

U.S. CENTERS FOR DISEASE
CONTROL AND PREVENTION



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INTRODUCTION

The Healthy Relationships Toolkit (HeaRT): Empowering Teens to Build Safe & Supportive Relationships is an evidence-based comprehensive model to prevent violence in adolescence developed and evaluated by the Centers for Disease Control and Prevention (CDC). The Healthy Relationships Toolkit (previously referred to as Dating Matters) aims to promote healthy relationship behaviors and prevent violence before it starts. The model focuses on 11- to 14-year-olds to prevent dating violence, sexual violence, bullying, and other risk behaviors in middle school and across the lifespan.

The i2i Youth Communications Program, one component of the HeaRT comprehensive prevention model, reaches individual relationships, organizations, and neighborhoods through a number of communication strategies designed to achieve these goals.



The i2i Youth Communications Program is designed to: (1) raise awareness among youth about the importance of healthy relationships; (2) increase the level of knowledge around what constitutes healthy and unhealthy dating relationships; (3) decrease the acceptability of unhealthy dating behaviors in dating relationships; and (4) increase the perception that friends accept only healthy dating behaviors in their relationships.

The communications program has three major components:

The i2i Ambassador Program and Events:

The i2i Ambassador Program leverages the power and influence of “near-peers”—slightly older youth, ages 15-18—making them champions of the communications campaign. i2i Ambassadors will impart wisdom to younger youth (who look up to and confide in their older peers), answer questions, and make it more likely for the youth in this program to take ownership of campaign messages.

The iGuide: The iGuide is designed to provide youth with information about healthy dating relationships, teen dating violence (TDV), and i2i in a fun and compelling way that generates excitement and raises awareness about the program and healthy dating and relationships.

Social and Digital Media: Digital components in the form of social media channels and digital communication platforms such as text messaging campaigns, allow direct communication and messaging with youth through channels they already use.

What's in This Facilitator Guide?

This guide is intended for use by the i2i Youth Communications Program Facilitator and provides recommendations and directions for integration of the communications program successfully into your community's comprehensive set of HeaRT prevention activities. This guide is intended to provide you (the i2i Program Facilitator) with all of the basic information you need to get your community's i2i Youth Communications Program started and set up for continued success and sustainability.



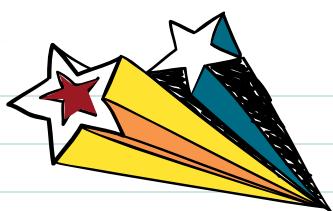
Chapter 1 – Youth Communications Program Overview:

Introduces the i2i Youth Communications Program, including information on communicating with youth, the i2i youth brand, and insights and theory that informed the program design. This chapter also discusses tailoring the program for your community, communicating about your program externally, and an overview of monitoring and evaluation.

Chapter 2 – Using the iGuide: Introduces the iGuide and provides recommendations for distribution and information on process and performance measures.

Chapter 3 – i2i Ambassador Program

Management and Training: Provides an overview of the i2i Ambassador Program and recommendations on how best to recruit, train, and manage the i2i Ambassadors. This chapter also discusses how to train i2i Ambassadors to handle sensitive situations that may arise during implementation of the program and information on process and performance measures.



Chapter 4 – Youth Engagement and Event

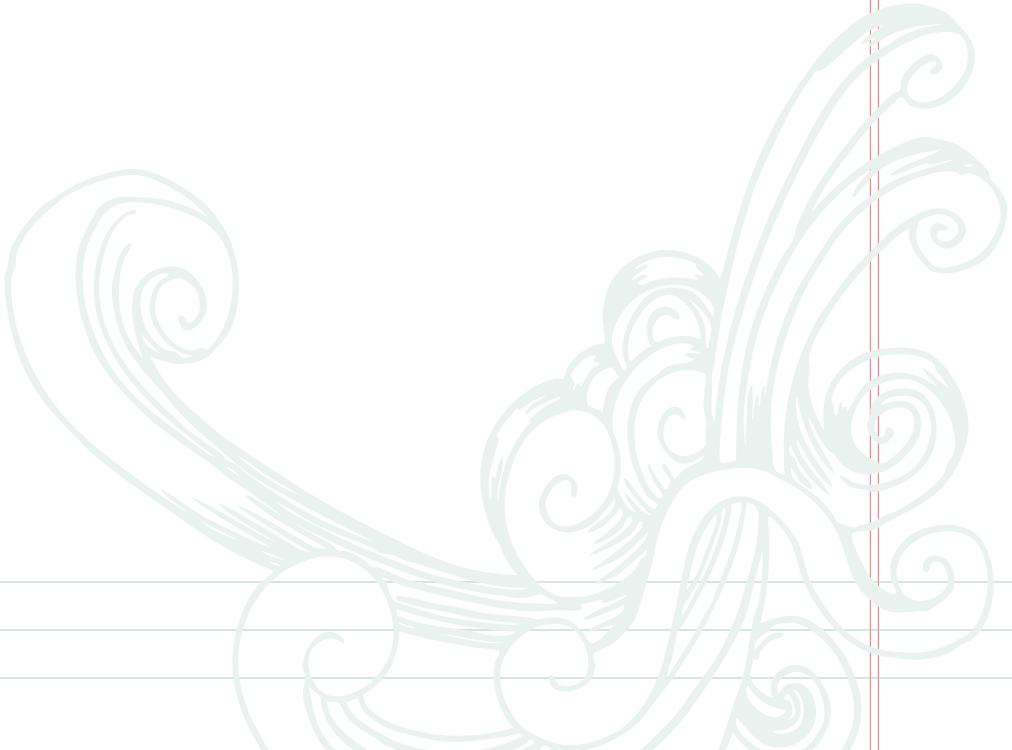
Planning & Promotion: Describes the role of engagement, promotion, and events in the i2i Youth Communications Program with suggestions for specific events, how to plan and promote them, and information on process and performance measures.

Chapter 5 – Partnerships: Describes the

important role partnerships can play in implementing the i2i Youth Communications Program and recommendations on how to utilize partners. This chapter also discusses outreach recommendations, partner identification and prioritization, partner engagement and management, ongoing communication, and information on process and performance measures.

Chapter 6 – Social and Digital Media

Management: Provides an overview of each digital component, including social media and other digital assets. It also includes recommendations on social media conversation management and content creation, text message content creation, and information on process and performance measures.



CHAPTER 1

IN THIS CHAPTER:

- Theoretical Framework and Logic Model
- Research Findings and Insights
- i2i Brand Overview
- Tailoring the Program for Your Community
- Integrating with Your Community's Existing Efforts
- Communicating about Your i2i Youth Communications Program
- Monitoring and Evaluation

CHAPTER 1

Youth Communications Program Overview

The i2i Youth Communications Program includes three major components: the iGuide, i2i Ambassador Program and Events, and social and digital media. This chapter serves as an introduction to the Youth Communications Program, including theory and insights that informed the program design, best practices on communicating with youth, and an overview of the i2i youth brand. This chapter also discusses tailoring the program for your community, communicating about the program externally, and an overview of monitoring and evaluation.

Theoretical Framework and Logic Model

Three behavior change theories helped inform the development of the i2i Youth Communications Program. A logic model outlining the anticipated impacts of the program is provided on the next page.



The relevant elements include:

- **Social Learning Theory**, with a focus on: (1) self-efficacy, or the belief among youth that they have the ability to act on what they know is right or healthy in their relationships; and (2) utilizing social media as a way of helping to promote healthy actions that other teens are taking, as a way of modeling positive dating behaviors.
- **Diffusion of Innovation Theory**, especially as it relates to harnessing the power of early adopters or key influencers—in our case the i2i Ambassadors—to encourage engagement with the program and its messages.
- **Theory of Planned Behavior**, with a focus on: (1) changing social norms around the acceptability of unhealthy dating behaviors; (2) increasing self-efficacy about youth's ability to act on what they know is right; and (3) leveraging the link between attitude, intention, and behavior change.

Each one of these theories provided a foundation for a number of program development activities, including:

- **Message Strategy and Content**

Development: Program strategies, messages, and content fall into categories that each directly relate back to elements of the theories described.

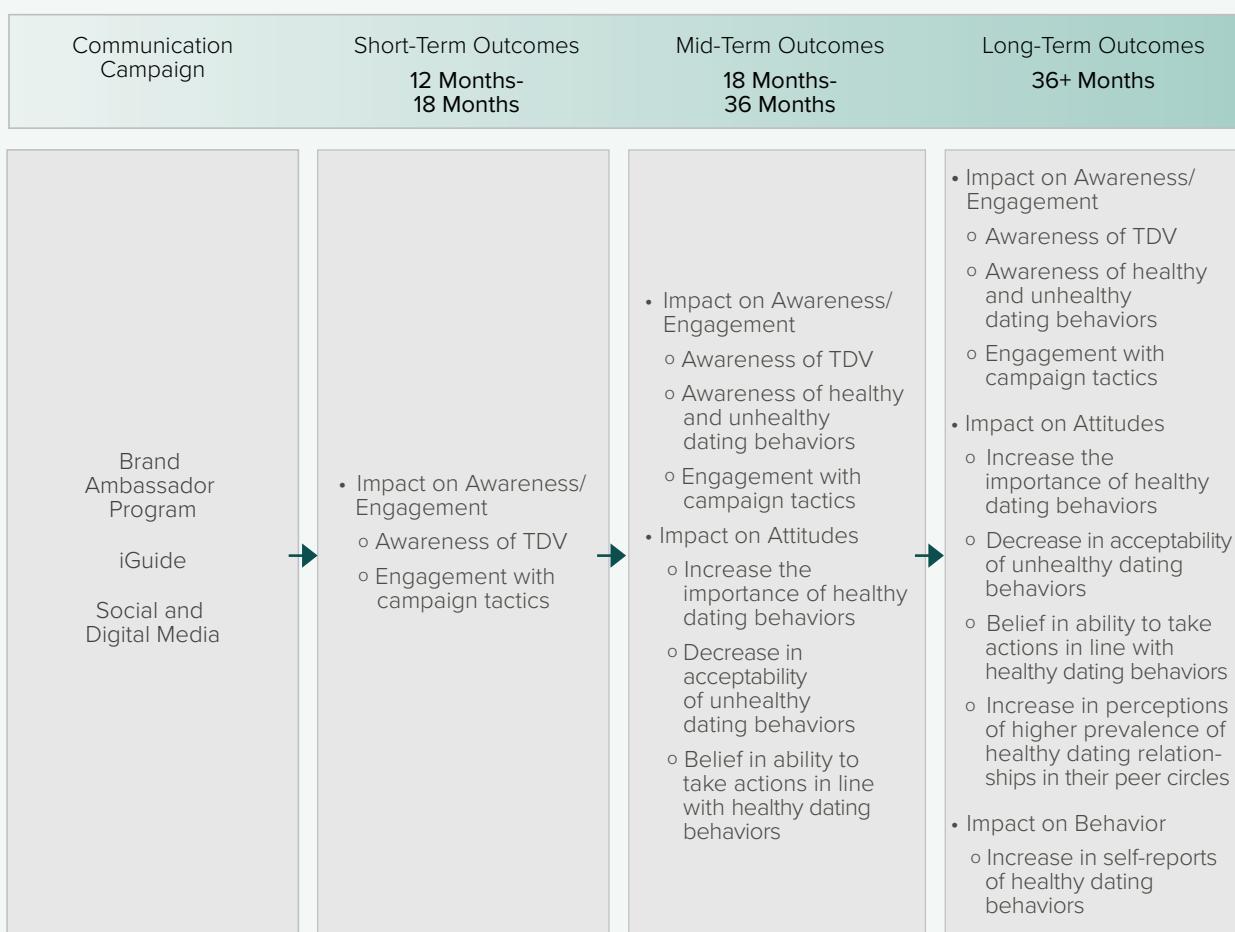
- **Potential Influencer Opportunities:**

Diffusion of Innovation Theory in particular guides our recommendations for how to leverage the power of near-peers through the i2i Ambassador Program to help amplify program messaging.

- **Message Channel Selection:**

Social Learning Theory guides our suggestions for how to model positive healthy dating behaviors, particularly through social media activities.

i2i YOUTH COMMUNICATIONS PROGRAM LOGIC MODEL



Research Findings and Insights

Cultural Landscape

To evaluate and understand the cultural landscape that impacts the primary audience, we conducted a variety of research scans and audits to provide a snapshot of the various media influences the primary audience is exposed to and experiencing. This formative research, which focused on youth of color residing in urban areas that are disadvantaged, informed the development of messages included in the i2i campaign. This research was conducted in 2011 and may need to be updated as part of your community's planning activities to better fit the current behaviors and attitudes of youth in your community.

Qualitative Research Findings

The development of the i2i Youth Communications Program was informed by extensive formative and secondary research and previous experience. Youth focus groups were held to explore the knowledge, attitudes, and behaviors of the primary audience toward dating and relationships.

Through those discussions, several key themes emerged:

- **The term “dating” has many meanings.** Both older and younger teens have a wide variety of names and slang for relationships that go beyond friendship.
- **Teen relationships are complex.** Teens experience many different types of dating relationships. These can range from flirting to casual dating to more committed relationships.
- **Teens generally know what is healthy and what is not.** While teens generally understand the difference between healthy and unhealthy dating behaviors, they are unclear about these differences in the digital space.
- **Despite teens’ overall understanding of healthy and unhealthy relationship behaviors, their actual behaviors and actions often do not reflect this understanding.** Teens seem not to practice many of the healthy dating behaviors, or act on what they know is right.
- **Teens recognize that the media can have a negative effect on relationships.** Teens were able to identify shows on TV and songs displaying unhealthy relationship behaviors, but they also believe they can differentiate between TV relationships and real-life relationships and do not see similarities in their relationships with what they see on TV.

“Dos and Don’ts”

Insights about Communicating with Youth about Healthy Relationships



DO Collaborate with Youth.

Soliciting help from youth to create and disseminate messaging allows them to become the voice of the program and adds to the credibility of the initiative. As contributors to the program, youth become more invested in both the program process and the outcomes.



DO Think Creatively.

Develop games, interactive materials, and innovative online elements that make it easy and fun for youth to get involved, discuss their experiences, and share with friends.



DO Encourage Them to Act on What They Know and Set Boundaries.

Youth should be encouraged to trust their healthy (or good) instincts in relationships because they know more than they think about what is comfortable for them when they’re with another person. Setting appropriate boundaries should be encouraged for all components of dating, from how much time they spend with another person to how many text messages they like receiving in a day.



DO Give Them a Positive Alternative to Bad Influences.

Youth see overly sexualized and unhealthy relationships throughout pop culture—show them what healthy relationships look like.



DO Find the Right Voice.

Using a casual, familiar, and informal voice when writing or talking will make youth feel comfortable and engaged. However, using “teen speak” will come across as phony and not authentic.



DO Understand the Relationship Spectrum.

Dating has many meanings, defined by a number of behaviors and attitudes, that fall into stages of casual, less serious relationships (e.g., “hooking up”, “friends with benefits”) to more serious relationships (e.g., “dating”, “cuffing”). It is important to acknowledge this and utilize it in communications in an authentic manner—to teens, it’s not just dating.



DON’T Be Boring.

