increased knowledge with 7 out of 10 reporting an increase in knowledge about boundaries. We suspect this success is related to two things:


1. The Ambassadors had the most time to learn about, prepare for, and practice this portion of the event.
2. Participants spent the majority of their time on activities related to boundaries. (A total of 1 hour was spent on boundaries, while 30 minutes was spent on each of the other areas).

At the end of the event, participants gathered as a large group to conclude the boundaries portion of the event. Following the conclusion, participants were asked to write a response to the following question, “What are boundaries and/or what’s one new thing you learned about boundaries?”





Desired Outcome:	Analysis:
	<ul style="list-style-type: none"> <li> <b>Consent:</b> The Consent portion of the event was comprised of an overview, an activity, and an activity debrief/conclusion as described in the "<a href="#">Boundaries, Consent and Communication</a>" section of this document.            On the post-event survey, participants reported a fairly high level of knowledge prior to attending the event; however, 5 out of 10 still reported an increase in knowledge about consent. For future events, we may want to provide more advanced information about consent or consider whether this topic should remain a focus.         </li> <li> <b>Communication:</b> The Communication portion of the event was comprised of an overview, an activity, and an activity debrief/conclusion as described in the "<a href="#">Boundaries, Consent and Communication</a>" section of this document.            In terms of increased knowledge, this session showed the least amount of increase in knowledge. Even though participants rated themselves as not knowing much about this area of healthy relationships, only 4 of 10 reported an increase in knowledge.            We suspect this is related to the amount of time spent with Ambassadors on preparing this session (Ambassadors had the least amount of time preparing for this portion of the event).         </li> </ul> <p><b>Lessons Learned:</b></p> <ul style="list-style-type: none"> <li>The amount of time Ambassadors have to plan and prepare for the event is important and may have a significant impact on outcomes.</li> <li>We may need to reconsider the design of the Communication activity.</li> </ul>
<p>Ambassadors will help facilitate systems transformation at their school</p>	<p>Preparing Ambassadors to be leaders of positive transformation within themselves, their school, and their community was an important component of this program. Therefore, we wanted to gather some information about the Ambassadors, the importance of their role in the event, and the ripple effects that have taken place as a result of the program.</p> <p>To gather this information, we asked a couple of questions about the Ambassadors on the post-event survey (see also: "<a href="#">Elevate: Healthy Relationships' Youth Experience Surveys</a>"). We also conducted post-event interviews with the school administration, the Ambassadors, and Rape and Abuse Crisis Center staff.</p> <p><b>Lessons Learned:</b></p> <ul style="list-style-type: none"> <li>100% of the participants reported (via the post-event survey) it was important for them to learn about healthy relationships from a peer Ambassador (6 said it was "Very" important and 4 said it was "Somewhat" important)</li> <li>As seen in the quotes provided earlier in the report, Ambassadors clearly took ownership of the event and of their leadership roles within the school. Both the school counselor and the principal observed the Ambassadors being viewed as leaders by other students at their school. Administration noted that creating a healthy culture at their school is clearly important to Ambassadors and they're taking specific actions to create it.</li> <li>The Ambassador Program has had a positive impact in behavior (changes have been noted by school administration)             <ul style="list-style-type: none"> <li>Ambassadors feel more pride for themselves and community</li> <li>An individual Ambassador is starting to advocate for himself</li> <li>Ambassadors are more accountable</li> <li>The relationship between administration and the students is more cooperative. A group of students (including some Ambassadors) productively advocated for another student with the school principal; this led to a discussion between principal and staff about some of the students' concerns; this is something that would not have happened in the past.</li> </ul> </li> <li>School administration is looking at how to continue to involve students as leaders; looking at possible mentoring opportunities between Ambassadors and potential future students; administration is also looking for ways to support students in continuing their leadership</li> </ul>

Desired Outcome:	Analysis:
<p>Students from at least 1 school are inspired to either become Ambassadors for their own schools or show interest in bringing this program to their schools.</p>	<p>Participants were given the option to complete a “Let’s Connect” form.</p>  <p>Two participants from schools other than Community High School responded by selecting “I want my school to do this – please contact my school”.</p>

**PRE-EXISTING READINESS**

Although the total timeline of the implementation process (including the Ambassador Program and the event itself) took place within about a 3 month timeframe, it’s important to acknowledge that certain elements were in existence prior to beginning the Ambassador Program. When considering the replication of Elevate with other schools and/or organizations, it will be necessary to either ensure these elements are in place prior to implementation or adjust the timeline of the process with these elements in mind.

