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# Youth Engaging for Success (YES)

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## Youth Peer Mentor In-Service Training

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### *Facilitator Guide*

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# Acknowledgements

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# About This Training Course

## Purpose

### ***Training Course Goal***

The overall goal of this In-Service Training (IST) is to increase the capacity of Youth Peer Mentors (YPMs) to deliver effective peer mentoring services to Project YES clients.

### ***Training Course Objectives***

The specific objectives of the training course are to enable YPMs to

- review foundational knowledge and skills covered in pre-service training,
- receive coaching on challenging client interactions,
- explore answers to questions on HIV-related technical and Project YES operational topics,
- share promising practices, and
- reflect on personal development and plan for future goals.

## Audience

This training course is intended for young adults living with HIV who have been trained as YPMs and who have been providing mentoring services to clients for at least six months.

## Curriculum

This curriculum was developed based on a needs assessment questionnaire completed by Project YES staff and YPMs and the overall structure was designed to be easily customizable based on the outcome of a needs assessment process. The topics covered and the amount of time spent on each topic should be adapted based on the group's expressed need or interest in identified topics.

The curriculum package includes the following:

- Facilitator Guide
- Youth Peer Mentor Guide – provides space to take notes on technical and programmatic content that participants can use as a reference guide.

- Youth Peer Mentor Journal – contains personal self-reflection content that participants may want to keep private.

### ***Parking Lot***

A Parking Lot is a flip chart page used throughout the training to temporarily “park” questions from participants that are not appropriate to respond to at the time they are asked because

- they will be covered later in the session and participants may not have enough context to fully understand the answer yet,
- the facilitator does not know the answer to the question and needs to do some additional research or consult with someone else before being able to respond accurately or appropriately, or
- they are off-topic or too detailed for the session.

It also provides a place to take note of any actions that need to be taken during or after the training.

The Parking Lot should be reviewed at the end of each day to determine which questions the participants can now answer for themselves. At the end of the training, items on the Parking Lot that have not been addressed should be acknowledged, and a plan made for following up on those items.

### ***Daily Preview***

Where indicated on the schedule, facilitators should engage participants to preview the schedule for the day.

### ***Daily Summary and Closure***

Where indicated on the schedule, facilitators should engage participants to summarise content covered during the day, including any homework assignments; remind participants of the schedule for the next day including any materials they need to bring with them; and clear any items that can be cleared from the Parking Lot.

### ***Energizers***

Specific energizers have not been included as facilitators are encouraged to design and insert them in the schedule as needed.

# In-Service Training Schedule

Technical and programmatic topics covered in this In-Service Training were determined through a needs assessment questionnaire completed by YPMs and Project YES Staff.

## Day 1

|   |               |
|---|---------------|
| Session 1: Opening Session (1 hour).....                          | 08h30 – 09h30 |
| Session 2: Experience Sharing (1 hour).....                       | 09h30 – 10h30 |
| <i>Tea Break</i> .....  | 10h30 – 10h45 |
| Session 2: Experience Sharing continued (2 hours).....            | 10h45 – 12h45 |
| <i>Lunch Break</i> .....  | 12h45 – 13h45 |
| Session 2: Experience Sharing continued (1 hour and 45 min) ..... | 13h45 – 15h30 |
| <i>Tea Break</i> .....  | 15h30 – 15h45 |
| Session 3: Operational Review (1 hour and 10 min) .....           | 15h45 – 16h55 |
| Daily Summary and Closure 5 min).....                             | 16h55 – 17h00 |

## Day 2

|  |               |
|--|---------------|
| Daily Preview (5 min) .....  | 08h30 – 08h35 |
| Session 4: Technical Topics Review - HIV Basics (1 hour).....                          | 08h35 – 09h35 |
| Session 4: Technical Topics Review - Use of ARVs and Adherence (1 hour) .....          | 09h35 – 10h35 |
| <i>Tea Break</i> .....   | 10h35 – 10h50 |
| Session 4: Technical Topics Review - Sexual Reproductive Health (2 hours and 10 min) . | 10h50 – 13h00 |
| <i>Lunch Break</i> .....   | 13h00 – 14h00 |
| Session 4: Technical Topics Review - Stigma and Disclosure (1 hour and 30 min).....    | 14h00 – 15h30 |
| <i>Tea Break</i> .....   | 15h30 – 15h45 |
| Session 4: Technical Topics Review - Thriving with HIV Review (1 hour and 10 min)..... | 15h45 – 16h55 |
| Daily Summary and Closure (5 min).....   | 16h55 – 17h00 |

