**Session 0: Getting Ready to Start the Program**

**Overview**

The goal of Session 0 is to select Peer Group Facilitators who other students identify as social leaders. To achieve this goal, a student election process is more effective than having the teacher select Peer Group Facilitators. One Peer Group Facilitator per 5 students is recommended, which is usually 4–5 per class.

Once you have identified the 4–5 Peer Group Facilitators from each class, it is important to provide these students with the appropriate training, prior to Session 1. It is recommended that Session 0 occur at least one week before Session 1 to allow time for training.

**Teacher Preparation**

1. Print one copy of the [Peer Group Facilitator Roster](https://digitalcatchdirectuploads.s3-us-west-2.amazonaws.com/thinkific/cmb/CATCH+My+Breath+-+Peer+Group+Roster.pdf) and the [Program Implementation Plan](https://digitalcatchdirectuploads.s3-us-west-2.amazonaws.com/thinkific/cmb/CATCH+My+Breath+-+Program+Implementation+Plan.pdf).
2. Print one [Peer Group Facilitator Training Guide](https://digitalcatchdirectuploads.s3-us-west-2.amazonaws.com/thinkific/cmb/CATCH+My+Breath+-+Peer+Group+Facilitator+Training+Guide.pdf) for each Peer Group Facilitator that you select.

**Outline**

|  |  |
| --- | --- |
| Activities | Materials |
| **1. Develop Program Implementation Plan**   5 minutes | **Teacher Materials:**   * [Program Implementation Plan](https://digitalcatchdirectuploads.s3-us-west-2.amazonaws.com/thinkific/cmb/CATCH+My+Breath+-+Program+Implementation+Plan.pdf) |
| **2. Select Peer Group Facilitators**   3-5 minutes | **Teacher Materials:**   * n/a |
| **3. Select Peer Group Members**   3-5 minutes | **Teacher Materials:**   * [Peer Group Facilitator Roster](https://digitalcatchdirectuploads.s3-us-west-2.amazonaws.com/thinkific/cmb/CATCH+My+Breath+-+Peer+Group+Roster.pdf) |
| **Total Time:**  approx.  15 minutes | |
| **Outside of Class Time, Prior to Session 1:** | |
| **1. Train Peer Group Facilitators**   30 minutes | **Teacher Materials:**   * [Peer Group Facilitator Training Guide](https://digitalcatchdirectuploads.s3-us-west-2.amazonaws.com/thinkific/cmb/CATCH+My+Breath+-+Peer+Group+Facilitator+Training+Guide.pdf) |

**Lesson Objectives**

**Students will:**

* Nominate Peer Group Facilitators
* Identify peer group members
* *Optional:*Take home the Parent Notification Letter

**LESSON PLAN**

Suggested length:  approx. 10 minutes

**Develop an Implementation Plan**

**5 minutes - outside of class time**

Select the session implementation dates and fill out the [Program Implementation Plan](https://digitalcatchdirectuploads.s3-us-west-2.amazonaws.com/thinkific/cmb/CATCH+My+Breath+-+Program+Implementation+Plan.pdf).

**Select Peer Group Facilitators**

**5 minutes**

1. **Nominate** *Peer Group Facilitators.* who will assist the teacher with various classroom activities during the CATCH My Breath program. Do NOT tell students this is for an e-cigarette prevention program.
2. **Ask** students to privately write down the names of 4–5 students they respect and think would be good leaders of classroom groups. Students can nominate themselves.
3. **Collect** the students’ responses and tally the names. The 4–5 students nominated the most are the Peer Group Facilitators. However, if you feel strongly that an elected student would not be successful, or if an elected Peer Group Facilitator strongly objects, select the next student in line.
4. **Announce**the Peer Group Facilitators and ask them to stay after class for a few minutes. After class, tell the Peer Group Facilitators they have been selected to help with the implementation of CATCH My Breath, a youth E-cigarette prevention program. If possible, set a date to conduct a training with the Peer Group Facilitators.
5. **Schedule** a 30-minute training time for your Peer Group Facilitators prior to teaching Session.

**DURING THE TRAINING SESSION**

1. **Distribute** the [Peer Group Facilitator Training Guide](https://digitalcatchdirectuploads.s3-us-west-2.amazonaws.com/thinkific/cmb/CATCH+My+Breath+-+Peer+Group+Facilitator+Training+Guide.pdf)
2. **Discuss** the details listed in the guide and answer any questions the students might have.

*Note to teachers: If it is not possible to train the Peer Group Facilitators, you can give students the Peer Group Facilitator Guide and assign it to be completed on their own time before the next session.*

**Select Peer Group Members**

**3-5 minutes**

1. **Ask** students to count off by the number of groups you are going to have (i.e. 1-4). You can use another method of selecting group members if you would like. The goal is to avoid Peer Group Facilitators selecting only friends for their group. Use your judgment to organize groups that will have the highest probability of functioning successfully.
2. **Designate** at least one alternate Peer Group Facilitator in case the Peer Group Facilitator is absent after groups are assigned.
3. **Complete** the [Peer Group Facilitator Roster](https://digitalcatchdirectuploads.s3-us-west-2.amazonaws.com/thinkific/cmb/CATCH+My+Breath+-+Peer+Group+Roster.pdf).

***(Optional)*Inform Parents**

**1 minute**

1. **Distribute** the [Parent Notification Letter (English)](https://digitalcatchdirectuploads.s3-us-west-2.amazonaws.com/thinkific/cmb/CATCH+My+Breath+-+Parent+Notification+Letter+-+English.pdf) and/or the [Parent Notification Letter (Spanish)](https://digitalcatchprod.s3.amazonaws.com/uploads/attachment/production/file/3920/Carta_de_Notificaci%C3%B3n_a_padres_CMB.docx) using your schools’ email system or website.
2. **Distribute**the printed copies to students to take home if using your schools’ email or website is not an option for you

**Throughout the Program:**

* Schedule periodic check-in meetings with the Peer Group Facilitators. If possible, brief Peer Group Facilitators before and/or after each session to go over responsibilities.
* Discuss problems, concerns, and new approaches learned from the previous session(s) to improve the delivery of future sessions.
* Go over the session’s activities for that week, and provide helpful tips for delivering the content.

**Rationale for Using Same-Age Peer Facilitators**

NOTE: The Peer Group Facilitated activities of CATCH My Breath may be substituted with large-group sessions by the teacher, if that works better for a particular group of students. Also, some Peer Group Facilitators may not accept the responsibility, while others may not participate meaningfully in the program. Use your judgment when assigning students the role of Peer Group Facilitator.

First-time behaviors such as smoking E-cigarettes or drinking alcohol arise in social settings and are heavily influenced by peer group norms. Teens are more likely to start a precocious behavior because of peer pressure and what they see peer social leaders doing.

Peer Group Facilitators are elected by their peers because they are classroom social leaders. Research has shown that prevention works best when the program: a) makes use of same age Peer Group Facilitators to discuss social behaviors; and b) strengthens non-drug use norms. CATCH My Breath was designed for Peer Group Facilitators to organize cooperative-learning group discussion activities to establish small-group norms that E-cigarette smoking is undesirable.

There are several reasons why peer-assisted programs: a) have a strong influence on the attitudes and behaviors of group members and; b) are more effective than teacher-facilitated programs.

* Peers nominated by their classmates are credible role models. The information they deliver is more likely to be believed and internalized.
* Peers create new anti E-cigarette smoking norms—norms that will persist outside the classroom.
* Peer-delivered information is less intimidating because peers use local language, behaviors, and culture.
* Peer-led programs are easier for teachers to implement and better enjoyed by students.