1. Supportive influencers within school administration
 

In this particular situation, the school counselor was the primary influencer within Community High School. Without her, this project would not have been possible. She was instrumental in initially getting us into the school and was a champion throughout the entire implementation of the program. Some qualities/characteristics that were of benefit in this process include the following:

  - Knowledge of relationship and sexual violence as well as trauma informed approaches– Her knowledge of dating and sexual violence is extensive, and her work with students is highly trauma-informed. Because she understood our methodology and our intention for the program, she made an excellent collaborator and partner. She was also an incredible champion of the process and of allowing students to take the lead.

- Knowledge of primary prevention – She’s been a member of the community’s primary prevention committee (the Changing Our Environment Committee) for several years. Planning the event with a common framework and understanding of primary prevention made the implementation much easier than if we would have had to explain why we wanted to do things a certain way or justify certain needs to meet funding/primary prevention requirements.
  - Considerable influence and autonomy – She did a lot of work in advance to gain the confidence of the school principal, which allowed us the access to begin working with the students. After seeing the students respond positively to our classes, the counselor had enough flexibility and autonomy within her school to provide us the time we needed to implement the Ambassador Program.
  - Excellent communication – She has developed very positive, healthy relationships with each of the students at Community High School, and she was great at communicating with us so that we had a constant feedback loop about the school climate. She also had great connections to other groups within their building, and she independently sought out opportunities for students to share what they learned and to practice new skills.
2. Supportive early adopters within the student body – we had a small group of students who took on the role of being highly influential champions of Elevate very early on in the process. These people were identified by the school counselor as potential Ambassadors and were the first to join the Ambassador Program. They were highly motivated and were excited to get others involved. Many of the Ambassadors who eventually joined the program were initially invited by one of these students (others who later joined were identified by RACC staff or the counselor and personally invited).

## WHAT’S NEXT?

The most immediate next step will be to continue the healthy relationships classes at Community High School through the end of the school year. The class has grown to the point that we’ve needed to split it into two. For the immediate future, the classes have been split into binary gender (male and female). The intention is to join the two classes for the final 2-3 sessions.