## Day 3

|   |               |
|---|---------------|
| Daily Preview (5 min) .....   | 08h30 – 08h35 |
| Session 4: Technical Topics Review – Subject Matter Expert Q&A (2 hours).....     | 08h35 – 10h35 |
| <i>Tea Break</i> .....  | 10h35 – 10h50 |
| Session 5: Planning for the Future – Resource Panel (2 hours and 10 min).....     | 10h50 – 13h00 |
| <i>Lunch Break</i> .....  | 13h00 – 14h00 |
| Session 5: Planning for the Future – Next Step Planning (1 hour and 30 min) ..... | 14h00 – 15h30 |
| <i>Tea Break</i> .....  | 15h30 – 15h45 |
| Session 5: Planning for the Future – Next Step Planning continued (30 min).....   | 15h45 – 16h15 |
| Session 6: Wrap up and Closure (45 min).....                                      | 16h15 – 17h00 |

# Session 1: Opening Session

**Total Session Time: 1 hour**

## OBJECTIVES:

By the end of the session participants will be able to

- discuss the goal and objectives of the in-service training (IST),
- address questions and expectations about the IST,
- establish ground rules for working together, and
- identify review questions on technical and operational topics.

## MATERIALS



- Flip chart stand, paper, and markers
- Press stick or masking tape
- Sticky notes or small slips of paper
- Notebooks and pens for participants
- Copies of YPM Guides and YPM Journals for participants

## HANDOUTS & TOOLS



- Attendance register

## FLIP CHARTS



- 1 flip chart titled "Expectations"
- 1 flip chart titled "Parking Lot"
- 1 flip chart titled "Ground Rules"
- 1 flip chart for each of the technical topic categories identified through needs assessment process
- 1 flip chart titled "Operational Questions"

## PREPARATION CHECKLIST



- Set up room in U-shape or small tables.
- Review session and practice any unfamiliar activities.
- Prepare flip charts.

## SESSION OVERVIEW

| Learning Activity                          | Primary Methodology                     | Time   |
|--|---|--------|
| Welcome                                    | Introductions, ice breaker activity     | 15 min |
| IST Overview                               | Participatory lecture, group discussion | 15 min |
| Technical and Operational Review Questions | Brainstorming, group discussion         | 30 min |



# LEARNING ACTIVITIES

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## Welcome (~15 Minutes)

---

- Introduce yourself, any other facilitators, and any members of the project team.
- Lead an icebreaker by asking participants to write their answer to the question, “What is one thing you have learned about yourself through your work with Project YES” on a sticky note.
- Collect the sticky notes and read each one aloud asking participants to guess who wrote each response.
- Summarise and acknowledge what participants have shared.

## IST Overview (~15 Minutes)

---

- Distribute copies of the *YPM Guide and YPM Journal*.
- Ask for volunteers to read the IST goal and objectives in their *YPM Guide*.
  - Goal: Increase the capacity of Youth Peer Mentors to deliver effective peer mentoring services to Project YES clients.
  - Objectives:
    - review foundational knowledge and skills covered in pre-service training,
    - receive coaching on challenging client interactions,
    - explore answers to questions on HIV-related technical and Project YES operational topics,
    - share promising practices, and
    - reflect on personal development and plan for future goals.
- Ask if there are any questions about the goal or objectives and clarify key points.
- Direct participants to the *IST Schedule* in their *YPM Guide* and review logistical details such as location of toilets, dining facilities, etc.
- Show the *Expectations Flip Chart* and distribute *sticky notes*.
- Ask participants to write at least one expectation they have for this training.
- Review the expectations by reading them aloud.
- Process the expectations acknowledging any that will not be met during this training course.
- Review how the *Parking Lot* will be used throughout the training.
- Ask participants to identify ground rules for the IST and write them on the *Ground Rules Flip Chart*. If not mentioned by the group, add
  - confidentiality – anything personal shared in the room stays in the room,



- refrain from judgements – both of others AND yourself,
- respect that others may have different ideas and experiences, and
- actively participate.
- Get consensus on the ground rules and post them in a visible location.
- Pass around *Attendance Register* for signatures.
- Ask for any questions, and park those on topics which will be covered later.

