

Virtual Sidekicks Toolkit

General Guidelines/Approach to delivering Sidekicks (SK) virtually for youth

CTI is committed to introducing the opportunity for virtual Sidekicks training for youth. This would not modify the curriculum (slides/activities/resources) but instead expand the training approach/offerings within the Maine Tobacco Prevention Program (TPP).

- What is capacity of school or youth-serving entity (YSE) to help in coordination and setting up of the SK class? Is it realistic to think youth will engage virtually?
- Structure training so that it is delivered in 3-5 individual blocks of time to keep engagement high
- Identify any activities/sections that could become homework assignments- completed between lessons, with recognition that if homework is not completed, time will need to be built into virtual meet-ups to do so and/or review.
- Flexibility will be key to how many blocks of time/classes it will take to deliver SideKicks. There are a handful of different combinations built into this document but they are just recommendations, and allowances for discussion, questions and/or need to reinforce or review content may need to be considered.
- SK is built around assumption of multiple learners- even for adult advisors; determine what adaptations need to be made for singular or small groups;

Technology

- Determine up front what technology and adaptations will be needed (i.e. SK “Ask” cues should be integrated into lesson using the chat box. Recommended game-based learning platforms include Kahoot!, Google slides, ZOOM break out rooms and Poll Everywhere can engage students in voting/polling/sharing-could add a fun element; (see SK virtual toolkit for sample [activity tip sheets](#) that have already been created);
- This presentation can be delivered in a variety of ways, you are welcome to find the solution that works best for you and your team.
- Hybrid Considerations: Make sure you are connecting with your school/YSE contacts to go over their in-person or virtual learning plans before your presentation.
- Be prepared for students to have different levels of access to technology and be flexible in how you plan to interact.
- Conduct a pre-assessment (with adult advisors, school contact, etc.) around access to Wi-Fi/connectivity as well as computers;
- Build in recap or review at the beginning of sessions (i.e. homework review would work) OR perhaps 1 on 1 or small group check ins between lessons to check for comprehension, identify readiness, etc.
- Build in a booster session post virtual session/shelter in place to allow participants to practice skills in a room with others and to give instructors a chance to observe/redirect.

[WeAreSidekicks.org/welcome-advisors/program-materials/](https://www.maine.gov/health/tobacco-prevention/we-are-sidekicks)

Any questions regarding Sidekicks should be directed to MaineHealth Center for Tobacco Independence via email at TobaccoPreventionServices@MaineHealth.org or via phone at (207) 661-7835.

Last Update: April 2021

Virtual Sidekicks Toolkit

Youth Guidance

- It is **very** helpful to have a co-facilitator help with the training and day-of virtual logistics when delivering the training virtually.
- Virtual class size will be situation-dependent – smaller class sizes without a school supervisor/ co-facilitator work well, and classes could be larger with in-person supervision or co-facilitation.
- Limit sessions to no more than 60 minutes each (for everyone’s sake)
- Age of participants and time of day (i.e. adolescents) may influence pace and scheduling. Be flexible about which activities will work in virtual environments.
- Integrate movement breaks and/or physical activity into some of the activities (i.e. hot potato or pitch and hit);
- Figure out a way to integrate the student led discussion often sparked by their comments or questions discuss what is relevant in students’ lives, SK skills are often transferrable to discussions of other concerns (i.e. other substance use) for youth, anticipate that they may want to expand discussion;
- Utilize a texting platform (i.e. Menti) to allow and promote the SK youth to connect with each other and trainer. Texting option may encourage youth to get conversation going and it would be a familiar technology to them.
- Maintaining some of the activities – the crowd pleasers. Using randomizer or music. Maximizing interactivity.
- Determine communication loop- typically DTPPs do not have direct contact (information) with students/youth. How will confidential questions be handled? How will communications be distributed to students?

[WeAreSidekicks.org/welcome-advisors/program-materials/](https://www.wearesidekicks.org/welcome-advisors/program-materials/)

Any questions regarding Sidekicks should be directed to MaineHealth Center for Tobacco Independence via email at TobaccoPreventionServices@MaineHealth.org or via phone at (207) 661-7835.