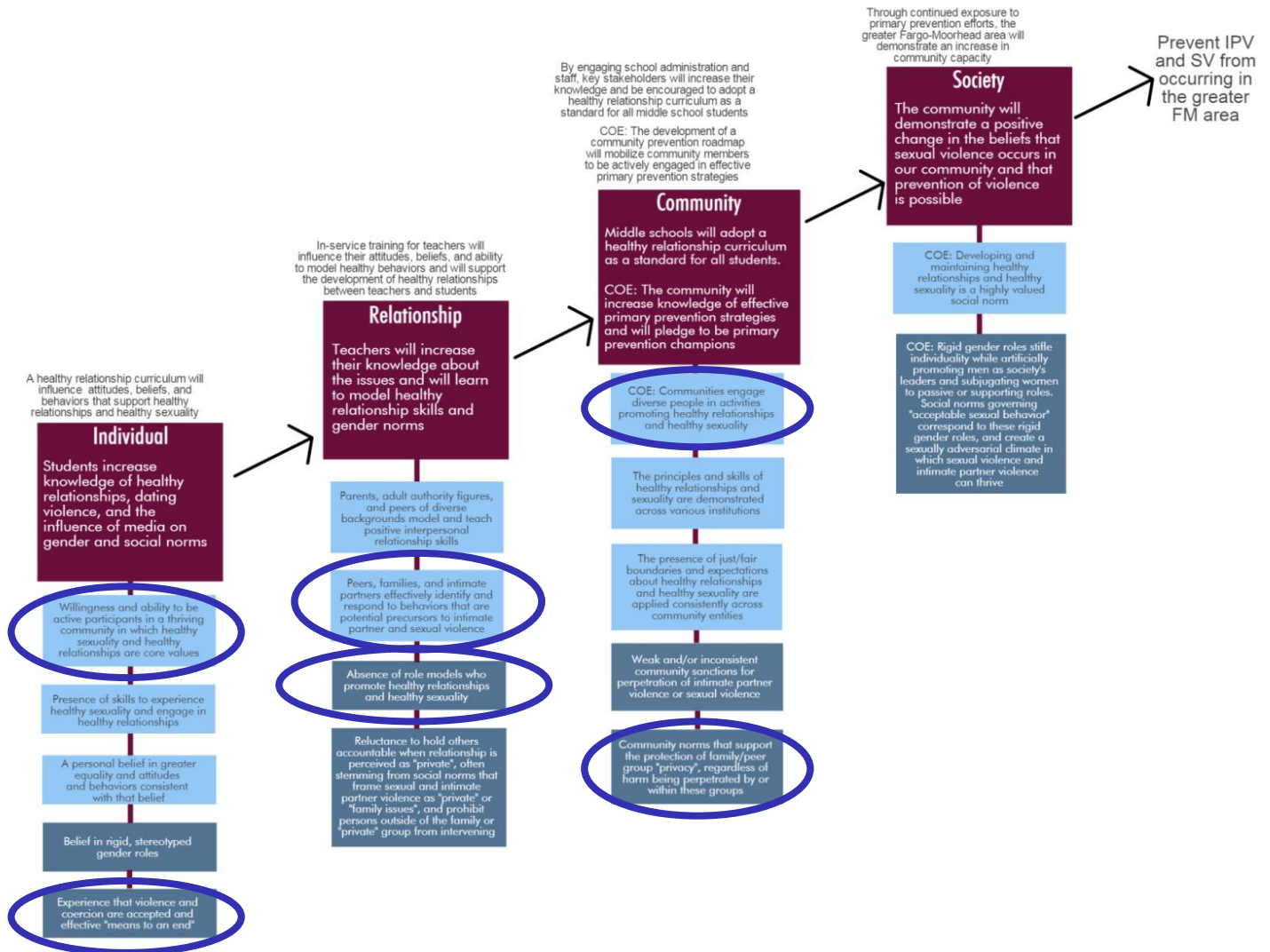
Additionally, this information will be presented to the RACC staff so results can be discussed and feedback about next steps can be solicited. Some potential/preliminary ideas include the following:

- Consider creating a youth version of the COE Committee
- Identify potential schools with which we could recreate this process
- Consider the relationship between this process and the high school version of Green Dot
- Explore the development of a “legacy” program that would allow Ambassadors to continue to connect and collaborate

# APPENDIX A – ALIGNMENT WITH THE THEORY OF CHANGE MODEL

The Theory of Change model is used to help articulate how change is created. The RACC Prevention and Education department has used this model to articulate a comprehensive plan that includes both departmental objectives as well as the objectives of the Changing Our Environment Prevention Committee (this ensures that our work is aligned in order to maximize efficacy of efforts).

The following theory of change model shows the alignment of the Elevate: Healthy Relationships event with the theory of change model created by the RACC Prevention and Education department.