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## **Technical and Operational Review Questions (~30 Minutes)**

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- Show the *Technical Topic and Operational Questions Flip Charts* posted around the room.
- Explain that these were topics and questions identified during the needs assessment process.
- Ask participants to write specific questions they have about any of the technical or operational topics and post them on the relevant flip chart.
- Review the questions on each flip chart, identify which ones will be addressed during the review sessions, and park any which need additional input or follow-up.
- Ask for any questions, and park those on topics which will be covered later.

# Session 2: Experience Sharing

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**Total Session Time: 4 hours and 45 minutes**

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## OBJECTIVES:

By the end of the session participants will be able to

- work through challenging client interaction scenarios,
  - review key communication tools and peer mentoring practices,
  - practice identifying interaction content to include in client notes,
  - share promising practices, and
  - use a self-reflection activity to assess self-care practices.
- 

## MATERIALS



- Flip chart stand, paper, and markers
- 

## HANDOUTS & TOOLS



- None
- 

## FLIP CHARTS



- 1 flip chart titled "Communication Tools" with list of tools from PST (active listening, questioning, paraphrasing, reframing, normalising statements, "I" statements, summarising, and feedback).
  - 1 flip chart titled "Peer Mentoring Framework" with diagram of the peer mentoring practices from PST (listen, coach, model, support, educate, motivate, trust, respect, and empathy).
- 

## PREPARATION CHECKLIST



- Review session and practice any unfamiliar activities.
  - Prepare flip charts.
- 

## SESSION OVERVIEW

| Learning Activity             | Primary Methodology                   | Time    |
|-------------------------------|---------------------------------------|---------|
| Session Overview              | Group discussion                      | 5 min   |
| Exploring Client Interactions | Scenario role plays, group discussion | 280 min |

# LEARNING ACTIVITIES

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## Session Overview (~5 Minutes)

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- Direct participants to the session overview in their *YPM Guide*.
- Ask for volunteers to read the session objectives.
- Ask if there are any questions, respond to those that are relevant, and park those on content covered later.

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## Exploring Client Interactions (~280 Minutes)



















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- Direct participants to the *YPM Experience Self-Reflection Questions* in their *YPM Journal* and tell them they will have ~15 minutes to answer them.
  - What has been your greatest success as a YPM?
  - What has been your greatest challenge as a YPM?
  - Think about an interaction with a client where you felt uncomfortable for any reason.
    - What was the situation?
    - How did you handle the situation?
    - What was the outcome?
  - Think about a situation where you experienced a boundary issue with a client, facility staff member, or Project YES staff member.
    - What was the situation?
    - How did you handle the situation?
    - What was the outcome?
- Once it appears all participants are finished, bring the group back together and ask for any volunteers to share anything from the self-reflection questions.
- Acknowledge that in this type of work, it is important to have opportunities to work through interactions that have been challenging.
- Explain that each YPM will present a scenario they'd like to work through and you'll role play it with them with you playing the YPM and them playing the client.
- Explain that the other participants will be observers and should use the *Observation Notes* in their *YPM Guide* to take notes about what they see including what points would be important to include in client notes.
- Review the structure of the *Observation Notes* and point out the *Communication Tools* and *Peer Mentoring Framework Flip Charts* from PST to remind participants about those elements.

| <b>Observation Notes</b>                           |                                      |
|--|--------------------------------------|
|  |                                      |
| <b>Communication Tools Used</b>                    | <b>Peer Mentoring Practices Used</b> |
|  |                                      |
| <b>Important Points to Include in Client Notes</b> |                                      |
|  |                                      |