Last Update: April 2021

Training Activity (chapter/page/slide)	Virtual Strategy	Notes
Ice Breaker	Facilitator randomly chooses questions from Clever Catch Ball (perhaps blindfolded) to ask each participant to answer as part of the introduction. Participants select who goes next until all are introduced. Alternatively, conduct a short round of charades or play a virtual introduction game- each student introduces themselves and picks a movement (clap, jump, etc.), the next person introduces and repeats previous movements and picks their own to add (repeat).	Considerations for strategy column- integration of movement/physical activity, size of group, can participants see each other, etc.
Lesson 1 Didactic learning- sharing SK model and setting intentions for training.	Assign <u>prior</u> to lesson 2- Answer the below questions before you join/attend: Think of a person who you'd want to have a Sidekicks conversation with about their tobacco and vape use. (NOTE: Let teens know that they do not need to write down or share the person's name.) <ul style="list-style-type: none"> • What is the reason you want to talk with this person? • What might stop you or discourage you from bringing this up with the person? 	1+2= can be delivered as one session. If so the Future SK conversation exercise under strategy column will need to be integrated into time together. If so have students type their answers to the bottom two questions into the chat box before signing off
Lesson 2/ Focus on Nicotine & Tobacco/Introduction to Addiction/Value of SK conversations	Play Hot Potato Facts- adapt using polling app, chat screen or potentially set up on google form or survey monkey and have it self score.	Will need to review and discuss hot potato questions one by one. This may require modifying number of questions asked.

<p>Lesson 3/ Introduction to decision making (stages of change)/Intro to concept of ambivalence/initial listening skill practice</p>	<p>Phone Use Exercise- adapt using polling app or using google slides have participants move their marker around the “room”</p> <p>Listening to change talk- participants can use emoji thumbs up when they hear the person use change talk.</p> <p>Assignment- prior to lesson 4 ask participants to view the tobacco conversation video (#1) on their own time and answer the following questions-</p> <p>Was woman ready to quit? What made you think this was the case?</p> <p>Do you think she’s going to quit after this conversation? Why or why not?</p> <p>Was this a helpful, respectful conversation? Why or why not?</p> <p>How would you want to be spoken to?</p>	<p>At start of lesson #4 discuss and review homework assignment and then show the tobacco conversation #2 a few minutes of watching this redo gives students the gist of differences – complete lesson 3.</p>
<p>Lesson 4/ Active Listening/Reflective Statements/ Open Ended Questions/ How and When of SK Conversations/ How to get conversations back on track</p>	<p>Assignments:</p> <p>Power of Listening Activity could be done with a family member and follow instructions provided and then report out to class – What was it like to be listened to without interruption for 1 minute? (before lesson 4);</p> <p>-Reflective Statement Videos could also be viewed. Once reconvened ask “what were differences between the two conversations?” (Assign prior to lesson 5)</p> <p>Open Ended Question Videos- Once reconvened ask “what were differences between the two conversations?” (Assign prior to lesson 5)</p> <p>Virtual Classroom-</p> <p>-Reflective Statements Practice 1 and 2- Use chat function for responses</p>	<p>Most challenging lesson to adapt with 6+ interactive activities. Does it need to be split into two lessons? Should more of it be done as homework (recognizing that it might not be done)? Are there activities that may need to be delayed until students are in same room? Not sure how to structure the last activity- “Make a Decision or a Change” which is done in small groups and involves an observer. Perhaps this could be done by creating breakout groups, have each group do a different activity, and then some sort of debriefing with the larger group?</p> <p>Split lesson 4 into 2 sessions. Latter half to be done with lesson 5.</p>

	<p>-Small Group Reflective Statements- Use Zoom Break Out Rooms</p> <p>Pitch N Hit- Kahoot? Is there a way to play a matching game via google classroom or using Quizlet?</p> <p>-Open Ended Questions Practice 1 and 2- Use chat function for responses</p> <p>-Small Group Closed to Open Ended Questions/ Use Zoom Break Out Rooms</p> <p>-Demonstration Role Play- Instructor and one volunteer student can lead role play while others in virtual classroom will observe/listen and record every time they hear: Reflective Statements, Open-Ended Questions,</p> <p>and when they witness/hear listening instead of talking. After reading through the script debrief</p>	<p>Other combination of lessons include:</p> <p>Lesson 3 and some of 4 into= 2nd session</p> <p>Middle of Lesson 4= 3rd session</p> <p>End of Lesson 4/5= 4th session</p>
<p>Lesson 5/ Help & Safety/Preparing for First SK Conversation</p>	<p>Homework Assignment- Be prepared to potentially share responses to below questions:</p> <ol style="list-style-type: none"> 1. Think of a teen/person you would like to talk to about their tobacco use/vaping? 2. Write down an opportunity you might have to do so? 3. What would you say to start the conversation- what would be your opening line? <p>Opportunity and Opening Lines Exercise could be conducted using break-out rooms in Zoom.</p>	<p>Skills gained in Lesson 4 prepare participants to complete assignment of “getting ready for 1st SK conversation.”</p> <p>“SK conversation” might be about something other than tobacco or vaping, offer that as an option.</p> <p>Secondary assignment could be to have participants research or identify any safety policies that a school or YSE might have (i.e. mandated reporting).</p>



[WeAreSidekicks.org/welcome-advisors/program-materials/](https://www.maine.gov/health/tobacco-prevention-services/)

Any questions regarding Sidekicks should be directed to MaineHealth Center for Tobacco Independence via email at TobaccoPreventionServices@MaineHealth.org or via phone at (207) 661-7835.

Last Update: April 2021