## RISK AND PROTECTIVE FACTORS

The following risk and protective factors are addressed throughout the life of this project:

### INDIVIDUAL

- Risk Factor: Experience that violence and coercion are accepted and effective "means to an end"
- Protective Factor: Willingness and ability to be active participants in thriving community in which healthy relationships and healthy relationships are core values
- Protective Factor: Personal belief in the positive value of, and commitment to, caring, equality, and social justice

## RELATIONSHIP

- Risk Factor: Absence of role models who promote healthy relationship and healthy sexuality
- Protective Factor: Peers, families, and intimate partners effectively identify and respond to behaviors that are potential precursors to IPV or SV

## COMMUNITY

- Risk Factor: Decision-making institutions within communities support an adversarial approach to relationships and sexuality
- Risk Factor: Community norms that support the protection of family / peer group “privacy,” regardless of harm being perpetrated by or within these groups
- Protective Factor: Communities engage diverse people in activities promoting healthy relationships and healthy sexuality

## APPENDIX B – EVALUATION


**Table 1: Local Outcomes and Associated Data Collection Methods**

Outcome	Data Collection Method	Source of Data
Students will come to the Elevate: Healthy Relationships event	Participant count (taken at Skate City)	SkateCity
Students will enjoy the Elevate: Healthy Relationships event	Paper evaluation survey (Evaluation.doc) administered as a post-event survey. See also: <a href="#">“Elevate: Healthy Relationships’ Youth Experience Surveys”</a>	Elevate Survey Tracking.xlsx
Students will gain knowledge of healthy relationships related to boundaries, consent, and communication	Paper evaluation survey (Evaluation.doc) administered as a post-event survey Incorporate mini-evaluation of each session into the workshop to gather qualitative data: <ul style="list-style-type: none"> <li>• Boundaries: Use sticky wall; write a response to “what are boundaries” and/or “what’s something new you learned about boundaries”</li> <li>• Consent: Use sticky wall to write a response to, “It’s not consent if”</li> <li>• Communication: use small balls to vote which examples demonstrate good communication</li> </ul>	Elevate Survey Tracking.xlsx <ul style="list-style-type: none"> <li>• ½ sheets of white paper; photographs</li> <li>• White, neon green and neon pink sheets of paper; photographs</li> <li>• photographs</li> </ul>
Ambassadors will help facilitate systems transformation at their school.	Gather qualitative data by conducting interviews with the Community H.S. Principal, the Counselor and the Ambassadors	<ul style="list-style-type: none"> <li>• Evaluation-DebriefQuestions_Ambassadors.docx</li> <li>• Evaluation-DebriefQuestions_Counselors.docx</li> <li>• Evaluation-DebriefQuestions_Principal.docx</li> <li>• Evaluation-DebriefQuestions_Staff.docx</li> </ul>
Ambassadors will help facilitate systems transformation at their school.	Gather qualitative data by conducting interviews with the Community H.S. Principal, the Counselor and the Ambassadors	<ul style="list-style-type: none"> <li>• Evaluation-DebriefQuestions_Ambassadors.docx</li> <li>• Evaluation-DebriefQuestions_Counselors.docx</li> <li>• Evaluation-DebriefQuestions_Principal.docx</li> <li>• Evaluation-DebriefQuestions_Staff.docx</li> </ul>
Students from at least 1 school are inspired to either become Ambassadors for their own schools or show interest in bringing this program to their schools.	Paper evaluation survey (Evaluation.doc) administered as a post-event survey. See also: <a href="#">“Elevate: Healthy Relationships’ Youth Experience Surveys”</a>	ContactUs.xlsx

## 'Elevate: Healthy Relationships' Youth Experience Surveys

### Ambassadors, RACC Staff, and School Administration

We met with student Ambassadors shortly after the event ended to conduct a group interview. We used the form below to conduct the interview and record their responses to each of the questions. We also used a similar form to conduct post-event interviews with the RACC staff and the Community High School administration.



**ELEVATE: HEALTHY RELATIONSHIPS**  
Ambassadors Debrief

rape and abuse  
crisis center  
advocacy counseling education

1. What things did you observe at the event? What stood out for you?
2. What were the highpoints? Where did things miss the mark?  
High points:  
  
Things that missed the mark:
3. What did people talk to you about at the event? What kinds of things did they talk to each other about?
4. What did you think of the ambassador program and the process of putting on the Elevate event?
5. Are there any important next steps?
6. What would you do differently if we held this event again?