- Conduct role plays with YPMs on scenarios they've identified. Plan for ~20 minutes (adjust the time depending on the number of participants) for each YPM including time to debrief after each role play to get input from the observers.
- Look for opportunities to address issues identified through the needs assessment process.
  - Working with/relating to clients of different backgrounds
  - Challenges covering topics related to sex when the client is a different gender
  - Maintaining appropriate boundaries with clients
- Direct participants to the **Self-Care Assessment** in their **YPM Journal** and tell them they will have ~20 minutes to complete it.

| <b>Self-Care</b>  |   |
|---|---|
| How would you rate your overall self-care practices? <span style="float: right;">😊 😐 😞</span>               |   |
| <b>What are your biggest challenges in practicing self-care?</b>  | <b>What are some ideas for improving your self-care practices?</b>  |
|   |   |
| <b>What have clients said or shared that triggered an emotional reaction in you?</b>                        | <b>What steps have you taken to address that emotional trigger?</b> |
|   |   |
| <b>Self-Efficacy</b>  |   |
| How easy is it for you to stick to your aims and accomplish goals? <span style="float: right;">😊 😐 😞</span> |   |

|   |                                     |  |   |   |   |
|---|-------------------------------------|--|---|---|---|
| How confident are you that you can deal with unexpected events? |                                     |  |    |    |    |
| <b>Physical Health</b>  |                                     |  |   |   |   |
| How would you rate your overall physical well-being?            |                                     |  |    |    |    |
| How would you rate your overall adherence?                      |                                     |  |    |    |    |
| <b>What are you doing well?</b>                                 | <b>What do you want to improve?</b> | <b>What steps can you take to improve?</b> |   |   |   |
|   |                                     |  |   |   |   |
| <b>Emotional/Mental Health</b>                                  |                                     |  |   |   |   |
| How would you rate your overall emotional/mental well-being?    |                                     |  |    |    |    |
| <b>What are you doing well?</b>                                 | <b>What do you want to improve?</b> | <b>What steps can you take to improve?</b> |   |   |   |
|   |                                     |  |   |   |   |
| <b>Spiritual Health</b>   |                                     |  |   |   |   |
| How would you rate your overall spiritual well-being?           |                                     |  |    |    |    |
| <b>What are you doing well?</b>                                 | <b>What do you want to improve?</b> | <b>What steps can you take to improve?</b> |   |   |   |
|   |                                     |  |   |   |   |
| <b>Social Health</b>  |                                     |  |   |   |   |
| How would you rate your overall social well-being?              |                                     |  |  |  |  |
| <b>What are you doing well?</b>                                 | <b>What do you want to improve?</b> | <b>What steps can you take to improve?</b> |   |   |   |
|   |                                     |  |   |   |   |

- Once it appears all participants are finished, bring the group back together and ask for any volunteers to share anything from the self-care assessment.
- Emphasize the importance of YPMs having good self-care practices to protect their own health and wellbeing and to be good role models for their clients.
- Remind participants what resources are available to them if they are finding themselves emotionally triggered by things that clients are sharing.
- Ask for any questions on content covered in the session, and park those on topics which will be covered later.

# Session 3: Operational Review

**Total Session Time: 1 hour and 10 minutes**

## OBJECTIVES:

By the end of the session participants will be able to

- review Project YES operational policies and procedures,
- obtain answers to operational questions,
- identify potential changes to the client meeting outlines, and
- identify operational issues that need further discussion or consultation with the research team.

## MATERIALS



- Flip chart stand, paper, and markers

## HANDOUTS & TOOLS



- Copies of client and group meeting outlines and tools

## FLIP CHARTS



- None

## PREPARATION CHECKLIST



- Review session and practice any unfamiliar activities.