Make your communications interactive, frequent, and customized. This is especially true for social media.



DON’T Be the Driver.

Crucial to the i2i Youth Communications Program success is allowing the youth—both the i2i Ambassadors and the primary audience—to be the drivers behind the program. Listen and support teens to make your program as successful as possible.

Brand Overview

A Unique, Youth-Only Brand

In order to communicate with the youth in this program effectively, we need a clear and concise anchor: a brand designed especially for youth, for all our messages. Because teens tend to resist adult/authority messages, we increase the likelihood of the desired behavior change among the youth by making the brand youth-only. It is important that this brand be unique for youth and not used for other audiences, like adults, because it:

- Ensures brand authenticity among youth, essential to creating relevance and credibility;
- Allows them to assert their independence and decision-making;
- Influences the decisions they are making for themselves;
- Prevents any negative reactions they may have when receiving messages from adults; and
- Promotes program word-of-mouth among their peers.

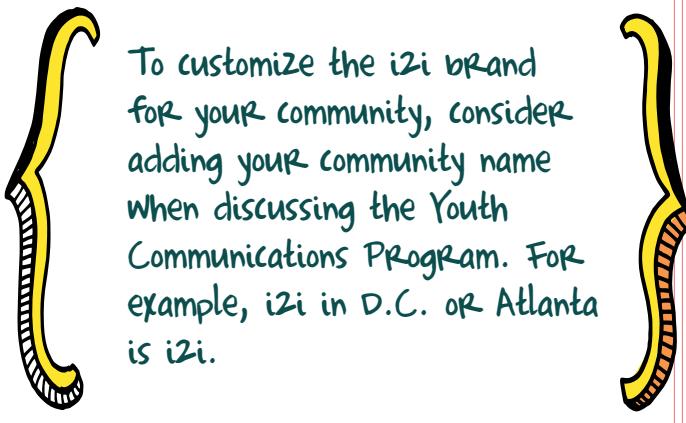
Therefore, the i2i Youth Communications Program requires all program elements to be developed in a style and voice that will resonate authentically with youth. We want teens to feel ownership of the brand, and that it represents an external expression of their inner values and beliefs.

CDC conducted extensive focus group research with the primary audience to understand their attitudes and knowledge to inform development of the brand, and then tested name, logo, and materials options. In

addition to focus group research, we held co-creation workshops with teens to evolve the brand and ensure its authenticity. Based on this research, we learned:

- While they liked humor and creativity, teens often were very literal in interpreting names. The program name and tagline needed to spark a certain level of curiosity without creating confusion or being too complex.
- It is important that the program logo conveys an authentic look, as if it was created by a peer. This reinforces the importance of working with youth to evolve the brand components.
- Teens were most attracted to logos that they viewed as “creative” and/or ones they described as “could have been done by a teen.” This translated into the teens preferring concepts with a hand-drawn look and feel, or that they felt didn’t look like they were designed by a computer template or program.

From this research, we developed the i2i brand: it is interesting, but not too complex; utilizes shortened, relatable words; and has a look that is hand-drawn and unique, but not too young. The i2i brand tone is simple and direct, yet avoids telling youth what to do.



To customize the i2i brand for your community, consider adding your community name when discussing the Youth Communications Program. For example, i2i in D.C. or Atlanta is i2i.

Out of the brand development research, we applied our findings to develop the overall i2i identity (also known as “look and feel”), which was tested with youth. The final i2i identity uses images that reflect teens’ environment—real youth; doodles and hand-drawn art; textures they are surrounded by; and details from their everyday lives (e.g., school, cell phones, notebooks, backpacks)—balanced by humor and graphics to break up the text and improve comprehension. This i2i identity is applied across all of the Youth Communications Program components to provide a consistent look and feel, and was extended to many of the other HeaRT program materials.

Parameters for Use of i2i Identity and Materials

As part of the i2i program, we have provided printer files for the materials in case your community wants to print additional quantities of the materials professionally. With the printer files, we have developed specific guidance for printing. Printer files can be found in i2i’s Materials and Resources section. In providing these files, for consistency, the materials must stay the same every time they are used or printed. Additionally, communities should not take graphics from the materials out of context or use them in a manner, whether related to i2i or not, other than their original format.



Tailoring the Program for Your Community

This guide and the communications program training have been designed to facilitate the adaptation and implementation of the i2i Youth Communications Program to best address the needs of communities like yours.

While the following core components are meant to be implemented consistently across communities, tailoring certain elements is encouraged and, in some cases, vital to the success of your program. The following are examples of how you can tailor elements of each component (please refer to the corresponding chapters for more detail).

Using the iGuide

- Creative and interactive uses of the iGuide
- Distribution of the iGuide based on your individual program plans
- Review and evaluation of iGuide to ensure they are meeting program objectives

i2i Ambassador Program

- i2i Ambassador recruitment planning to fit your community's needs (e.g., how best to recruit in your community, where to recruit, who to recruit, etc.)
- i2i Ambassador trainer and training venues
- i2i Ambassador group name, i2i Ambassador-led events and activities, and social media content

Partnerships

- Partner identification, prioritization, and outreach strategy
- Partner selection and engagement
- Ongoing partnership communications and monitoring approach

Digital Components

- Social media moderation, conversation calendar development, and content promotion

Integrating with Your Community's Existing Efforts

The i2i Youth Communications Program includes elements that may overlap with your health department's or partner organizations' existing programs, for example, building partnerships or a youth ambassador program. While these existing efforts may be complementary to the i2i Youth Communications Program, it is important to remember that this is a communications program, which is different from many public health efforts. Additionally, violence is an issue that requires a different approach and sensitivities than other public health issues. The following are areas in which you might consider drawing on existing efforts:

- Reaching out to existing partners, as appropriate, to support the i2i Youth Communications Program.
- Drawing on other youth programs to identify youth to help with the recruitment process (e.g., interviewing perspective i2i Ambassadors, spreading the word).
- Identifying new partners, resources, and event venues.

Communicating about Your i2i Youth Communications Program

It is important to manage the information shared about the i2i Youth Communications Program with the public and interested partners. The program may attract inquiries from:

- Programs that share the mission of promoting healthy teen relationships and preventing violence
- Businesses and organizations in your community (*To learn more about Partnership Development, please refer to Chapter 5: Partnerships.*)
- Schools attended by the near-peer i2i Ambassadors
- Family members of youth
- A variety of professionals who may not have direct contact with the i2i Youth Communications Program (e.g., *school officials, teachers, other public health professionals*)
- Local media outlets

When addressing these inquiries, here are a few basic communication “dos” to keep in mind:



DO communicate clearly to your audience with specifics about what the program is and its communications objectives.



DO develop your “elevator speech,” a short summary that you can use quickly (i.e., the length of an elevator ride) and simply explain the program and its intended impact. (*To see a Sample Elevator Speech, please refer to Appendix C.*)



DO share your one-pager about the program. This one-page document provides a brief overview of the i2i Youth Communications Program, why it's important, and what role your health department or community organization plays. It can be used as a follow-up to your elevator speech or to provide additional background information for initial partner outreach. (*To see a Sample One Pager, please refer to Appendix D.*)



DO designate a spokesperson to be the main point of contact for inquiries. This will allow for a consistent voice and messaging when sharing information on the i2i Program.



DO be timely when responding to inquiries, especially from potential community partners or the media. The sooner you respond, the more likely your messages will be heard and shared.



DO follow-up if you feel the program has been misrepresented or miscommunicated. Your community should feel comfortable owning the conversation around the i2i Youth Communications Program and HeaRT.

Knowing your messages is key to effective communication. Use these talking point guidelines as a start for communicating about the i2i Program:

- **i2i Program Mission Statement:** i2i promotes respectful, nonviolent dating relationships among youth (ages 11-14) through the use of authentic messages and messengers to reinforce healthy behaviors through engaging communities and partners, utilizing near-peers, and providing resources and tools (online and offline).
- **i2i Youth Communications Program Key Audience:** youth, ages 11-14.
- **Healthy Relationships Toolkit Mission Statement:** Healthy Relationships Toolkit: Empowering Teens to Build Safe & Supportive Relationships is an evidence-based, comprehensive model to prevent violence in adolescence developed and evaluated by the Centers for Disease Control and Prevention (CDC). The Healthy Relationships Toolkit aims to promote healthy relationship behaviors and prevent violence before it starts. The model focuses on 11- to 14-year-olds to prevent dating violence, sexual violence, bullying, and other risk behaviors in middle school and across the lifespan.
- **The i2i Youth Communications Program and HeaRT:** The direct-to-youth i2i Youth Communications Program works in concert with other components of HeaRT to promote respectful and nonviolent dating relationships. It can also be implemented on its own.

For an example on how to communicate this information, please refer to Appendix D: Sample One Pager.

Monitoring and Evaluation

It is important to assess the i2i Youth Communications Program continually through monitoring and evaluation. Regular assessments are important as they can provide valuable information on the performance of i2i.

Evaluation involves the deliberate collection of information about a program or program elements that can help inform decisions. Evaluation can be conducted in many different ways, including needs assessments, surveys, and focus groups. The evaluation method selected depends on what is most appropriate to achieve goals. The HeaRT Guide to Program Evaluation provides information about conducting outcome and process evaluations, and sample instruments you can use or adapt for your evaluation of i2i. Note that the Healthy Relationships Toolkit was previously referred to Dating Matters; all evaluation publications will refer to Dating Matters.

The Guide to Program Evaluation

The Guide to Program Evaluation [<https://vetoviolence.cdc.gov/sites/default/files/HeaRT-Program-Evaluation-Guide-508.pdf>] was created to provide information, guidance, and suggestions to conduct a successful program evaluation of HeaRT in your community. The guide focuses on the most common type of data used by schools and communities implementing the HeaRT model - youth program data. This guide may be useful to you if you are interested in conducting a program evaluation in your community.

Improving Your Program

In addition to the guidance provided in the Guide to Program Evaluation, you may also choose to monitor i2i activities by using your own methods to track the program and identify areas of strengths or areas for improvement. Tracking and monitoring your activities can provide you with ongoing and valuable feedback that can inform adjustments to the implementation of particular components. For example, metrics related to social media pages can tell you what types of content updates yield the most conversation or tracking i2i Ambassador applications can shed light on the most successful promotion strategies to reach near-peer teens.

Each subsequent chapter in this guide includes suggested approaches to monitoring the individual components of the i2i Youth Communications Program. We encourage you to build off these suggestions to include measures that help inform the implementation of your program.



NOTES

Chapter 2



IN THIS CHAPTER:

- iGuide Overview
- iGuide Distribution
- Process and Performance Measures

Chapter 2

Using the iGuide

Core to the i2i Youth Communications Program, the iGuide is the true delivery mechanism for informing the primary audience about healthy dating relationships. It is fresh, innovative, and creative. The iGuide is youth-driven and interactive, rather than static and delivered in a two-dimensional context.

iGuide Overview

The iGuide is designed to reach across all ages of youth in this program. It has the benefit of being an offline and tangible reference guide that does not require access to a computer or the Internet. The iGuide can be repeatedly referenced or used. The messages the iGuide shares, as well as its look and feel, are amplified by the other program components, including the i2i Ambassador Program (Chapter 3) and the Social and Digital Media Components (Chapter 6).

The iGuide uses compelling content, modules, and authentic language to promote healthy dating relationships in four key areas:

Building Knowledge: Focuses on general knowledge around teen dating by educating youth on healthy, unhealthy, and unsafe dating relationships, excuses and warning signs for unhealthy dating behavior, and the role of technology in dating.

Enhancing Self-efficacy: Encourages teens to trust in what they know, listening to their inner voice instead of outside pressures, and defining their own healthy and safe boundaries and comfort levels.

Taking Action: Empowers youth to take actions that encourage the development of healthy relationships and discourage engagement in unhealthy and unsafe relationships.

Resources: Directs youth to people that can help them navigate their dating relationships (e.g., i2i Ambassadors, trusted adults), and provides resources (e.g., hotlines, websites) for more information.

Because the iGuide was developed based on teen's preferences, it is interactive and promotes teen's ability to apply the content in their lives. For example, a teen may reflect on their relationship after checking out the iGuide. The iGuide is unique and potentially impactful because it provides teens with engagement opportunities.

iGuide Distribution

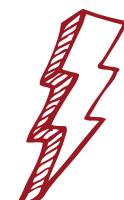
The iGuide can be used as a digital PDF or printed. For printed copies of the iGuide, use a professional printing service to maintain the high-quality, engaging look and feel that was designed by and for youth.

While each community should distribute the iGuide based on their individual program plans, we recommend the i2i Ambassadors give away the iGuide at a kick-off event. To generate excitement around the iGuide, it will be important to preview the iGuide with the i2i Ambassadors to gain their buy-in and familiarize the i2i Ambassadors with the content during their training. (*To learn more about the i2i Ambassador Program, please refer to Chapter 3: i2i Ambassador Program Management & Training.*)

Process and Performance Measures

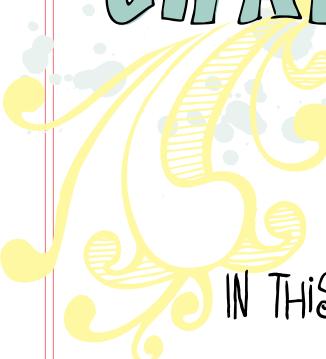
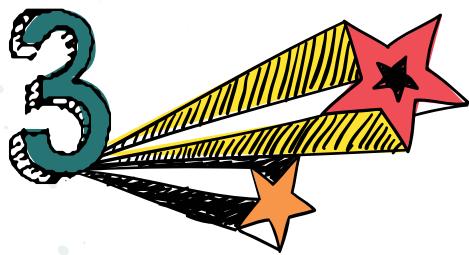
Over the course of the program, we encourage you to review and evaluate the use of iGuide materials to ensure it is meeting program objectives and determine if supplemental materials would be beneficial to program success as trends and teen interests change. Note, supplemental materials can be explored through partner support. (*To learn more about partnership development, please refer to Chapter 5: Partnerships.*)

Feedback can be collected through informal means, for example, hosting a poll on social media to ask what teens like best about the iGuide, or asking i2i Ambassadors to report feedback teens provide at events. In addition to these informal means, we recommend tracking distribution for process measurement (e.g., How many iGuides have been distributed to date? How many iGuides were distributed at the kick-off event?).



NOTES

CHAPTER 3



IN THIS CHAPTER:

- Program Overview and Rationale
- Program Organization and Materials
- i2i Ambassador Recruitment, Training, and Management
- How to Have Challenging Conversations
- Process and Performance Measures

CHAPTER 3

i2i Ambassador Program Management & Training

This chapter provides an overview of the i2i Ambassador Program including: recommendations on how best to recruit, train, and manage the i2i Ambassadors; guidance on how to handle sensitive situations that may arise during implementation of the program; and how to evaluate the program as well as recommended monitoring methods.

Program Overview and Rationale

The aim of the i2i Ambassador Program is to recruit, train, and mobilize slightly older youth (15- to 18-year-olds in each community) to become i2i Ambassadors for the program and its messages. Having experienced the trials and tribulations of dating themselves, teens slightly older than our primary audience, or near-peers ages 15-18, are a trusted, credible source of dating advice or guidance. Research conducted in the planning stages of the i2i Youth Communications Program confirms that near-peers can greatly impact younger peers' attitudes and perceptions as they relate to dating and relationships. The i2i Ambassador

Program will leverage the power and influence of these near-peers, by positioning them as champions of the communications program.