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**Student Attendees:**

Students who attended the event but were not Ambassadors were given a post-event survey. We offered an incentive to complete the survey by giving them an opportunity to put their name in a drawing for a large prize. The survey they received was an anonymous 1 page (two-sided) survey as shown below:

**Page 1:**

## ELEVATE: HEALTHY RELATIONSHIPS SURVEY



**What school do you attend?**

Community High School

Other: \_\_\_\_\_

**Why did you decide to come to this event (select all that apply)?**

An ambassador invited me       It sounded like fun

The Prizes       Free food

Other: \_\_\_\_\_

**Experience**

	A lot	Some	A little	None
How much fun did you have at this event?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How much did you learn about healthy relationships at this event?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Boundaries**

	A lot	Some	A little	Nothing
Before this event, how much did you know about setting and respecting boundaries?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
After attending this event, how much do you know about setting and respecting boundaries?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	For Sure	Probably	Maybe	Not Likely
How likely, if at all, are you to set boundaries in the future?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How likely, if at all, are you to respect others' boundaries in the future?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


**Consent**

	A lot	Some	A little	Nothing
Before this event, how much did you know about giving and getting consent?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
After attending this event, how much do you know about giving and getting consent?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**rape and abuse  
crisis center**  
advocacy counseling education

## ELEVATE: HEALTHY RELATIONSHIPS SURVEY

	<b>For Sure</b>	<b>Probably</b>	<b>Maybe</b>	<b>Not Likely</b>
How likely, if at all, are you to ask for consent in the future?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How likely, if at all, are you to respect a "no" response from others in the future?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Communication</b>				
	<b>A Lot</b>	<b>Some</b>	<b>A little</b>	<b>Nothing</b>
Before this event, how much did you know about communicating effectively?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
After attending this event, how much do you know about communicating effectively?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Ambassadors</b>				
	<b>Very</b>	<b>Somewhat</b>	<b>A little</b>	<b>Not at all</b>
How important was it for you to learn about healthy relationships from a peer ambassador?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Future Events</b>				
	<b>YES!</b>	<b>Probably</b>	<b>Maybe</b>	<b>Not at all</b>
If another school hosted an event that was similar to this (but different) would you be interested in attending?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What did you find most interesting or impactful about this event?				
<b>Final Thoughts</b>				
Is there anything else you would like to share with us?				
<h3>Thank you!!!</h3>				
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## APPENDIX C - TIMELINE

- Registration 4:00pm – 4:15
  - Intro (4:15 – 4:30; 30 min.)
    - Welcome, schedule, announcements
    - Thank you:
      - Community High School Administration
      - FM Area Foundation
      - Community High School Ambassadors
    - Introduction to Ambassadors
  - Interactive education (4:30 – 6:10; 1 hour)
    - Large group activity :
      - Ice Breaker Activity (10 min)
      - Healthy Relationship Characteristics Activity (20 min)
        - Desired outcomes:
          - Identify the characteristics of a healthy relationship
    - Boundaries: 2 stations (70 min. total)
      - Large Group: Overview (10 min)
        - What are boundaries?
        - Why is it important to have boundaries?
      - Choice Activity (25 min)
      - Laser Light Activity (25 min)
      - Large Group: Overview (10 min)
        - Boundaries video
        - What did you learn about boundaries?
        - Reminders
  - Dinner (6:10 – 6:30; 20 min)
    - Prize announcements and awards
  - Interactive education (6:30 – 7:30; 1 hour)
    - Consent (30 min)
      - Overview (10 min)
      - Simon Consents Activity (10 min)
      - Close (10 min)
    - Communication (30 min)
      - Overview (10 min)
      - Obie’s Maze Activity (10 min)
      - Close (10 min)
  - Close (7:30 – 8:00; 30 min)
    - Large group activity – Affirmation tunnel (15 min)
    - Final prize drawings
    - Thank you!
- Verizon
  - Mallory - ND RPE