## SESSION OVERVIEW

| Learning Activity  | Primary Methodology | Time   |
|--------------------|---------------------|--------|
| Session Overview   | Group discussion    | 5 min  |
| Operational Review | Group discussion    | 65 min |

# LEARNING ACTIVITIES

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## Session Overview (~5 Minutes)

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- Direct participants to the session overview in their *YPM Guide*.
  - Ask for volunteers to read the session objectives.
  - Ask if there are any questions, respond to those that are relevant, and park those on content covered later.
- 

## Operational Review (~65 Minutes)

---

- Process the questions on the *Operational Questions Flip Chart* and any questions identified through the needs assessment process with the group.
  - Planning and scheduling sessions
  - Completing session tools
  - Community referrals/linkages
- Give the participants an opportunity to answer the questions first, and then use relevant materials from the PST Curriculum or other resources to answer any questions that cannot be answered by the other participants.
- Park any questions that require additional discussion or consultation with the Principal Investigator on the Parking Lot.
- Ask for any questions on content covered in the session, and park those on topics which will be covered later.



# Session 4: Technical Topics Review

**Total Session Time: 8 hours and 50 minutes**

## OBJECTIVES:

By the end of the session participants will be able to

- review foundational knowledge on HIV-related topics, and
- obtain answers to questions on HIV-related technical topics.

## MATERIALS



- Flip chart stand, paper, and markers
- Activity materials from PST or other resources as needed to cover content on questions posed

## HANDOUTS & TOOLS



- Handouts/tools from PST or other resources as needed to cover content on questions posed
- Copies of any relevant guidelines being reviewed

## FLIP CHARTS



- Flip charts from PST or other resources as needed to cover content on questions posed

## PREPARATION CHECKLIST



- Review the questions identified for each of the topics and use PST materials or other resources to prepare relevant materials, handouts and tools, and flip charts as needed to cover content on questions posed.
- Invite subject matter experts to respond to clinical or technical questions as needed.

## SESSION OVERVIEW

| Learning Activity               | Primary Methodology                        | Time    |
|---------------------------------|--|---------|
| Session Overview                | Group discussion                           | 5 min   |
| HIV Basics                      | Group discussion, PST activities as needed | 55 min  |
| Use of ARVs and Adherence       | Group discussion, PST activities as needed | 60 min  |
| Sexual Reproductive Health      | Group discussion, PST activities as needed | 130 min |
| Stigma and Disclosure           | Group discussion, PST activities as needed | 90 min  |
| Thriving with HIV               | Group discussion, PST activities as needed | 70 min  |
| Q&A with Subject Matter Experts | Group discussion, PST activities as needed | 120 min |

# LEARNING ACTIVITIES

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## Session Overview (~5 Minutes)

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- Direct participants to the session overview in their *YPM Guide*.
  - Ask for volunteers to read the session objectives.
  - Ask if there are any questions, respond to those that are relevant, and park those on content covered later.
- 

## HIV Basics (~55 Minutes)

---

- Process the questions on the *HIV Basics Flip Chart* and any questions identified through the needs assessment process with the group.
    - Difference between HIV1 and HIV2
    - HIV transmission and prevention
    - Impact on Immune System/Disease Progression
    - OIs
  - Give the participants an opportunity to answer the questions first, and then use relevant materials from the PST Curriculum or other resources to address any questions that cannot be answered by the other participants.
  - Park any questions that are more applicable for the subject matter experts on the Parking Lot.
- 

## Use of ARVs and Adherence (~60 Minutes)

---

- Process the questions on the *ARVs and Adherence Flip Chart* and any questions identified through the needs assessment process with the group.
    - Use of ARVs for treatment vs prevention
    - Difference between 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> line treatment
    - Adherence challenges
  - Give the participants an opportunity to answer the questions first, and then use relevant materials from the PST Curriculum or other resources to address any questions that cannot be answered by the other participants.
  - Park any questions that are more applicable for the subject matter experts on the Parking Lot.
- 

## Sexual Reproductive Health (~130 Minutes)

---

- Process the questions on the *Sexual Reproductive Health Flip Chart* and any questions identified through the needs assessment process with the group.
  - Safer sex practices and challenges of negotiating safer sex

- Addressing resistance to condom usage
- How to ask for family planning services from health care worker
- Give the participants an opportunity to answer the questions first, and then use relevant materials from the PST Curriculum or other resources to address any questions that cannot be answered by the other participants.
- Park any questions that are more applicable for the subject matter experts on the Parking Lot.