The i2i Ambassadors will be an authentic and credible source of information about the program. They can share key program messages, answer questions, and refer youth to additional resources. The i2i Ambassadors will:

- Attend trainings (e.g., an initial training and subsequent refreshers);
- Help plan and host at least three events per year, including kick-off and closing events;
- Develop content for the community's i2i social media pages;
- Monitor and respond to social media posts.



The i2i Ambassador Program leverages the power and influence of near-peers, by positioning them as champions of the communications program and encouraging engagement with youth.

The i2i Ambassador Program is not a peer leadership or peer counseling program. i2i Ambassadors should not be expected or encouraged to provide counseling or be responsible for youth or their actions in any way.

Through social media channels and events, i2i Ambassadors will serve as the face of the program for youth and be available to answer questions about the program, its materials, and relationships in general. i2i Ambassadors should not be expected or encouraged to provide counseling, or be responsible for youth or their actions in any way. However, they will be prepared with the necessary tools and knowledge, including safety protocols, to handle sensitive situations should they arise.

Program Organization and Materials

To help communities implement the i2i Ambassador Program, we developed guidance and resources for i2i Program Facilitators, as well as specific guidance and resources for the i2i Ambassadors. The guidance and resources for i2i Program Facilitators are provided in this chapter and focus on the development, support, and evaluation of the program. The guidance and resources for the i2i Ambassadors are packaged in the i2i Ambassador Handbook

that focuses on how the i2i Ambassadors carry out their roles for the program with the support of the i2i Program Facilitator. It provides i2i Ambassadors with background information on the i2i Youth Communications Program and dating violence, as well as training on how to share program content with the primary audience in their community. Ultimately, the i2i Program Facilitator and i2i Ambassadors will work together; however, each group requires unique materials to help inform their specific roles and tasks.

i2i Ambassador Recruitment

Because much of the success of the i2i Youth Communications Program depends on the success of the i2i Ambassadors, it is crucial to recruit engaged, enthusiastic, and dedicated 15- to 18-year-old teens to serve as i2i Ambassadors.

The following are recommended, research-based guidelines to consider while developing a recruitment plan.

It is recommended that each community create a recruitment plan tailored to fit its individual needs.

How to recruit:

- Promote application opportunities widely among the high schools in your area.
- Recruit youth via word-of-mouth. Note: This is highly regarded as one of the best strategies.
- Work with nonprofits and community organizations, such as Boys & Girls Clubs, the Y (formally YMCA), and afterschool programs,

to identify i2i Ambassador candidates, as their experiences there may indicate that they are already engaged and active in their communities. You can also work with schools in your area to recruit youth in organizations such as student council, subject-area clubs, and athletic programs.

- Actively seek out applicants rather than waiting for youth to respond to a pamphlet or advertisement.
- The number of i2i Ambassadors you recruit will depend on your program size and the number of schools or sites involved. A minimum of five i2i Ambassadors total is preferred, but you could include as many as twenty.

When to recruit:

- Allow at least 2-3 months for recruitment.
- Recruit based on the school calendar to find youth when they are most engaged, as certain times of the year (e.g., summer, holiday breaks) may prove more challenging for recruitment.

During recruitment:

- Ensure all candidates are fully aware of the program, the topic, the level of commitment, the incentive, and any stipulations related to the incentive (described later in this chapter).
- Be ready to address possible barriers, such as meeting time, transportation to meetings, etc.
- Recruit teens from diverse populations.

Look for youth with:

- Leadership skills;
- Attitudes and beliefs compatible with the program and the topic;

- Similar backgrounds to the target audience to foster acceptance;
- The ability to establish good relationships with peers in group settings;
- The ability to serve as a role model; and
- Experience or demonstrated interest in working with peers or in the community.

Best Practices for the Application and Selection Process

The application for the i2i Ambassador Program and selection of the i2i Ambassadors should be developed based on your individual community's needs. The following is a list of research-based, best practice suggestions to help guide the development of the application and selection process.

Create a competitive environment with the application process. It creates a sense of earned placement that will encourage youth to protect the privilege of being an i2i Ambassador and encourage them to adhere to guidelines. Use a peer-led interview process, if possible. Peer interviewers can be students that may be involved in other youth-led school, health department, or community programs. Peer interviewers should not be planning to become involved with the i2i program, to interview the potential i2i Ambassadors. And, in the future, use current i2i Ambassadors to interview the following year's applicants.

Create an application, but remember that literacy does not correlate to influence, so keep it simple. Also, be cautious not to ask for personal identifying information, such as social security numbers; only collect the information that is essential to the program, including their contact information and interest in the i2i Ambassador Program. *(To see an example application, please refer to Appendix A: Sample i2i Ambassador Application.)*

Consider asking for a current academic report card, progress report, or transcript to submit with their application. However, it's important to note that academic performance does not necessarily give an accurate picture of their potential in the i2i Ambassador Program.

Before participating in the program, provide i2i Ambassadors with a copy of the assent (signed by them) and consent (signed by their parent/guardian) forms to submit at training. (Refer to *Appendix G: Sample Youth Assent and Sample Parental Consent for Brand Ambassadors*).

Training

i2i Ambassador Program Training

The i2i Program Facilitator should work to plan and prepare thoroughly for the i2i Ambassador Program training. During this planning phase, an appropriate and accessible venue to host the training(s) should be determined. Consider location and transportation when selecting the venue. Also, consider time of day and week when scheduling the training to ensure all i2i Ambassadors can attend. Your community may wish to develop and conduct a pre- and post-questionnaire to assess i2i Ambassadors' knowledge, attitudes, and skills—and their growth over the course of the program. If your community opts to conduct a pre- and post-questionnaire, be sure to follow your health department or organization's research protocols. The pre-training questionnaire can help inform topics for the training and the latter can serve as an assessment tool for the training.

NOTES:

IMPORTANT NOTE: The number and length of trainings will depend on the agenda, number of i2i Ambassadors recruited, and other factors that are unique to your community. There is not a requirement for number of trainings your community needs to hold, but it is recommended that the training be as thorough as needed to cover the topics outlined in this chapter and provide i2i Ambassadors with enough familiarity with, and confidence in, their role as i2i Ambassadors.

The activities performed during training can, and should be, tailored by the i2i Program Facilitator.

Consider the following list as a basis for the training:

- Train the i2i Ambassadors on the overall i2i Youth Communications Program, TDV information, and the i2i Ambassador's responsibilities, which includes social media page administration and event planning and attendance.
- Ask the group to think of a name for themselves (other than i2i Ambassadors). This can be used as an ice-breaker exercise. The name should be something that excites the i2i Ambassadors and is appropriate as it will be the way they are identified at events and on social media pages.
- Include interactive training exercises such as brainstorming, small-group discussions, role playing, etc. For example, play a game in which teens take turns spinning a wheel that features different dating behaviors, both positive and negative. When the wheel lands on a behavior, the spinner has to agree or disagree with it. This can serve as the basis for a group discussion.
- Ask all i2i Ambassadors to sign a Program Participation Agreement (included in the i2i Ambassador Handbook), which will include an outline of the i2i Ambassadors' responsibilities, expectations, rules of conduct, and incentive structure.
- Take time after the training has concluded to schedule ongoing trainings and check-ins as regular refresher sessions.

Because the i2i Ambassador Program is not a peer leadership or peer counseling program, the training content and setup may be different from other youth development trainings or programs health departments are familiar with.

The following are research-based best practices for approaching training with near-peers, training content, and follow-up training.

NOTES:

Best Practices for Training Near-Peers

- Empower youth to make decisions; adults should serve a supportive role. This can stem from including youth in planning and conducting the training.
- Allot adequate time for training, as training always takes longer than anticipated.
- Address the following key topics during the training:
 - » Common myths relevant to TDV and healthy dating relationships;
 - » Inclusivity and acceptance;
 - » Personal thoughts and values;
 - » Near-peer education, its benefits, and pitfalls to participants;
 - » Simple ground rules for the program; and
 - » Additional resources and support services.
- Make the training fun and engaging:
 - » Use interactive training exercises such as ice breakers, brainstorming, small group discussions, or role playing.
 - » Use guest speakers that energize and inspire teens. This will also keep it fresh and introduce new perspectives. Consider slightly older peers (college-aged young adults), as they may be more engaging than an adult.
- Schedule ongoing trainings with regular refresher sessions, not just a one-time session. Ongoing trainings can focus on elaborating more on information shared during the initial training, or addressing issues or topics that arise through the program.

Best Practices for Training Content

- Introduce the i2i Ambassador Program, what it is, and its benefits, to help youth understand the importance of their role.
- Help youth understand the differences and strengths of each person—open a dialogue to discuss each individual's unique contributions—to avoid comparisons among youth.
- Make content culturally and youth relevant (e.g., use pop-culture references, media stories).
- Consider including components such as youth leadership, message development and impact, group facilitation and workshop development, media training, online engagement, and lessons on healthy relationships, TDV, and other relevant issues.
- Return to the key program messages during trainings to ensure that youth are familiar enough with them so that they can use their own words.

Best Practices for Follow-up Training

- Hold follow-up trainings and check-ins for continuous optimization of the program.
- Solicit feedback from youth on topics for follow-up trainings to gain buy-in and interest.
- Consider follow-up trainings that may not be directly relevant, but can serve as team builders.

i2i Ambassador Management

Now that the i2i Ambassadors have been recruited and trained, managing the program and the i2i Ambassadors is the next crucial step. Since the i2i Ambassadors will serve as key point people for youth and be responsible for many of the key components of the program, they need to receive guidance and be closely supervised.

Throughout the implementation of the program, the i2i Program Facilitator should:

- Host regular check-ins for monitoring purposes, as well as regular refresher trainings. We recommend that you (the i2i Program Facilitator) and i2i Ambassadors check in at least twice a month by phone and at least twice a month in person for a total of four check-ins per month. In-person check-ins are preferred since they minimize distractions.
 - » The in-person check-in should be held at a location that is accessible to all i2i Ambassadors.
 - » Phone or in-person check-ins may be more frequent during the planning of an event.
 - » Refresher training can be a part of the monthly in-person check-ins. It may be as informal as discussing recent work (e.g., positive interactions, issues encountered) or as formal as a guest speaker or training session to reinforce the main training (e.g., communicating effectively, how to develop messages for social media).
- Work with i2i Ambassadors to plan all three events, including the kick-off event. The i2i Program Facilitator is responsible for negotiating and coordinating all event logistics (e.g., venue, food, security), and ensuring that the event itself runs successfully and smoothly. *(To learn more about event planning, please refer to Chapter 4: Youth Engagement and Event Planning & Promotion.)*
 - » The kick-off event should be tailored to meet both the interests of the youth in this program and the needs of the health departments or community organizations.
 - » The venue should be selected based on capacity, accessibility, and authenticity (e.g., Is it a place where youth feel comfortable?). It should also be a place where health departments, or other lead organizations, are comfortable hosting the event. Venues can be secured through partnerships, if necessary. Appropriate venues may include a school auditorium (after school hours), a bowling alley, and restaurants.
 - » During the event, youth should enjoy free refreshments and activities. All activities should be interesting, appropriate, interactive, and able to sustain the interest of youth ages 11-14.
 - » Ensure ongoing supervision of the i2i Ambassadors.
 - » Provide the i2i Ambassadors with adequate support and resources, including assistance with the development of content for social media pages.

- Implement monitoring plans, which may include collecting monthly reports from the i2i Ambassadors to ensure they are carrying out the program as planned (e.g., includes materials creation and tracking, content updates to social media channels, updates on special community events or activities).

Incentives for i2i Ambassadors should be considered for their participation. One way that i2i Ambassadors can be incentivized is through gift cards or pre-paid money cards. For example, each i2i Ambassador could receive \$500 in pre-paid money cards as compensation for their work using the following payment schedule:

- One \$100 card after the kick-off event;
- One \$100 card after the completion of at least two more events; and
- One \$200 card at the completion of the program and after submitting the required evaluation reports.

Supplemental incentives can be donated by partners. **The actual amount and types of incentives offered will vary by community and are dependent on the resources and funding available.** (To learn more about partnership development, please refer to Chapter 5: Partnerships.)

NOTES:

How to Have Challenging Conversations

The i2i Ambassador Program encourages interactions between teens and i2i Ambassadors, whether at events, on social media, or in other communications; therefore, it is important for i2i Program Facilitators to teach the i2i Ambassadors how to responsibly interact with younger youth—in any type of situation. While the focus of i2i is on encouraging positive, nonviolent dating relationships, it is possible that youth the i2i Ambassadors interact with will have had negative experiences with dating.

Teens may approach i2i Ambassadors to discuss their personal experiences with dating violence, as people who experienced, perpetrated, and witnessed dating violence. These conversations can be challenging for the i2i Ambassadors, so it is critical that they are prepared and understand the required protocols established by your community.

Developing a Safety Monitoring Protocol

To ensure safety, it is important to have a protocol in place that dictates how to respond to disclosures, referrals, and distress situations (see Appendix E for a worksheet to help you develop a Safety Monitoring Protocol). The Ambassador Handbook provides a worksheet to adapt this protocol for Ambassador use. In addition, CDC encourages each community to develop a document with national and local resources. We recommend adapting this for Ambassador use as well. It is important for i2i Ambassadors to be equipped with this information in the event that they are approached by youth seeking additional help.

There will be times when the i2i Program Facilitator will need to speak with the HeaRT

Prevention Lead (i.e., person in charge at the local health department or lead agency in charge of implementing HeaRT in your community), and potentially a student's parent, and even the student themselves. To be prepared for these situations, work with your HeaRT Prevention Lead to figure out your health department's protocol before program implementation.

Disclosures, Referrals, and Distress Situations

The following provides an overview of the three types of situations in which i2i Ambassadors should work with you (the i2i Program Facilitator and possibly other HeaRT staff).

