

Natural Helpers[®]

Participant Learning Objectives

Series Training

Session No.	Session Title	Summary	Participant Learning Objectives	Length
1	Beginning Day 1	Participants get to know each other and learn about program goals, the training agenda, roles of Natural Helpers, and Ground Rules.	<ul style="list-style-type: none"> Identify the goals of the Natural Helpers[®] program. Identify some of the roles of Natural Helpers. Share information with each other openly and honestly. 	45 min
2	Qualities of Natural Helpers	Participants identify qualities in themselves and others that make them good helpers.	<ul style="list-style-type: none"> Identify qualities of Natural Helpers. Identify three people they go to for help. Recognize that Natural Helpers need to take good care of themselves. 	45 min
3	Labeling	Participants experience and observe how labeling negatively affects communication.	<ul style="list-style-type: none"> Identify the harmful effects of labeling. Reduce labeling during the training. 	45 min
4	Trust and Teamwork	Participants experience and discuss trust and teamwork.	<ul style="list-style-type: none"> Express his or her own levels of trust with another participant. Rely on a helping team in order to better help their friends and take good care of themselves. 	45 min
5	Knowing When People Need Help	Participants describe their friends' concerns, distinguish those they don't feel comfortable handling alone, and identify warning signs that indicate that people might need help.	<ul style="list-style-type: none"> Describe their friends concerns. Identify warning signs that may indicate that someone needs help. Explain the importance of recognizing people's warning signs in order to help them. 	45 min
6	Wrap-up Day 1	Participants review and express their thoughts and feelings about the day, and give feedback about the training.	<ul style="list-style-type: none"> Express their thoughts and feelings about the day. Give feedback about the training to the leaders. 	30 min
7	Beginning Day 2	Participants review what they learned on Day 1 and identify some of the issues for Day 2.	<ul style="list-style-type: none"> Review what they learned on Day 1. Identify some of the issues they'll discuss during the day. 	15 min
8	Listening	Participants identify ways to show they're listening and then practice and discuss verbal and nonverbal listening skills.	<ul style="list-style-type: none"> Demonstrate verbal and nonverbal listening skills. 	45 min

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9	The Helping Skill, Part 1	Participants observe and practice the Helping Skill using the most common concerns identified by the school.	<ul style="list-style-type: none"> Identify the goals of the Helping Skill. Identify and practice the steps of the Helping Skill. 	45 min
10	The Helping Skill, Part 2	Participants observe and practice the Helping Skill using the most common concerns identified by the school.	<ul style="list-style-type: none"> Identify and practice the steps of the Helping Skill. 	45 min
11	Limits and Strategies, Part 1	Participants learn to recognize their limits in helping their friends – limits within themselves as well as limits in the specific helping situation.	<ul style="list-style-type: none"> Identify their limits in helping their friends. Express his or her limits to a friend who needs help. 	45 min
12	Limits and Strategies, Part 2	Participants learn strategies for helping in situations in which their help has limits.	<ul style="list-style-type: none"> Identify the obstacles that prevent them from helping their friends. Recognize his or her own limits. Express their limits. 	45 min
13	Wrap-up, Day 2	Participants review and express their thoughts and feelings about the day, and give feedback about the training.	<ul style="list-style-type: none"> Express their thoughts and feelings about the day. Give feedback about the training to the leaders. 	30 min
14	Beginning Day 3	Participants review what they learned on Day 2 and identify some of the issues for Day 3.	<ul style="list-style-type: none"> Review what they learned on Day 2. Identify some of the issues they'll discuss during the day. 	15 min
15	Making Referrals, Part 1	Participants recognize the importance of referring serious problems to professional helping resources.	<ul style="list-style-type: none"> Identify specific professional helping resources. Examine their attitudes about seeking help from adults. Identify warning signs that might indicate the presence of a serious problem. Discuss the consequences of referring serious problems to professional helping resources. Discuss the consequences of not referring serious problems to professional helping resources. 	45 min Have phone book or directory available.
16	Making Referrals, Part 2	Participants discuss and practice how to refer a person to professional helping resources, even if the person doesn't cooperate.	<ul style="list-style-type: none"> Identify types of problems that require referral. Refer his or her friend to a professional helping resource even if the friend doesn't cooperate. Support his or her friend even if the friend has broken a promise of confidentiality. 	45 min
17	Review of the Helping Processes	Participants review and strengthen their ability to help their friends in a variety of situations.	<ul style="list-style-type: none"> Use the Helping Skill in a variety of situations. Incorporate the Helping Skill into a total helping process. 	45 min Remind students to bring something personal to share to next session.

18	Sharing and Scrolls	Participants grow closer to each other by sharing something about themselves and writing positive messages to each other.	<ul style="list-style-type: none"> • Form bonds with each other by sharing experiences and feelings. • Write positive notes on each other's scrolls. 	90 min
19	Reentry	Participants discuss what to expect when they return to their homes and school, and how to take good care of themselves while helping their friends.	<ul style="list-style-type: none"> • Address some of their concerns about returning to their friends and families after the training 	30 min
20	Wrap-up, Day 3	Participants review and express their thoughts and feelings about the day, and give feedback about the training.	<ul style="list-style-type: none"> • Express their thoughts and feelings about the training. • Give feedback about the training to the leaders. 	30 min