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## **Stigma and Disclosure (~90 Minutes)**

---

- Process the questions on the *Stigma and Disclosure Flip Chart* and any questions identified through the needs assessment process with the group.
  - Difference between stigma and discrimination
  - Knowing your rights
  - Supporting client disclosure
- Give the participants an opportunity to answer the questions first, and then use relevant materials from the PST Curriculum or other resources to address any questions that cannot be answered by the other participants.
- Park any questions that are more applicable for the subject matter experts on the Parking Lot.

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## **Thriving with HIV (~70 Minutes)**

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- Process the questions on the *Thriving with HIV Flip Chart* and any questions identified through the needs assessment process with the group.
  - Healing from loss and grief
- Give the participants an opportunity to answer the questions first, and then use relevant materials from the PST Curriculum or other resources to address any questions that cannot be answered by the other participants.
- Park any questions that are more applicable for the subject matter experts on the Parking Lot.

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## **Subject Matter Expert Q&A (~120 Minutes)**

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- Process the technical and/or operational questions on the parking lot with the subject matter experts.
- Park questions that cannot be answered or need more time.
- Ask for any questions on content covered in the session, and park those on topics which will be covered later.

# Session 5: Planning for the Future

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**Total Session Time: 4 hours and 10 minutes**

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## OBJECTIVES:

By the end of the session participants will be able to

- identify local resources providing job skills training, job search, and continuing education support services,
  - reflect on experiences as a YPM to identify knowledge, skills, and experience gained,
  - explore differences in self-perception as a young person living with HIV, and
  - identify post-employment goals and develop an action plan for a selected goal.
- 

## MATERIALS



- Flip chart stand, paper, and markers
  - Press stick or masking tape
  - Card stock
  - Coloured markers
- 

## HANDOUTS & TOOLS



- YPM Journals from PST if YPMs kept them
- 

## FLIP CHARTS



- None
- 

## PREPARATION CHECKLIST



- Invite local panelists who have expertise and knowledge of local resources for skills training, job search, and continuing education. Do not disclose the HIV status of the YPMS unless that has been approved by them.
- 

## SESSION OVERVIEW

| Learning Activity  | Primary Methodology  | Time    |
|--------------------|--|---------|
| Session Overview   | Group discussion   | 5 min   |
| Resource Panel     | Panel discussion   | 125 min |
| Next Step Planning | Self-reflection, drawing exercise, buzz groups, and group discussion | 120 min |

# LEARNING ACTIVITIES

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## Session Overview (~5 Minutes)

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- Direct participants to the session overview in their *YPM Guide*.
- Ask for volunteers to read the session objectives.
- Ask if there are any questions, respond to those that are relevant, and park those on content covered later.

## Resource Panel (~125 Minutes)

---

- Welcome panelists to the IST and thank them for their participation.
- Direct participants to *Resource Panel Ideas and Notes* in their IST *YPM Journal*.
- Invite panelists to introduce themselves and explain where they are from and what they do.
- Ask participants to introduce themselves and say where they are working.
- Invite panelists to give their remarks.
- Facilitate a question and answer session.
- Ask for any questions on content covered in the session, and park those on topics which will be covered later.
- Thank panelists for their participation.

## Next Step Planning (~120 Minutes)

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- Direct participants to the *Next Step Self-Reflection Questions* in their IST *YPM Journal*.
  - How have you changed since PST?
  - How do you see yourself now as opposed to how you saw yourself before becoming a YPM?
  - What skills have you developed by being part of Project YES?
  - Has being a part of Project YES changed any of your attitudes or perceptions about living with HIV?
  - Has being a part of Project YES changed the way you see your future?
  - Who do you want to be in the world?
  - What do you want your life to stand for?
  - Based on your life experiences come up with your own inspirational quote
- Explain that they will have ~20 minutes to reflect on and answer these questions.