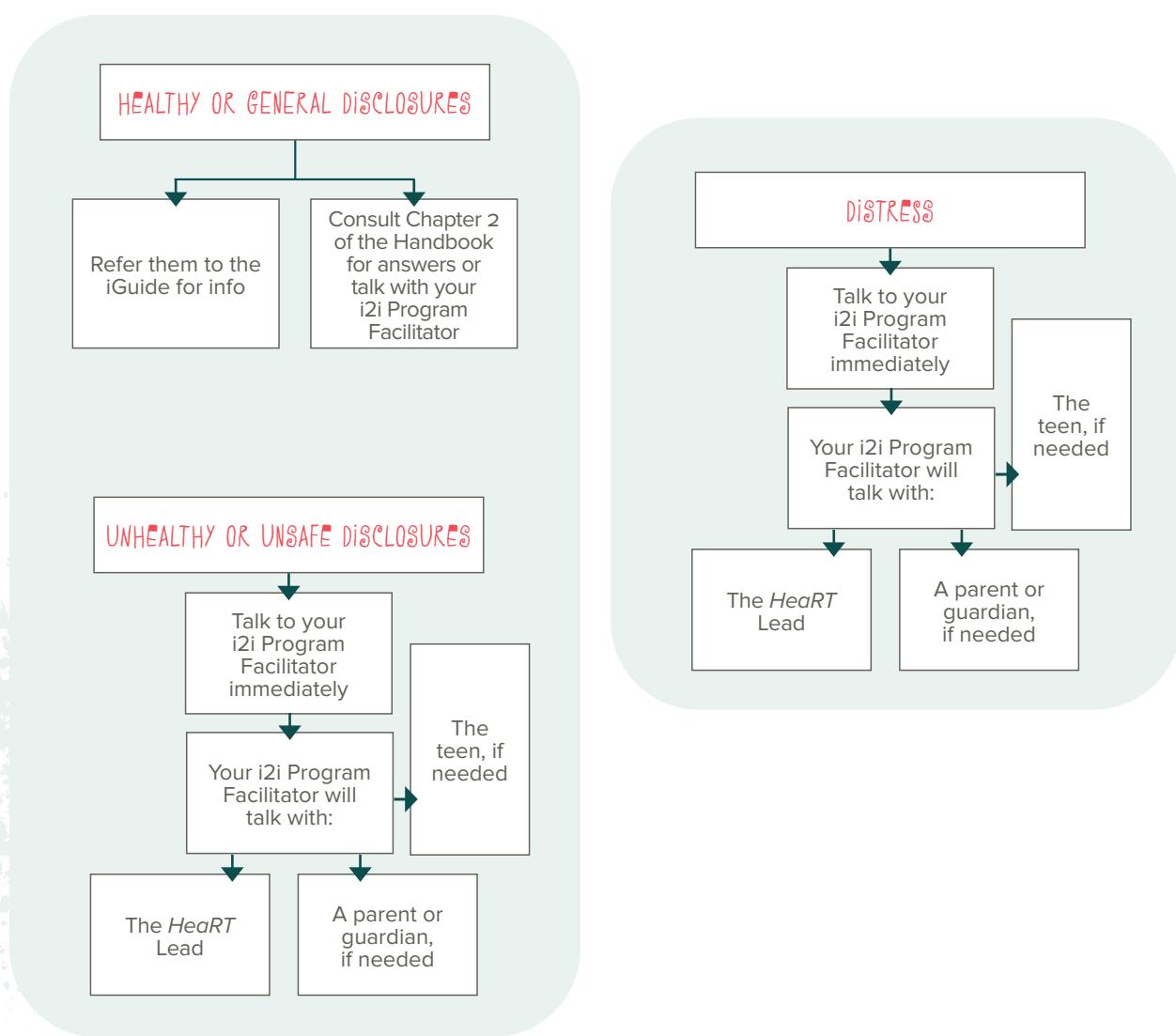
Disclosures – A disclosure is when someone reveals or tells an i2i Ambassador something about their personal life. For example, someone may tell the i2i Ambassador about a controlling girlfriend, report that he's seen his parents hit each other, or share that she felt pressured to be intimate.

Every disclosure needs a different response and it is important that the i2i Program Facilitator walk i2i Ambassadors through examples of disclosures and how to respond during the introduction training. In walking through disclosures, talk with i2i Ambassadors about what decisions the i2i Program Facilitator will need to make if someone discloses healthy information or unhealthy or unsafe information (e.g., reporting to social services, contacting parents). It is also important to emphasize with i2i Ambassadors that these protocols still apply if a teen discloses something that has nothing to do with dating (like drugs or alcohol use). This page provides examples of decision trees to develop with i2i Ambassadors (also provided in Chapter 7 of the i2i Ambassador Handbook).

Referrals – A referral is when i2i Ambassadors are asked for additional information or resources without sharing anything about their situation. For example, asking, “Can you tell me how I can find out more about dating abuse or helping a friend who has experienced it?” The person may or may not appear upset when asking for information, but remind i2i Ambassadors that does not mean it’s not a serious situation. Like disclosures, every referral needs a different response. Talk with i2i Ambassadors about different examples of referrals, how to respond to them, and what decisions the i2i

Ambassador will need to make if someone asks for information. Also, the i2i Program Facilitator can work with i2i Ambassadors during training to come up with a similar decision tree for referrals.

Distress – Distress means to threaten or cause injury, worry, fear, or suffering. The i2i Ambassadors should report to their i2i Program Facilitator immediately in these situations. Unlike disclosures or referrals, there is no healthy distress, so there is only one decision for i2i Ambassadors to make. The chart below provides an example decision tree.



Training i2i Ambassadors

To help equip i2i Ambassadors, Chapter 7 of the i2i Ambassador Handbook discusses disclosures, referrals, distress situations, and other important topics to cover during the i2i Ambassador trainings. To help the i2i Ambassadors understand, we recommend incorporating scenarios or having them act out situations for each of the topics to help them get a feel for what real-life conversations they will be having. You should also teach them about the 4-Ts (see below), the decision process, and when and how they should engage the i2i Program Facilitator when a situation calls for it.



4-TS FOR i2i AMBASSADORS

Trust the resources and information you have been given. Remember that your Handbook has lots of information to help you find the answers you need. And if you need extra help, just ask your i2i Program Facilitator. They are there to help!

Tell them you are not allowed to keep a secret from the i2i Program Facilitator, especially if they are being hurt or if they are feeling unsafe.

Tell them to talk with an adult that they trust, like a family member, teacher, school counselor, or faith leader. There are people all around who can help.

Tell your i2i Program Facilitator. They are there to help not only you, but also the youth you are working with.



Additionally, there are many activities for you to do with your team of i2i Ambassadors in Chapter 7 of the Handbook. Be familiar with the content, prepare to include these activities in the training, and consider developing trainings of your own to address community-specific needs.

Process and Performance Measures

Over the course of the program, we encourage you to review and evaluate the i2i Ambassador Program to ensure it is meeting program objectives and determine if modifications are necessary. Monitoring can include snapshots of the recruitment, training, and management processes. For example, you may decide to track the number of applicants, the number of i2i Ambassadors that complete the training, the length of training sessions, i2i Ambassador attrition, and i2i Ambassador knowledge and attitudes pre- and post-training.

CHAPTER 4

IN THIS CHAPTER:

- Event Roles and Responsibilities
- Planning Tips and Recommendations
- Types of Events
- Process and Performance Measures

CHAPTER 4

Youth Engagement, Event Planning, and Event Promotion



Youth engagement is a process that offers meaningful opportunities for youth participation, leadership, and responsibility in collaboration and partnership with adults who value, respect, and share ownership with them in regards to a common cause or initiative. Many believe that it is also an important element for the ultimate success in the prevention of dating violence, and, therefore, key to the i2i Youth Communications Program.¹ Throughout the i2i Youth Communications Program, both the youth and the i2i Ambassadors should be considered your allies and partners to contribute in ways described below.

As mentioned in Chapter 3, research conducted during the planning phases of the i2i Youth Communications Program confirms that near-peers greatly impact younger peers' attitudes and perceptions as they relate to dating and

relationships. Near-peers usually have a good sense of what types of events will be appealing to their younger peers. And, they can offer unique insight about how to make activities, messages, and materials relevant to youth. They also can be an important sounding board for strategies to maintain the visibility and appeal of the i2i program.

Planning events and activities in collaboration with i2i Ambassadors is especially important because the events allow youth and i2i Ambassadors—the champions of the i2i Youth Communications Program—to interact in person. This collaboration fosters a sense of ownership over the program by the i2i Ambassadors and ensures authentic, fun experiences that promote an understanding of healthy and unhealthy dating relationships among youth.

¹ Centers for Disease Control and Prevention. "A National Strategy to Prevent Youth Violence." November 2009.

THE POWER OF YOUTH PARTICIPATION

- **Project a powerful voice:**

Youth have credibility with peers and community members, which allow them to help educate the community to promote healthier behaviors and norms.

- **Offer energy and vitality:**

Youth bring energy to activities and events.

- **Reflect genuine concern:**

Youth generally volunteer their time to be involved in causes they care about because they have a stake in their own future.

- **Bring diverse representation and provide generational insight:** Youth can provide important insight about their generation.

- **Invoke creativity and innovation:** Young people naturally challenge the traditional attitudes that may restrict and limit how people think and act. They also add creativity to any program, making it more attractive to other youth.

- **Mobilize their peers:**

Youth have the ability to mobilize their peers for activities.

This chapter outlines key recommendations and insights on how to engage youth 11-14 years old and how to create i2i branded events with activities inspired by i2i messaging. It outlines the roles and responsibilities of the i2i Ambassadors and i2i Program Facilitator. Along with planning tips and event ideas for the kick-off event for groups both large and small, it also includes recommended monitoring methods for your consideration.

Event Roles and Responsibilities

While the i2i Ambassadors and the i2i Program Facilitator ultimately work together, each has roles and responsibilities unique to their position.

The i2i Program Facilitator:

- Works with i2i Ambassadors to plan and host one kick-off event and at least two additional events.
- Ensures that event promotion is incorporated into social media content management and is developed with the help of the i2i Ambassadors.
- Negotiates and coordinates all the event logistics (e.g., venue, food, security).
- Seeks new and manages existing partnerships to acquire any outstanding needs such as transportation

Note: the i2i Program Facilitator can and should encourage i2i Ambassadors to brainstorm potential partnerships and perhaps secure them, but it is the i2i Program Facilitator's responsibility to handle the partnership after initial engagement.

- Obtains all appropriate permissions for venue space (e.g., park permits) and promotional efforts (e.g., in schools), etc.
- Ensures that the event itself runs successfully and smoothly.
- Makes certain that all youth in this program and i2i Ambassadors are in a safe environment and have proper parental consent.
- Build i2i messaging into an event focused on bullying or teen pregnancy prevention.
- Host a Skate Date at a local rink and share healthy relationship messages every half hour. Hand out materials as youth leave the event.
- In conjunction with an afterschool program, i2i Ambassadors host a skit about healthy relationships and distribute i2i materials.
- Plan a night at the movies. Screen a movie that includes themes related to healthy relationships, then hold a Q&A afterward to discuss Being i2i.
- Host an online gaming event and ask participants guided questions about what they look for when dating, while infusing in healthy dating content. Choose games without any violent content.
- Host a field day that includes healthy dating competitions!
- Gather a group for a hike and ask participants guided questions about what they want from a relationship

The i2i Ambassadors:

- Work with the i2i Program Facilitator to imagine, coordinate, and host one kick-off event, and at least two additional events.
- Promote events via social media channels
- Discuss the i2i program with youth and generate excitement about being involved.
- Engage youth in activities that incorporate i2i messaging or branding.
- Hand out the iGuide (during events).
- Encourage youth to follow i2i social media accounts during events.

Planning Tips and Recommendations

Coming up with engaging events can be challenging. Event planning is an opportunity to lean on your i2i Ambassadors, who likely will have engaging ideas about what may appeal to their near-peers. Here are some ideas for types of events with different levels of complexity. Then, of course, modify any of these, or come up with your own!

Thoroughly planning for your events ahead of time will help make each event a success. The more that you are able to address in advance of the event, both in terms of logistics and planning as well as potential problem solving, the easier it will be to fill the event and run successful activities and programming.



Planning for the Event

It is very important that the i2i Ambassadors imagine the event themselves with some guidance (e.g., regarding logistics, realistic expectations) from the i2i Program Facilitator. The more authentic the event, the more successful it will be for the youth who attend.

- All events should be tailored to meet both the interests of the youth and the needs of the health departments or community organizations.
- The venue should be selected based on capacity, accessibility, and authenticity (e.g., Is it a place where youth feel comfortable?). It should also be a place where health departments or community organizations are comfortable hosting this type of event.
 - » Venues can be secured through partnerships and could include a school auditorium (after school hours), football fields, public parks, bowling alleys, restaurants, etc.

Partners can help you make an event successful by providing resources that you would otherwise need to find and/or pay for yourselves. Identify partners in your community that may be interested in supporting the i2i Program and healthy teen dating relationships. Work with partners to donate and/or rent food, supplies, prizes, and other needs like transportation. (*To learn more about partnership development, please refer to Chapter 5: Partnerships.*)

- Promotion of events should be targeted and appropriate for the event being planned.

KEY QUESTIONS TO CONSIDER WHEN PLANNING AN EVENT

- Are i2i Ambassadors actively engaged in planning the event? Are they enthusiastic about the event?
- Is the event venue appropriate? Will it be large enough? Is it easy for teens to get to? Is it a place where all teens—including males or females and those with any religious, racial, ethnic, or sexual identities—will feel comfortable? Consider the location in the neighborhood, the type of facility (e.g., affiliated with a faith-based organization, in a government building, in a facility that caters to a specific group), and whether the facility or location is typically used by youth that are representative of your community's population.
- Does the event date/time conflict with any other major community events?
- Should we consider a stop time? How long is too long to retain the attention of our community youth?
- Are there enough activities to fill the time?
- Will the activities maintain the interest of teens?
- Are the activities interactive?
- How are i2i Youth Communications Program messages incorporated? Are they noticeable but not overwhelming?
- Does the event connect back to i2i Youth Communication Program objectives?
- Is a promotional plan in place? How are the events being promoted?
- How will feedback on the events be collected?
- Is the event in line with your safety protocol? Can it effectively be implemented if a situation arises?

Promotions

You need to let youth know your events are happening! Create an event on a platform like Eventbrite, Evite, or RSVPify so youth can find the event. Then share publicly! For example, do you work with youth at a particular school or community center? Post flyers around youth centers, schools, libraries, or anywhere else youth gather to inform them about the event.

Consider reaching out to parents, too! Let parents know about your events. That could be by contacting your school's PTA and asking them to let parents know about your event, or something as easy as hanging signs in places where parents go, like public libraries.

During the Event

- During the event, youth can enjoy free food, music, games, and activities. All activities should be interesting, appropriate, interactive, and able to sustain the interest of youth ages 11-14.
- Healthy relationship messaging should be incorporated into each event, but does not need to overpower the event. The messaging should be woven throughout the event without being too obvious so that the teens are having fun at the same time they are learning about the i2i Youth Communications Program and messages.
- Ensure proper supervision is being carried out during the event. While they are not expected, be prepared to manage difficult situations and/or teens while at the events and ensure your safety protocol is in place to address these scenarios.

After the Event

- Make sure that you collect contact information from all attendees! You will want to invite them to your next events. Also, encourage everyone at the event to follow your social media accounts to learn more about the program and upcoming events.
- Feedback is always helpful for improving events and planning future events and activities. Consider asking event participants what they want to see or do at the next event; positive and negative feedback can be helpful. This can be accomplished informally through conversations at the event or using a poll on social media.

Useful Event Promotion Tips

- **Be creative and make it fun.** Use colorful flyers, artwork, visuals, and graphics to capture attention for the event you are promoting.
- **Choose your words carefully.** Don't over-pack the promotional piece with too much information. Be selective in the words you choose and include essential information, such as the event name, location, and date and time.
- **Go to where your audience spends time.** Promote your event where teens are likely to see the flyers or other promotional pieces, not just where the event will be held.
- **Use word-of-mouth.** Use face-to-face opportunities to promote the event, particularly when the i2i Ambassadors are interacting with the youth.
- **Go online.** Take advantage of the community social media pages to promote upcoming events and activities and to create buzz and interest. Use the provided template to create a virtual flyer and develop ways to collect people's sign-up information to send reminders and get a sense of how many people will attend.
- **Create excitement and anticipation.** Use strategies such as save the dates or contests to generate enthusiasm for your upcoming event.
- **Don't forget post-event promotion.** You want to build on the energy and enthusiasm from the event. Ask attendees to follow your social media accounts and then post photos, videos, or anything else you captured from the event.

Types of Events

The Kick-off Event

The kick-off event is the premiere of i2i, and the time and place you work with the i2i Ambassadors to officially launch the program within your communities. At the kick-off event, the i2i Ambassadors should:

- Meet and talk with teens in the schools.
- Introduce and explain the i2i program to the youth and generate excitement.

- Hand out the iGuide.

- Show the teens the community social media pages.

All Other Events

The other two (or more) events you plan can be as big or as small as you and your team of i2i Ambassadors thinks they should be. You can host larger events for all of the schools in your community or you can host smaller events at each school or participating community organization. (For example event ideas, please refer to Appendix B: Sample Events.)

Here is an example of a kick-off event to help get you thinking:

Pre-event	Form a partnership with a local bowling alley to donate bowling lanes and food for the event. To promote the event, i2i Ambassadors will create and disseminate flyers and hang posters around schools. The flyers and posters will have language to spark interest and drive youth to the event.
During the event	Youth arrive at the event and show their student ID to a “bouncer” who crosses their name off of a “VIP list.” Teams can be formed either by allowing teens to join together on their own or by assigning teams as they arrive. Youth then meet at their designated lane. Waiting for them is an i2i Ambassador who talks about TDV and healthy relationships and distributes materials (including the iGuide and social media addresses for the older teens). The youth enjoy music, free bowling, and food throughout the event, as well as other activities, including a “photo booth”—an area where teens have their picture taken with a sign saying “I heart [complete sentence]” or “I respect [complete sentence].” They can either fill in another teen’s name or something that they personally enjoy or respect.
Post-event	As the youth leave, they are handed an i2i postcard or flyer asking them to follow your social media accounts. Ask participants if they have ideas for future events.

Process and Performance Measures

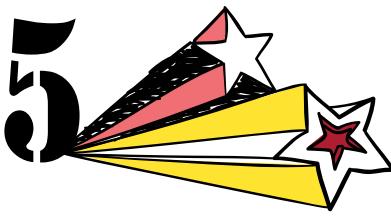
Over the course of the program, we encourage you to review the success of the events and activities you host with the i2i Ambassadors to ensure they are as successful and valuable as possible, and determine if modifications are necessary. For example, taking note of how many teens were invited and comparing it to the actual number of attendees can help you assess promotional activities. Or gauging teens' excitement level or interest during an event and at each activity is a quick and easy way to assess the success of the event and/or individual activity.

Additionally, you may want to monitor any fluctuation of social media activity after each event. For example, does the account gain more followers the day after the function? Did the youth post photos or videos as requested during the event? And, as previously noted, you may consider gathering feedback after each event. This information can be helpful for you to gauge the success of the event, as well as to know what to improve or enhance for future events and activities.

While these monitoring activities are not required, they are encouraged as the success of these events is vital to the overall success of the i2i Program.

NOTES

CHAPTER 5



IN THIS CHAPTER:

- Partnerships
- Partnership Management

CHAPTER 5

Partnerships



Developing and utilizing partnerships can be a powerful tool to support the implementation of the i2i Youth Communications Program, help disseminate messages, and leverage resources. Partnership outreach and development can help enhance events and provide authentic voices for program communications, among other

benefits. To best support you in establishing partnerships or building on existing partnerships for the i2i Youth Communications Program, this chapter outlines recommendations on partnership criteria as well as the process to build partnerships.

Partnership Defined:

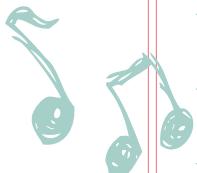
A partnership is a voluntary, collaborative agreement between two or more parties in which participants agree to work together to achieve a common purpose or undertake a specific task and to share risks, responsibilities, resources, competencies, and benefits. Partnerships take advantage of each partner's skills and assets to achieve a common goal.²

Community partners include nonprofits, youth and community organizations, and local businesses, and can help provide a variety of resources to complement your existing community resources, including, but not limited to:

- Venues for events, activities, or trainings
- Food and beverages
- Promotion support
- Transportation
- Gifts/awards/incentives for contests and games that are part of events and/or activities
- Entertainment (e.g., music, movies, bowling)
- i2i Ambassador trainers
- Support for recruiting and incentivizing i2i Ambassadors

² North Carolina State University, Strategic Initiatives & Partnership Development. "Partnerships Defined." 2003.

NOTES:



REMEMBER

these recommendations are our suggestions for making partnerships successful based on our experience working with partners. Please make adjustments that best suit your community's needs and resources and that meet your health department's or community organization's processes and procedures. While the following information will be helpful in creating and maintaining partnerships to enhance the i2i Youth Communications Program, you know your community best.

Partnerships

A partnership should be initiated to meet specific needs. Work with your team members to determine where your community needs additional support to succeed or grow the i2i Program.

Assessing the current situation by asking key questions, such as the examples below, can help you determine your community's needs:

- Where are we having difficulties reaching our goals and objectives?
- How will a partnership benefit our program as a whole (e.g., extending the reach of our message, providing additional funds, providing access to specific skill sets)?
- Which community partner could help our program better achieve its goals and objectives?
- What are some critical activities that must be sustained, expanded, or improved?
- What activities could be implemented more effectively with a strategic community partner?
- How might a strategic partnership assist in program efforts?
- What are the benefits of a partnership and are there any costs to consider?
- What resources do we want community partners to bring to the table? Who has those resources?

More specifically, consider your needs and whether a partner could help you meet your needs. Some potential opportunities for partner engagement and support are below:

Food: Is there a local restaurant or grocery store that could provide snacks and drinks for guests?

Promotional materials: Could a local business or school print flyers for you? Or could a local business pay for the printing costs?

Promoting events: Are there local community centers where youth tend to gather? See if they would be willing to hang flyers advertising your event! The community centers could include places like a local Y or Boys and Girls Club, churches, libraries, or anywhere else youth spend time.

Ambassador recruitment: Are you still trying to recruit i2i Ambassadors? Are there local organizations that could help? Maybe a local Y, Boys and Girls Club, or your school's PTA could help with recruitment.

There are lots of reasons why you might want to form a partnership! Here are some partner examples and how they could help:

- A local restaurant provides snacks or catering for an i2i event.
- A local business offers their facility as a location to host an i2i event.
- A local coffee shop posts flyers or social media content to promote an i2i event.
- A local library helps promote i2i (e.g., posting flyers and posters) and agrees to distribute its messages and materials.
- A local Y helps you plan and implement an event.
- A local communications firm offers expertise in developing and maintaining a social media presence.
- A network of local churches signs on to help you promote and execute a series of i2i events using their facilities and promote them to their youth.
- A local sports league helps you promote i2i and its messages to its teen participants.
- A non-profit organization with a large network of teen volunteers helps you recruit i2i Ambassadors for your program or activates their network to serve as i2i Ambassadors.
- A local PTA helps you promote i2i to parents and school staff.

Finding the Right Community Partner

It's important to select partners that can assist in your work and meet the needs identified in your organization. Organizations that take advantage of strategic partnerships can utilize each other's strengths to make both stronger in the long run.

There are a few considerations and questions to ask yourself before reaching out to a potential partner.

Does the potential partner share your values?

values? While the potential partner may not explicitly work with youth, you'll want to partner with organizations or businesses that support efforts to encourage healthy relationships among teens.

Will this partner be able to fill your identified needs?

needs? Are you looking for someone to help advertise events? Print flyers? Provide snacks for participants? Who are potential partners who will help meet your current needs?

Most importantly, though, keep in mind who a prospective partner is. Will youth feel comfortable in this partner's space? Will they feel comfortable engaging directly with this partner? Will they feel welcomed in their space? If the answer to these questions is "no," then work to find an alternative partner to work with.

Partnership Process

Each potential community partner brings different strengths to the table. Therefore, once you have evaluated the relationship through the partnership parameters, work with each community partner to craft unique and specific programs and activities.

Partnership Management

This section of the guide provides a step-by-step partnership process, from inquiry and assessments to engagement, ongoing communication, and evaluation. While there is no "one-size-fits-all model" guiding the partnership process, this section has been designed to guide you through the process.

Starting Communication

After you have selected community partners to pursue, the next step is making contact. While at times you may have a person to reach out to directly and you can schedule a time to have a conference call, often your first contact with a potential partner is with a stranger who is unfamiliar with you, your purpose, and the benefit of working together.

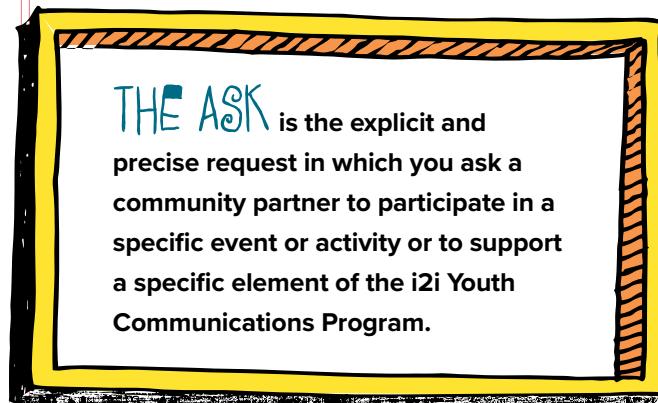
Even if you have some background or familiarity with your contact, assume that kick-off calls should cover an introduction of who you are and why you're calling, the i2i brand and Youth Communications Program, and why you believe working together would be mutually beneficial. Note: the kick-off calls are not for discussing how you will work together.

On Kick-off Calls

-  **DO** be friendly and outgoing as you introduce yourself and the i2i Youth Communications Program.
-  **DO** describe all the work that has gone into developing the program, including the need this program is meeting in your community.
-  **DO** explain why you reached out to the community partner and why you believe it would be a good idea to work together.
-  **DO** have specific requests or ideas when talking with the community partner, but also be open about hearing their ideas for potential collaborations.
-  **DON'T** feel pressure to finalize the partnership on the kick-off call. Partnerships are relationships that take time to build and to develop thoughtfully. These meetings will be used to understand community partners' ideas regarding how they would like to be involved and to share your initial ideas for their engagement and potential asks.
-  **DO** be respectful of the community partner's time and limit your initial kick-off conversation to 30 minutes. In 30 minutes, you should be able to have a robust conversation and start to get to know one another.
-  **DO** close the kick-off call with actionable and tangible next steps and a tentative time when you will talk next. If, for instance, the community partner needs to talk to a colleague before moving ahead, arrange a time to speak in a few days or communicate that you will follow up with them next week if you have not heard back from them.

Developing Mutually Beneficial Community Partner Activities and Making the “Ask”

Community partners should be invited to collaborate on a mutually beneficial partnership. After the partner kick-off meetings, it is important for both you and your team and the community partner to spend time considering how to best work together before the next communication with the community partner, where you make the “ask” and determine how you will work together. Keep in mind existing community partners that can be approached with new ideas for collaboration.



To prepare for making your ask, consider the following:

- **Do advance research.** Consider what this community partner’s current work entails and how that can benefit your group.

- **Develop your key messages.** Make sure you’ve practiced talking about your work with i2i, how it benefits the community, and how this partnership can help advance i2i’s mission. Also include ways that partner may benefit from the relationship to make it clear how the partnership can be mutually beneficial.

- **Consider the messenger.** Does someone at your organization have an existing relationship with a community partner? If so, consider tapping their input and influence. Gaining their feedback on outreach approaches and messages are great ways to help ensure that the right messages are being conveyed. You can also consider encouraging them to forward your message to the community partner. Make sure they are prepared with your key messages and familiar with the program’s materials.

After you have prepared, use these tips for making the ask and engaging:

- **Help community partners understand your previous successes and the importance of your services to the community.** Potential partners want to know they are supporting an accomplished organization, so be sure to clearly articulate what your health department or community organization has achieved in the past. Emphasize the importance of educating teens in the community about healthy relationships and provide TDV statistics.
- **Be specific.** When communicating with community partners, ask for something specific and provide a specific statement of what you will deliver. This may facilitate and streamline the process.

- **Highlight the community focus.** Explain that the resources they provide are used to reach teens in your community. This is a unique selling point, as some community partners may feel strongly about having their support go directly back to the community.
- **Emphasize other community partners.** With their permission, build awareness of the other community partners pitching in and working together to support an important program. This may create a bandwagon effect and help persuade your potential partner to support the program.
- **Be creative in how you present information.** Illustrate the program's importance to the community. Tell the story about the i2i Youth Communications Program through an i2i Ambassador's voice.

Making the ask to a community partner is one of the most important steps in the partnership process. By preparing and making the ask mutually engaging and beneficial, you will be able to engage effective community partnerships on behalf of the i2i Youth Communications Program.

Ongoing Communication

Your partners must stay plugged into the status of your event or program efforts that they are supporting. Consider what kind of information they need and keep them updated regularly on how the event or program effort is progressing. This could mean regular check-ins through email or meetings (in person or virtual). Don't overwhelm them with unnecessary information but let them know what progress your team has made and how they can support you.

NOTES:

Implementation Process

It's important to reach out to potential partners sooner rather than later. Once you identify a need that a partner could potentially fill, begin the process of brainstorming organizations that could help support your program or event. When you have identified a few organizations, you can reach out! Use all the guidance and recommendations above to identify good potential partners and prepare for that first meeting.

Always remember to recognize community partners for their contributions. This could include acknowledging them in public forums or meetings with key partners, or even providing them with a certificate of gratitude.

- Did this partner follow through on all their commitments?
- Did you follow through on any commitments made in the interest of mutual benefits? (e.g., sponsorship promotion, newsletter updates)
- Was communication clear, concise, and helpful?
- How could this partnership have been improved?