- Invite participants who kept their YPM Journals from PST to review how they answered those self-reflection questions as a way to see what may have changed for them.
- Reassure participants that their answers are private and they will choose how much or little they want to share.
- Once it appears all participants are finished, ask them to find a partner and share anything they are comfortable sharing from their self-reflection questions.
- Bring the group back together and ask for any volunteers to share anything from the self-reflection exercise.
- Direct participants to the ***Life Goals Self-Reflection Questions*** in their ***YPM Journal***.
- Review the questions and tell participants they will have ~20 minutes to reflect on and answer them.

|  |
|--|
| <b>What goals do you want to achieve after the conclusion of Project YES?</b>  |
| 1.   |
| 2.   |
| 3.   |
| 4.   |
| <b>Which goal do you want to prioritize?</b>   |
|  |
| <b>What is stopping you or getting in the way of achieving this goal (barriers)?</b>   |
|  |
|  |
|  |
|  |
| <b>What do you already have in your life (e.g. strengths, experiences, skills, people, resources, etc.) that can help you overcome these barriers?</b> |
|  |
|  |
|  |
|  |
|  |

| <b>What next actions can you take to move you closer to achieving one of your goals?</b> | <b>When will you take this next action (date)?</b> |
|--|--|
| 1.   |  |
| 2.   |  |
| 3.   |  |
| 4.   |  |
| 5.   |  |

- Bring the group back together and facilitate a discussion on what participants have learned that can help them move towards a future they would like to attain.
- Distribute **A4 paper** and **coloured markers**.
- Ask participants to consider their responses to both sets of self-reflection questions and draw a picture or symbol that can serve as a motivation to achieving their goals and living the life they want to live and/or use the coloured paper to do their own quote.
- Ask for volunteers who want to share their symbol or quote.
- Ask for any questions on content covered in the session, and park those on topics which will be covered later.



# Session 6: Wrap Up and Closure

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**Total Session Time: 45 minutes**

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## OBJECTIVES:

By the end of the session participants will be able to

- provide feedback on training course, and
- obtain certificates of completion.

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## MATERIALS



- Flip chart stand, paper, and markers
- Press stick or masking tape
- Certificates

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## HANDOUTS & TOOLS



- IST Evaluation Form

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## FLIP CHARTS



- None

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## PREPARATION CHECKLIST



- Print out certificates with participant names, and have them signed by designated people.

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## SESSION OVERVIEW

| Learning Activity          | Primary Methodology | Time   |
|----------------------------|---------------------|--------|
| Session Overview           | Group discussion    | 5 min  |
| Training Course Evaluation | Written evaluation  | 20 min |
| Coming to Closure          | Group discussion    | 20 min |

# LEARNING ACTIVITIES

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## Session Overview (~5 Minutes)

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- Direct participants to the session overview in their *YPM Guide*.
- Ask for volunteers to read the session objectives.
- Ask if there are any questions, respond to those that are relevant, and park those on content covered later.

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## Training Course Evaluation (~20 Minutes)

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- Distribute *In-Service Training Evaluation Handout* and explain how the information gathered will be used.

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
## Coming to Closure (~20 Minutes)

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- Clear any relevant items from *Parking Lot*, and identify next steps for any remaining items.
- Invite participants to share anything they want to share about their experiences.
- Thank and acknowledge participants for their efforts during the week and anyone who contributed to the training course.
- Distribute *certificates*.

# Appendix

## Handouts & Tools

|   |   |  |
|---|---|--|
| <b><i>IST Needs Assessment Questionnaire- Staff</i></b> | Conduct in advance to inform IST content and schedule | <br>Project YES<br>In-Service Training Nk   |
| <b><i>IST Needs Assessment Questionnaire - YPMs</i></b> | Conduct in advance to inform IST content and schedule | <br>Project YES<br>In-Service Training Nk   |
| <b><i>Attendance Register</i></b>                       | Session 1: Opening Session                            | <br>Project YES IST<br>Attendance Register. |
| <b><i>IST Evaluation</i></b>                            | Session 16: Closing                                   | <br>Project YES IST<br>Evaluation.docx      |
| <b><i>Completion Certificate</i></b>                    | Session 16: Closing                                   | <br>Project YES YPM IST<br>Certificate.pub  |