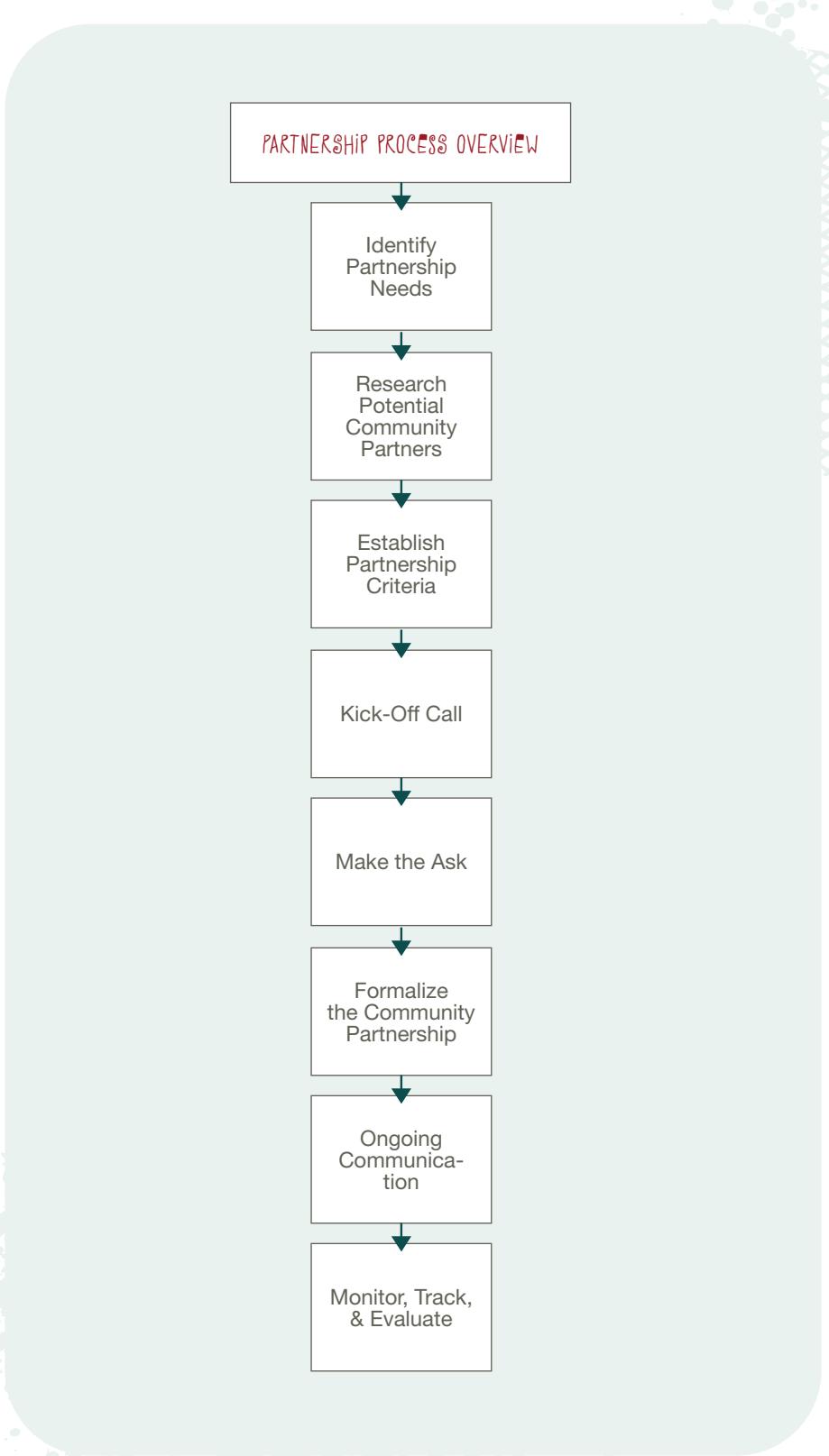
Once you have reflected on these questions, consider if you would be interested in working with this partner again, how you can improve your own role in the partnership, and how this partnership can inform potential future partnerships.

Learning from Past and Current Partnerships

It can be helpful to reflect on past partnerships to identify what worked and what didn't to inform future partnerships. At the completion of a project that involves partnerships, reflect on the following questions:

- What type of partner did you work with? Community groups? Restaurants? Public libraries?
- What needs did the partner help fill? (e.g., providing venue space for an event or providing food for the kick-off event)





CHAPTER 6

IN THIS CHAPTER:

- Social Media Content
- Social Media Page Promotion
- Social Media Process and Performance Measures

CHAPTER 6

Social and Digital Media Management



This chapter outlines the digital components of the i2i Youth Communications. Feel free to adapt the content to fit your community and social media channels. The social media landscape is constantly changing, so we expect the i2i Program to change and adapt to new possibilities. Our best advice is to go wherever your community's youth are going.

It is important to note that the digital components will only target the 13- to 14-year-olds and not the 11- to 12-year-olds of the i2i primary audience; the majority of social media platforms require users to be 13 or older. Additionally, considerations were made to ensure compliance with the Federal Trade Commission's Children's Online Privacy Protection Act, which regulates mobile applications and websites that collect information from children under the age of 13.

Shifting Technologies

In the digital space, technologies are constantly changing and updating. Therefore, based on your community, we expect each program's social media to look and feel different.

Effective Social Media Communication

Social media is an important means of engaging with youth in your community to work to shift norms around healthy dating. A social media presence can be used to:

- Advertise upcoming in-person and virtual events
- Educate youth about healthy relationships
- Create a place for discussion and dialogue
- Use relevant news stories to facilitate critical thinking and encourage youth to intentionally build healthy relationships

When crafting social media content, be thoughtful about your audience. Use popular platforms among youth in your community, and ensure that you are engaging and familiar.

Community-Specific Social Media Pages

Remember to create and set up your community's social media page prior to your kick-off event. At that point, we recommend that the i2i Program Facilitators launch their respective social media pages or accounts using the provided assets. It is important to provide i2i Ambassadors with full access to the social media pages by the kickoff, including site metrics and content editing rights. Once administrative rights are provided, the i2i Program Facilitator and i2i Ambassadors can access the social media page at any time for updates. They are not restricted to a single login or password. In addition to this guide, the i2i Ambassador Handbook outlines best practices and recommendations for i2i Ambassadors in managing and monitoring social media.

When crafting content, some things to keep in mind are: What goal am I trying to accomplish? Who am I trying to reach? What is the best platform to achieve this goal?

Below are some objectives you may have when developing content and some recommendations and resources to go along with them.

Advertise upcoming in-person and virtual events. Have an event coming up? You need to let youth know it's happening! Create an event on a platform like Eventbrite, Evite, or RSVPify so that youth can find details about the event, and you can collect metrics on attendance. Then share publicly! Work with youth at a particular school or community center? Post flyers up around youth centers to let them know about the event.

Educate the broader youth community about healthy relationships to shift norms.

This will probably be the bulk of your posts. We have some sample posts you can share [see examples in the appendix], or use as inspiration to create your own! Feel free to pull content from your i2i materials and share those messages with the broader community.

Create a safe place for discussion and dialogue around healthy dating. An important piece of this work is to ensure that youth know how to ask for and provide help if they are or someone they know is in an unhealthy relationship.

Drive engagement around high-profile relevant news/media. There will likely be news stories about healthy or unhealthy relationships. You may want to respond to them. Help youth in your community wrap their heads around what is going on by sharing healthy relationship examples or asking probing questions.

Sample Content Calendar

Date	Objective	Post Copy	Image	Channel
April 2	Advertise upcoming event	Come out on Saturday to our movie night! We'll eat popcorn, watch a movie, and talk about the healthy and unhealthy parts of characters' relationships.	Event poster	Instagram
April 3	Healthy relationships education	What do YOU think is an example of a healthy relationship? A) My partner saw my Instagram page on their screen, but asked me if it was OK to look at it or if they should log me out? B) My partner knows that I play the violin and encourages me to practice to keep improving. C) My friend wanted to see a scary movie last night, but knows I like funny movies better. So we talked about it and decided to see the comedy tonight and watch the scary movie another time. D) All of the above	Photo of friends from a recent event	Instagram, Snapchat
April 4	Discussion and dialogue around healthy dating	Video: How do YOU know that you trust your partner? What kinds of things do they do to help you trust them?	Video of an i2i Ambassador	TikTok
April 5	Engage around high-profile news/media	What do you think about this interview with Celebrity A and Celebrity B? How do you see them lifting each other up and supporting each other?	Video of a celebrity couple	Instagram
April 6	Advertise upcoming event	Don't forget that we're hosting a movie night TOMORROW! Join us at ___ location at ___ time! See you then!	Event poster	Instagram

Conversation Guidelines

It is important to set up guidelines as part of the conversation management process. These guidelines create response scenarios for everyday situations, identify relevant contacts for questions, and develop community guidelines for social media posts to be posted publicly. This way, the i2i Ambassadors can effectively moderate the social media conversations, read comments, respond to comments when appropriate, and delete inappropriate comments. The i2i Ambassadors should plan to moderate the page once or twice daily with this responsibility divided among the group as determined by the i2i Ambassadors and i2i Program Facilitator. It is important that the i2i Program Facilitator is accessible to the i2i Ambassadors for advice and direction if a question or sensitive situation arises.

Predetermined protocols for how to handle everything from relationship concerns to program feedback are critical for timely management and reaction. The chart on the next page provides an example of response guidelines, incorporating use of green, yellow, and red flag designations to demonstrate how the i2i Ambassadors could respond and if the post should be escalated to the i2i Program Facilitator. The sample on the next page should be adapted based on each community's existing protocols and requirements.

Commenting Policy

As is common with websites, a commenting policy posted on all of your i2i Program social media pages explains to visitors what is and what is not okay for fans to post. This is a way to control conversations and filter out irrelevant or abusive comments. When developing your commenting policy, start by checking with members from the office of your health department or organization that handles social media to see if there is any existing guidance or rules for you to follow or incorporate.

The following is a sample policy:

We reserve the right to delete comments that are obscene, indecent, profane, or vulgar; contain threats or personal attacks of any kind; contain offensive terms directed to females, ethnic, racial, sexual minority, or other underserved groups; or promote or endorse a product or service. We also reserve the right to ban users who insult, threaten, or bully others.

THIS SAME CHART IS INCLUDED IN THE i2i AMBASSADOR HANDBOOK. THE i2i PROGRAM FACILITATOR SHOULD WALK i2i AMBASSADORS THROUGH THE PROTOCOL TO MAKE SURE THERE ARE NO QUESTIONS OR CONCERNS.

Sample Conversation Guidelines

Label	Description	Example	Public Response
Green Flag	A positive comment or a simple question that the i2i Ambassador can easily respond to immediately.	"I really love the helpful advice you share every week!"	"Thanks for the compliment! Please let us know if you find any more helpful advice we can share with everyone."
Yellow Flag	Comments or questions that require a response from an i2i Program Facilitator. i2 Ambassadors should share these with Program Facilitators within 24 hours of the posting.	"I am a parent and want to know why you're telling my kid to date."	"It's nice to meet you and thank you for joining our page. I've asked someone who can help to contact you via direct message. Please expect a message from them shortly."
Red Flag	Clearly negative or critical posts that definitely require a response both publicly and individually. Also includes posts that raise alarm or may be an emergency. This should be brought to the attention of an i2i Program Facilitator as soon as possible. The i2i Program Facilitator will then take control of the conversation; in certain situations it's best that the conversation is continued away from the social media page.	"I've been in a relationship with my boyfriend for 2 months but he puts me down in front of our friends. What should I do?"	"Thanks so much for sharing your experience with us. I'm sorry to hear that you are feeling uncomfortable. It's important to feel good about yourself and feel good about your relationships. Expect a private message to talk about your situation. Hold your head up!"
Spam	Irrelevant posts or misleading links.	"Yankees suck." "Visit my website..."	Delete.

Social Media Content

To avoid encouraging social media use during school, content should only be shared outside school hours. The community-specific social media accounts should be updated once daily with new content. This way, the i2i Ambassadors post five times each week and respond to comments when appropriate (this number will vary each week). As determined by each community, these responsibilities can be divided between the i2i Ambassadors in many different ways. However, we recommend finding and writing the content a week in advance to allow time for i2i Program Facilitator approval.

Content Types

Throughout the i2i Youth Communications program, the i2i Ambassadors will work with their i2i Program Facilitator to write and share numerous types of content, which can include the following:

- **Advertise upcoming in-person and virtual events (when appropriate).** Any time you have an upcoming event, you'll want to post repeatedly about the upcoming event to encourage people to register (if appropriate) and remind them that it's coming up! That will include informing people about the event, getting people excited, and doing final reminders to make sure people who plan to show up make it to the event!

- **Educate the broader youth community about healthy relationships to shift norms**

(2-3 times a week). You will want to share educational information regularly to shift norms about what healthy relationships should and should not look like. You can pull interesting content from the iGuide or any other healthy relationship materials or come up with your own.

- **Create a safe place for discussion and dialogue around healthy dating (2-3 times a week).** You will want to intentionally engage your followers. You can do that in several ways: include polls where followers can share their opinions; ask open-ended questions about what they want their relationships to look like; maybe even ask people to share video responses to your questions!

- **Drive engagement around high-profile relevant news/media.** Inevitably, someone famous will be in a relationship. Sometimes celebrities demonstrate healthy relationship dynamics – great! Use those examples to show your followers what healthy relationships can look and feel like. Other times, celebrities demonstrate unhealthy relationships. When that's the case, use those examples to help your followers think about what is unhealthy about those relationships and how they hope to create healthier relationships for themselves. Provide examples, ask probing questions, and encourage followers to use these real examples to engage with i2i content.

Creating Content

Creating content for the conversation calendar and, ultimately, the i2i social media accounts requires a strong understanding of what teens are experiencing and need to know about healthy dating relationships. The i2i Ambassadors and i2i Program Facilitator should work together to brainstorm content ideas and share their content successes and failures (e.g., had a lot of comments, likes, shares). This will help improve the content for the duration of the i2i Youth Communications Program.

Use the i2i iGuide to inspire types of messages to share on social media. What did you read or learn about in the iGuide that inspired or interested you? Share those messages or ask your followers questions based on the iGuide. Still not sure what to share? Check out some sample graphics you can share or use them as inspiration!

There will likely be news stories about healthy or unhealthy relationships that come up. You may want to respond to them. Help youth in your community wrap their heads around what is going on by sharing healthy relationship examples or asking probing questions.

Sample Schedule for the Week

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1. How do you show someone you respect them? (Jen, AM) 2. Check out the latest video from That's Not Cool! [Include link] (Tom, PM)	1. Come to the Screen on the Green on Dec 5! [Include link] (Michael, AM) 2. Tell a friend to "like" this page today! (Nicole, PM)	1. How do you tell someone nicely to give you some space? (Jen, AM) 2. Read about what Washington is doing to prevent dating violence. (Tom, PM)	1. Win movie tickets by posting your healthy dating tips! (Michael, AM) 2. What's your favorite piece of i2i dating advice? [Include URL] (Nicole, PM)	1. Great turnout to Screen on the Green! (Jen, AM) 2. How is Joe being a bad BF in the movie? (Tom, PM)	1. What do you think of this video [insert link]? (Michael, AM) 2. Check out photos from Screen on the Green! (Nicole, PM)	1. Did you like the last i2i event? (Jen, AM) 2. What are your ideas for the next event? (Tom, PM)

Social Media Page Promotion

The social media pages can be promoted at the community events by the i2i Ambassadors. The 13- to 14-year-olds can be asked to “like” or “follow” the social media page(s) at the kick-off event and reminded about the pages at each of the remaining events. i2i Ambassadors can encourage the 13- to 14-year-olds to visit the pages and contribute to the conversation with thoughtful comments and feedback.

Each community can determine how best to promote your page to 13- to 14-year-olds and not the younger teens in attendance. One suggested approach is to use a bracelet system in which attendees receive different colored bracelets based on their age.

Social Media Process and Performance Measures

Keeping track of how your posts perform can help you determine what content to continue using and what to refine or eliminate. Consider what kind of engagement you’re hoping for with different posts: do you want people to attend an event? Respond to a discussion question? Share a post? Keep your eye out for which posts create the type of engagement you want, and don’t be afraid to try new things!

It can also be helpful to keep track of your social media engagement. What kind of engagement are you looking for? Is it sign-ups for an event? Shares so that more people see the content? Replies and responses to create a dialogue or sense of community? Below are key metrics you’ll want to keep in mind to figure out how successful your social media presence is!

General Key Performance Metrics for Social Media

Metric	What is being evaluated?	Definition	Why does this matter?
Audience segmentation	Page / profile	Age, sex, location, and demographics of your audience.	This helps you understand your audience on your platforms and can help you determine your posting strategy.
# of followers or page/ profile likes	Page / profile	The # of likes or followers your page/profile has.	This helps you understand the volume/size of your organic audience (the audience you have the potential to reach without paid promotion).
Page / profile tags	Page / profile	The # of times your page/profile is tagged.	
Following	Page / profile	The # of pages/profiles you are following.	
Likes/ reactions	Post engagement	The # of likes or reactions to your post. Reaction types vary by platform, but can include Like, Love, Celebrate, Insightful, Curious, Haha, Wow, Sad, and Angry.	Understanding post engagement is important if you are trying to reach/engage your audience on-platform. Shares/ saves can indicate that users found the information valuable enough to share with their friends/followers. Comments/ reactions show content was relevant to the audience – you can measure sentiment from these. Replies/comments can indicate if your content produces questions or if it is clear and relevant to your audience. Views can help to measure # of users you are actually reaching.
Comments	Post engagement	The # of comments on your post.	
Shares	Post engagement	The # of times your post was shared or reposted.	
Clicks	Post engagement	Total # of clicks to your website.	Important if you want to get more people to another site to sign up, view more info, etc. Use a clear Call to Action (CTA).
Mentions	Post engagement	@Mentions that aren't part of a reply or tagging the page without prompting.	@Mentions that are organic indicate good brand awareness and increases the number of individuals who see the page.
Impressions	Awareness	How many times a post shows up in someone's timeline.	These help you understand the # of people you are reaching on each platform.
Reach	Awareness	The potential unique viewers a post could have (usually your follower count plus accounts that shared the post's follower counts).	

NOTES

APPENDICES

IN THIS SECTION:

- Appendix A: Sample i2i Ambassador Application
- Appendix B: Sample Events
- Appendix C: Sample Elevator Speech
- Appendix D: Sample One Pager
- Appendix E: Sample Safety Monitoring Protocol Worksheet
- Appendix F: Sample Social Media Posts
- Appendix G: Sample Youth Assent and Sample Parental Consent for Brand Ambassadors

APPENDIX A: Sample i2i Ambassador Application

i2i Ambassador Application

Thank you for your interest in the i2i Ambassador Program!

The i2i Youth Communications Program is a program created by teens just like you that promotes respectful, nonviolent relationships among tweens and teens, ages 11 to 14. As an i2i Ambassador, you'll help teach younger teens in your community how to form healthy and respectful relationships and what can lead to violence in adolescence.

Please complete and submit your application to [CONTACT NAME] at [ADDRESS] by [Month XX, 20XX].

All applications must come with [INSERT ANY ADDITIONAL REQUIREMENTS HERE].

Name (first and last): _____ Date: _____

Home address: _____

Local telephone number: _____

Additional contact numbers (Cell): _____

Email address: _____

What high school do you attend? _____

What grade are you in? _____

Please list vacation dates and other commitments from [X MONTH] to [X MONTH]:

Please list any activities or trainings you have had that may be important to the i2i Ambassador Program:

Questions

Why do you want to be an i2i Ambassador?

What would make you a good i2i Ambassador?

If you had to plan an event to help educate younger teens about healthy dating relationships, what would you do?

APPENDIX B: Sample Events

Examples of Big Events for Larger Groups

EVENT #1: AT THE CLUB

Pre-event: i2i Ambassadors with the help of the i2i Program Facilitator will find a large, music-friendly venue that will donate its space for the event. The team will also find partners willing to donate food, beverages, and supplies. Since this event will feature music, the team will either find a partner to donate a sound system or decide to use their own. (*Note: it does not have to be a sophisticated sound system. A cell phone or MP3 player connected to speakers via an audio-jack or to a bluetooth speaker will do.*) If possible, the team can find a local DJ willing to donate their time and equipment for the event.

Promotion: To help build hype around the event, i2i Ambassadors will create flyers announcing the opening of a “new pop-up club.” i2i Ambassadors will post these flyers in areas where teens gather: this could be at school, a local youth center, or a public library. Ask teens on your social media account to post their favorite songs featuring healthy relationships. Appropriate radio-edited songs will be chosen for the event’s playlist and either given to a DJ played through a Bluetooth device or downloaded. i2i Ambassadors can use a provided template to create an easy-to-edit image to advertise the event, which they used in their online promotions. Promotional materials will direct teens to a sign-up link for the “VIP list.”

During the event: Teens will be met at the door by a “bouncer” who will check their names off a “VIP list.” Teens will enter the “club” and enjoy free food and beverages. In addition to dancing to the healthy relationship songs they have requested, they can also enjoy a variety of activities around the room including learning how to make cool, non-alcoholic drinks (recipes to be found by i2i Ambassadors online); a songwriting station, where teens can write their own healthy relationship song; and/or a dance lesson led by a high school student or dance coach.

Once the event has concluded, they are given an i2i flyer with information about the next event or that asks social media followers to comment on the event on the social media page (or other channel where the event was promoted).

After the event: Make sure that everyone who attends the event has a way to stay in touch! Make sure they are following your i2i social media pages or that you have email addresses so they can learn about other upcoming events.

Remember to use both digital and non-digital promotional tactics in order to reach more youth with the program.

EVENT #2: SCREEN ON THE GREEN

Pre-event: i2i Ambassadors will decide on a movie that shows negative and positive relationships. The movie should be appropriate for teens and should showcase positive dating behavior and how to address negative behavior. The team will view the movie together and discuss healthy versus unhealthy relationships shown in the movie. Then they will think of discussion questions to post to the community's social media page. The i2i Ambassadors and i2i Program Facilitators will work together to find a location, preferably on a football field or park, to screen the movie. The screen and projector can be rented or loaned via partnerships.

Promotion: To help build hype around the event, i2i Ambassadors will create "movie posters" advertising the event. i2i Ambassadors will post them in areas where teens gather: this could be at school, a local youth center, or a public library. i2i Ambassadors will also share the movie posters on their social media accounts, including an event site like Eventbrite, Evite, or RSVPify. i2i Ambassadors can use a provided template to create an easy-to-edit image to advertise the event, which they will use in their online promotions.

During the event: Teens will arrive at the location (with blankets and chairs, if outside). Popcorn and other movie-themed food will be made available through partner donations. Before the movie begins, the i2i Ambassadors will make a short announcement about the movie and the i2i Youth Communications Program. They will also ask the teens to check the social media page during and after the movie to answer short discussion questions about the movie and the relationships in it.

Once the event has concluded, they are given an i2i flyer with information about the next event or that asks social media followers to comment on the event on the social media page.

After the event: Make sure that everyone who attends the event has a way to stay in touch! Collect attendees' contact information and ensure that everyone follows your social media pages to learn about other upcoming events.

EVENT #3: A DAY IN THE PARK

Pre-event: i2i Ambassadors will locate a community/public park close by. The i2i Program Facilitator will look into any issues related to hosting an event in the space. The i2i Ambassador team will plan for a variety of athletic and team-building activities to take place during the event. i2i Ambassadors should also consider a variety of non-athletic events, such as a cooking station or crafts station to keep all teens engaged and active, like a field day or fair. Secure partners who can donate food, beverages, supplies, and transportation well in advance of the event.

Promotion: i2i Ambassadors will post flyers around schools and community centers if they have been given permission to do so and share event details on their social media accounts (including an event site like Eventbrite, Evite, or RSVPify).

During the event: Teens will arrive at the park and separate into teams. Each team will go from station to station, which will each have an i2i theme. For example, teens will pair up for a three-legged race to see how they need to cooperate and compromise to get across the finish line, or be quizzed on healthy behaviors versus unhealthy behaviors. They will receive points for games won or activities completed. Each game or activity should have its own volunteer to teach and judge the event. This person could be a student or coach from the local middle or high school. Teens should be given the option to not participate in the competition and to enjoy another activity, like cooking or crafts instead. At the end of the event, i2i Ambassadors tally up the points for each team and the team that wins receives a prize donated by a community partner.

Once the event has concluded, they are given an i2i flyer with information about the next event or that asks social media followers to comment on the event on the social media page where the event was promoted.

After the event: Make sure that everyone who attends the event has a way to stay in touch! Collect attendees' contact information and ensure that everyone follows your social media accounts to learn about other upcoming events.

EXAMPLES OF SMALL EVENTS FOR SMALLER GROUPS

- **i2i poster design contest.** The teens with the best design will win a prize (donated by a partner), will have their poster featured on the social media page, and be used at the next event.
- **Video contest.** Ask teens to pair or team up and create a short video about healthy dating. The winner will have their video posted on social media, broadcast at the next in-person event, and be awarded a prize donated by a partner.

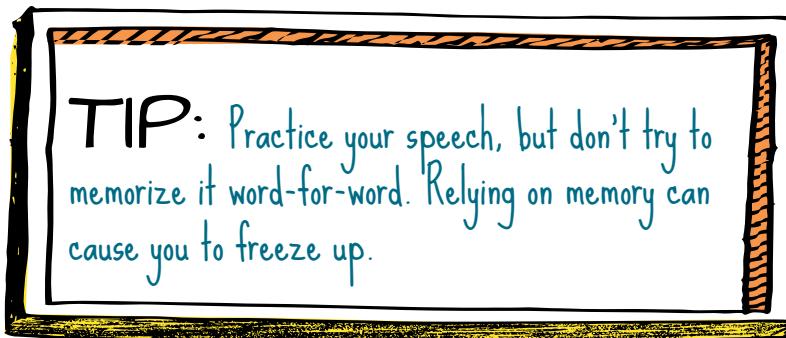
APPENDIX C:

Sample Elevator Speech

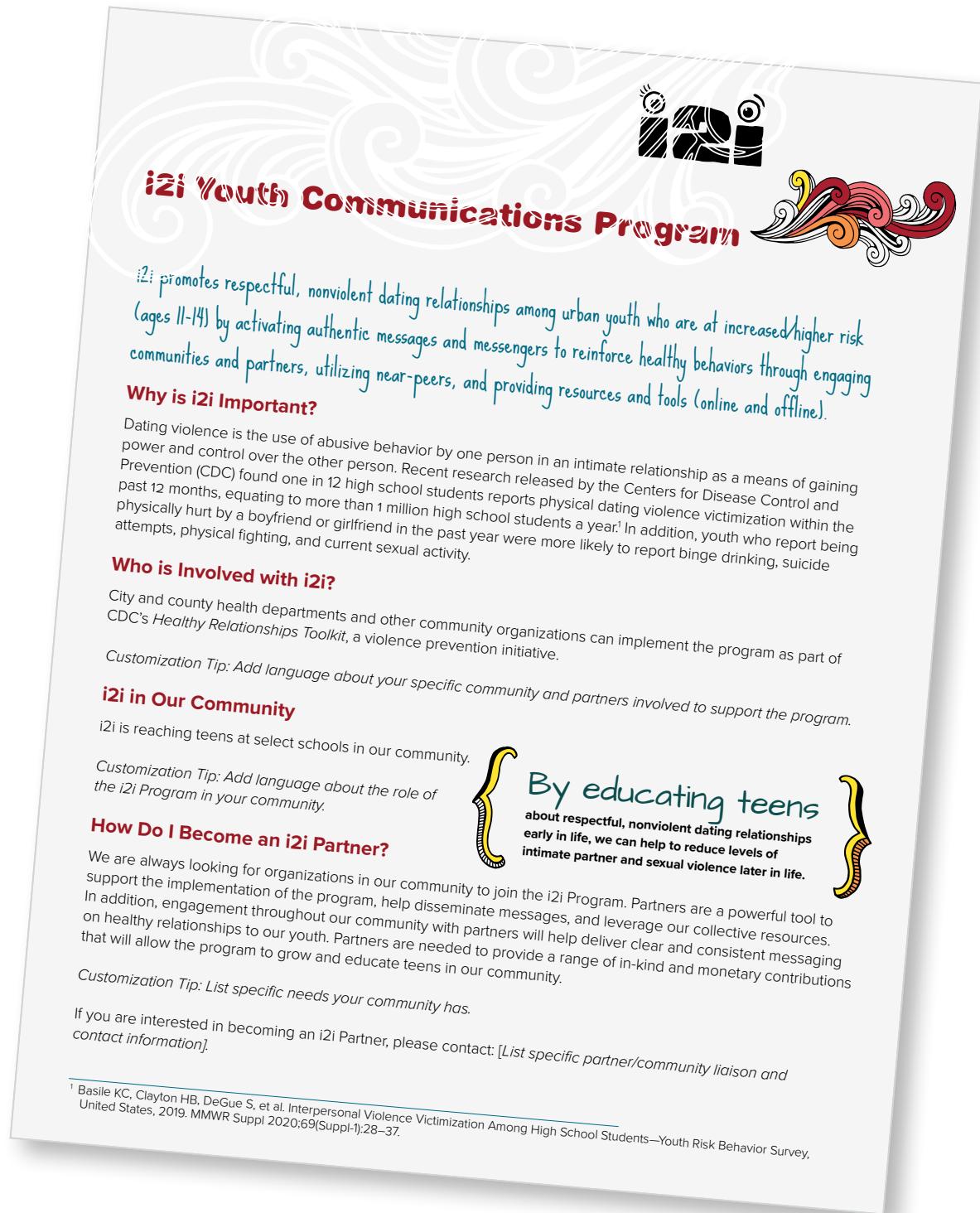
If you had the opportunity to be alone in an elevator with the head of the largest organization in your area, in the short time it takes you to arrive at the lobby, what would you say about the i2i Youth Communications Program.

Sample

Did you know that each year about one in four teens reports verbal, physical, emotional, or sexual violence? It can happen to youth at any age, no matter what sex, race, ethnicity, sexual orientation, or religion, and regardless of level of education or economic background. My health department/community organization, **[ORGANIZATION NAME]**, is developing a program designed to: (1) raise awareness among youth in a number of **[SCHOOL DISTRICT NAME]** schools about the importance of healthy relationships, and (2) promote respectful, nonviolent dating relationships. Our program includes a direct-to-youth brand i2i, which communicates healthy dating relationship messages through a youth i2i Ambassador Program, educational materials, and social media pages **[SPECIFIC PLATFORM YOUR COMMUNITY USES]**. I would really like the opportunity to talk more with you and your colleagues about the program and see where we might be able to work together, as you are a valuable and respected member of our community and your business has a powerful influence on our youth. When would be a good time for you sometime next week—I'm available next Thursday for lunch if that works.



APPENDIX D: Sample One Pager



i2i

i2i Youth Communications Program

i2i promotes respectful, nonviolent dating relationships among urban youth who are at increased higher risk (ages 11-14) by activating authentic messages and messengers to reinforce healthy behaviors through engaging communities and partners, utilizing near-peers, and providing resources and tools (online and offline).

Why is i2i Important?

Dating violence is the use of abusive behavior by one person in an intimate relationship as a means of gaining power and control over the other person. Recent research released by the Centers for Disease Control and Prevention (CDC) found one in 12 high school students reports physical dating violence victimization within the past 12 months, equating to more than 1 million high school students a year.¹ In addition, youth who report being physically hurt by a boyfriend or girlfriend in the past year were more likely to report binge drinking, suicide attempts, physical fighting, and current sexual activity.

Who is Involved with i2i?

City and county health departments and other community organizations can implement the program as part of CDC's *Healthy Relationships Toolkit*, a violence prevention initiative.

Customization Tip: Add language about your specific community and partners involved to support the program.

i2i in Our Community

i2i is reaching teens at select schools in our community.

Customization Tip: Add language about the role of the i2i Program in your community.

How Do I Become an i2i Partner?

We are always looking for organizations in our community to join the i2i Program. Partners are a powerful tool to support the implementation of the program, help disseminate messages, and leverage our collective resources. In addition, engagement throughout our community with partners will help deliver clear and consistent messaging on healthy relationships to our youth. Partners are needed to provide a range of in-kind and monetary contributions that will allow the program to grow and educate teens in our community.

Customization Tip: List specific needs your community has.

If you are interested in becoming an i2i Partner, please contact: [List specific partner/community liaison and contact information].

¹ Basile KC, Clayton HB, DeGue S, et al. Interpersonal Violence Victimization Among High School Students—Youth Risk Behavior Survey, United States, 2019. MMWR Suppl 2020;69(Suppl-1):28–37.

APPENDIX E: Sample Safety Monitoring Protocol Worksheet

Safety Monitoring Protocol Worksheet for the Healthy Relationships (HeaRT) Toolkit Communication Program Components

Like other components of HeaRT, the communications program presents multiple opportunities for healthy and unhealthy conversations to take place. However, unique to i2i is that these conversations may take place directly with youth serving as i2i Ambassadors as well. It's important that Program Facilitators, i2i Ambassadors, and all health department or local organization's staff representing HeaRT are prepared for and know how to responsibly interact with youth in all situations, but particularly in times of referrals, disclosures, and distress situations.

This worksheet outlines examples of opportunities for interactions between a young person and an i2i Ambassador, young person and i2i Program Facilitator, or i2i Program Facilitator and i2i Ambassador. It is not a comprehensive list as there will most likely be opportunities for interaction that fall outside of this list.

Work with your team to decide the best way to handle the following example situations wherein a referral, disclosure, or distress conversation may take place. For all example protocols, utilize guidance from this i2i Program Facilitator Guide as well as the Safety Monitoring Plan your organization has developed for other components of Heart, and consider:

What are disclosures, referrals, and distress?

Disclosures: When a teen reveals or tells someone healthy, unhealthy, or unsafe information about their personal life. They may disclose something that has nothing to do with dating (like drugs or alcohol use).

Referrals: When a teen asks for additional information or resources, perhaps without sharing anything about their situation. They may or may not appear upset when asking for information.

Distress: Distress means to threaten or cause injury, worry, fear, or suffering. If a teen reports or shows distress it needs to be addressed immediately. There is no healthy distress.

(For information on how to have challenging conversations, see Chapter 3 of your Facilitator Guide.)

- Who asked for a referral, disclosed an unhealthy or unsafe situation, or exhibited distress?
 - » Student or teen at an i2i event or exposed to the i2i Program
 - » i2i Ambassador
 - » Other: _____
- Who was involved (i.e., received this information first) in the referral, disclosure, or distress situation?
 - » i2i Ambassador
 - » i2i Program Facilitator
 - » Prevention Lead or other HeaRT staff
 - » Other: _____
- Where did the referral, disclosure or distress event take place?
 - » At school during the promotion of i2i activities or at an i2i activity on school grounds
 - » During the promotion of i2i activities or at an i2i activity not on school grounds
 - » On an i2i social media page
 - » During an i2i Brand Ambassador training or meeting
 - » Other: _____
- What is the safety protocol?
 - » Who needs to be notified in this situation?
 - » Who among your team is responsible for responding? And if this person is unavailable, who is the back up?
 - » Will protocol change depending on location (e.g., at school vs. at an event?)
 - » What is the timeline for response?
 - » Do any state and local guidelines apply? If so, what are they?
 - » Is documentation required?
 - » Should you reach out to outside resources? Or recommend that others reach out outside resources?
 - » Is follow up needed?

Note: If you already have a Safety Monitoring Plan for another HeaRT youth or parent program, you may be able to use that protocol or adapt it to include i2i.

The following examples outline potential situations of referrals, disclosures, or distress in the context of the i2i Program. They may be useful as you think through the safety monitoring protocol for your site.

Interaction Opportunity: i2i Ambassador Recruitment

Example to consider: A potential i2i Ambassador tells i2i Program Facilitator that they were in an abusive relationship a year ago. Consider how the response would change if the relationship were six months ago or was current.

Possible location(s): School or After-school Program's Facilities

Possible people involved: i2i Program Facilitator, potential i2i Ambassador, or other HeaRT staff

Interaction Opportunity: i2i Ambassador Trainings (including check-ins)

Example to consider: i2i Ambassador becomes upset while discussing a past abusive relationship.

Possible location(s): Health Department Facilities or After-school Program's Facilities

Possible people involved: i2i Program Facilitator, i2i Ambassador, or other HeaRT staff

Interaction Opportunity: i2i Ambassador Planning Meetings (including event planning and planning for social media and Text content development)

Example to consider: i2i Ambassador asks outside trainer for information on how to talk with teens about digital abuse.

Possible location(s): Organization Facilities or Phone

Possible people involved: i2i Program Facilitator, i2i Ambassador, or other HeaRT staff

Interaction Opportunity: i2i Kick-off Event

Example to consider: A student tells an i2i Ambassador that they have a friend who may be experiencing stalking by an ex-boyfriend.

Possible location(s): School Gymnasium or Bowling Alley

Possible people involved: i2i Program Facilitator, HeaRT staff, i2i Ambassador, and student

Interaction Opportunity: Other i2i Events (Big and small)

Example to consider: i2i Ambassadors witness a young couple participating in an i2i event fighting and one pushes the other.

Possible location(s): School Classroom or Park

Possible people involved: i2i Program Facilitator, HeaRT staff, i2i Ambassador, and student

Interaction Opportunity: Social Media

Example to consider: A student asks what to do if they want to break up with their boyfriend.

Possible location(s): Online

Possible people involved: i2i Program Facilitator, i2i Ambassador, and student

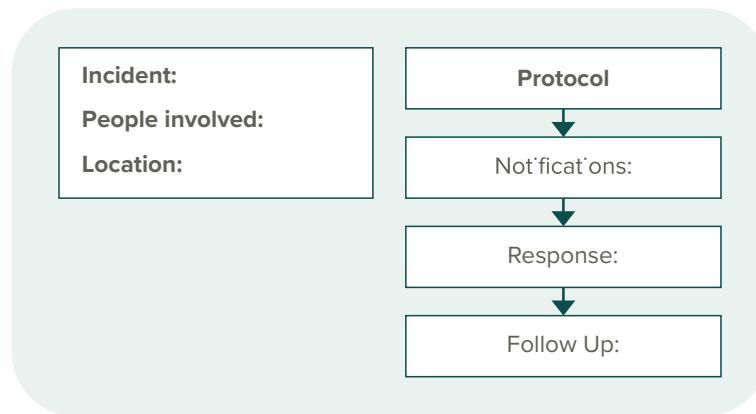
Interaction Opportunity: During the promotion of i2i (e.g., when i2i Ambassadors are visiting schools to post flyers, etc.)

Example to consider: While hanging posters for the next i2i event, a student comes up to an i2i Ambassador and tells them that they forwarded an inappropriate text of their girlfriend to friends and now they feel bad.

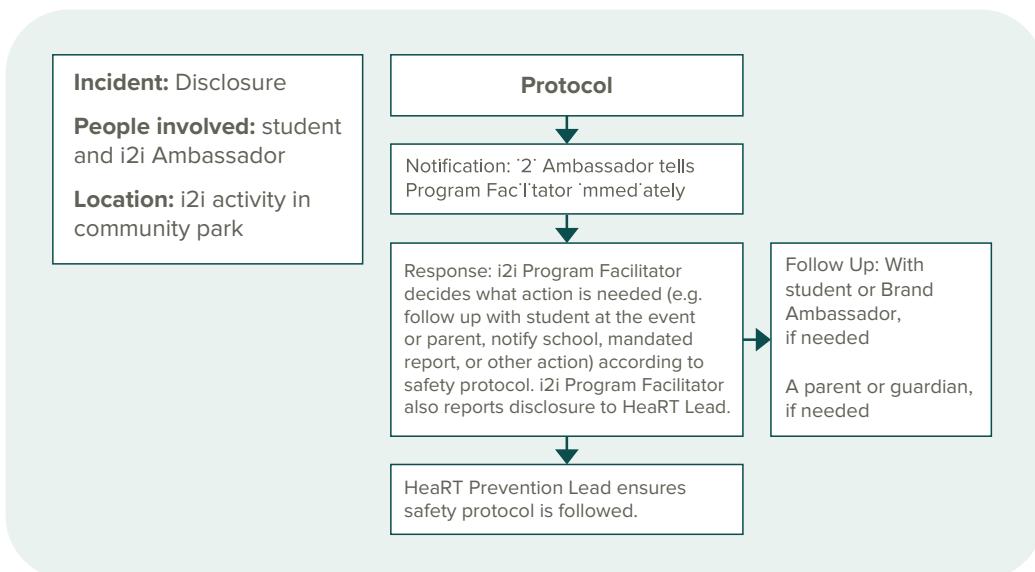
Possible location(s): School Hallway or at an after school event

Possible people involved: i2i Program Facilitator, i2i Ambassador, and student

Below is a decision tree that you can use as a tool to help you think through your protocols.



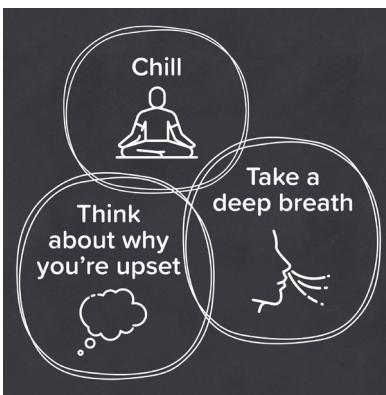
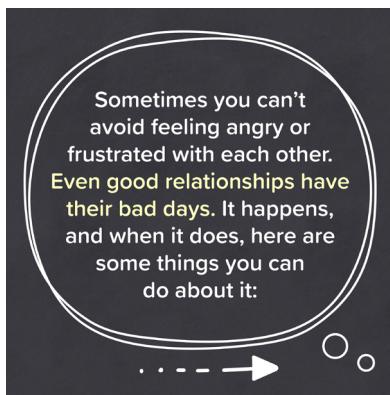
Example:



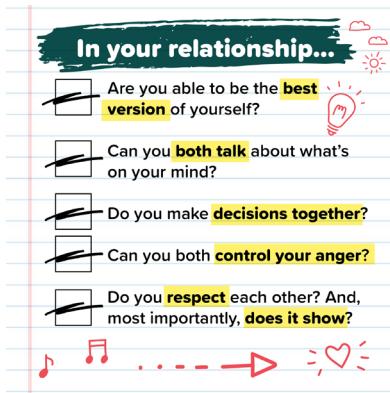
APPENDIX F: Sample Social Media Posts

Graphics are available for access and download from the Healthy Relationships Toolkit website
<https://vetoviolence.cdc.gov/apps/heart/content/i2i/>

Image Carousels:



An image carousel is a slideshow of images that users can select by clicking a button that directs them forward or backward in the slideshow.



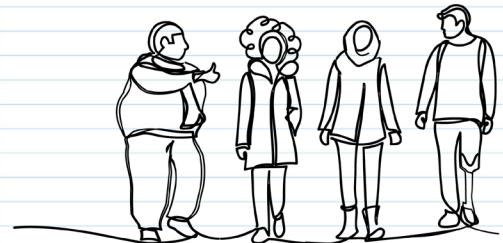


General Posts:





If you had a friend in an unhealthy relationship, **how would you support them?**



i2i

If you're planning to end a relationship and worried about your safety, talk to a trusted adult and consider the tips below:



APPENDIX G: Sample Youth Assent and Sample Parental Consent for Brand Ambassadors

Graphics are available for access and download from the Healthy Relationships Toolkit website <https://vetoviolence.cdc.gov/apps/heart/content/i2i/>

Consent Forms:

PARENTAL PERMISSION FOR I2I PROGRAM PARTICIPATION

XX (insert school/organization name) is developing a peer leader program to encourage healthy dating relationships among middle-schoolers and teens called i2i.

We are inviting your child to take part in this program. The program will last the duration of the school year. Below are things you should know if you would like your child to take part in this program.

- Your child's participation in this program is totally voluntary. Your child can terminate his/her participation at any time, for any reason.
- Your child can choose *not* to participate in certain program activities, at any time.
- In future evaluations of the program, your child's name and feedback will be kept confidential. No identifying information will be included in any evaluation reports.
- In regards to relationships, your child will learn about healthy and unhealthy dating relationships and participate in various activities that help share this knowledge, such as distributing materials, speaking to small groups of tweens/teens at schools or out-of-school events, and updating websites.
- Some activities may take place after-school hours or over the weekend.
- Some activities may require your child to travel to different schools or activity sites. If so, transportation may be provided or costs for public transport will be reimbursed.
- Your child's participation will help us do a better job communicating with youth on the topic of healthy relationships.
- Your child will be given XX (will insert amount appropriate) for his/her time.

Contact Information:
If you have questions about this program, please contact YY at #### #### #.

Your signature below shows that you understand the above and give permission for your child to take part in this program.

Please print your name _____
Please sign your name _____
Date _____

THANK YOU FOR GIVING PERMISSION FOR YOUR CHILD TO TAKE PART IN THIS PROGRAM

BRAND AMBASSADOR CONSENT FORM

XX (insert school/organization name) is developing a peer leader program to encourage healthy dating relationships among middle-schoolers and teens called i2i. We are inviting you to take part in this program. The program will last the entire of the school year. If you agree to participate, here are things you should know:

- Your participation in this program is totally up to you. You can decide not to participate in the program at any time, for any reason.
- You can choose not to participate in certain program activities, at any time.
- In the future, we might ask you some questions about this program to help make it better. We will never include your name on any reports or surveys. All of your responses and information will be kept confidential, meaning that no one will know how you answered the questions and this information will not be shared with anyone.
- In this program, you will learn about healthy and unhealthy dating relationships and participate in activities that help share this information with other teens. This might include handing out materials, talking to small groups of teens at schools or out-of-school events, and updating websites.
- Some activities may take place after school hours or over the weekend.
- Some activities may require you to travel to different schools or activity sites. If so, transportation may be provided or costs for public transport will be reimbursed.
- Your participation will help us do a better job communicating with teens on the topic of healthy relationships.
- You will be given XX (will insert amount appropriate) for your time.

Contact Information:
If you have questions about this program, please contact YY at #### #### #.

Your signature below shows that you understand the above and agree to participate in this program.

Please print your name _____
Please sign your name _____
Date _____

THANK YOU FOR YOUR PARTICIPATION

Parental Consent Forms

Youth Consent Forms



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