



Module 5: Peer Leadership & Alumni Engagement - Complete Lesson Plans

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Tags	

Module 5: Peer Leadership & Alumni Engagement

Lesson Plans & Reading Materials

Total Module Time: 79-97 minutes of video content + readings

Module Overview:

This module prepares participants to transition from learners to leaders within the Legacy Rising network. Participants learn peer leadership skills, explore the pay-it-forward infrastructure model, understand mentorship roles, and prepare for graduation as active alumni. The goal is to shift from "I'm getting help" to "I'm part of the infrastructure."

Research Foundation:

This module draws on social capital research (Chetty et al., 2022; Putnam, 2000; Granovetter, 1973), peer leadership effectiveness (Baluku et al., 2020; Boat et al., 2022), asset-based community development (Kretzmann & McKnight, 1993), and near-peer mentorship research.[1]

Unit 0: You've Been Leading Since Module 1 (10-12 min)

Subtitle: Recap of all tribe roles

Learning Objectives

By the end of this unit, participants will be able to:

- Recognize leadership they've already demonstrated
- Understand leadership as behavior, not position
- Review the tribe roles they've practiced throughout the program
- Prepare to formalize their leadership as alumni

Core Content

Leadership Is Not a Title

Leadership is not about being in charge. It's about:

- Showing up when it's hard
- Holding space for others
- Modeling vulnerability
- Offering what you have

You've been doing this since Module 1.

Tribe Roles You've Already Practiced

Module 1: Release Ritual Witnesses

- You witnessed others' grief without fixing it
- You held space for vulnerability
- Leadership skill: Presence without judgment

Module 2: Builder's Code Co-Creation

- You helped shape community values

- You called in shame language when you heard it
- Leadership skill: Co-creating culture

Module 3: Regulation Buddies

- You practiced coherence with others
- You helped each other through dysregulation
- Leadership skill: Co-regulation

Module 4: Launch Witnesses

- You held someone's momentum when they couldn't
- You celebrated follow-through, not just outcomes
- Leadership skill: Accountability without shame

You've been leading all along. Now we formalize it.

What Changes After Graduation

Before graduation:

- You're a participant learning and building
- The program structure holds you

After graduation:

- You're alumni infrastructure
- You hold the program for the next cohort

Research Insight: Stanford Social Innovation Review (2020) found that peer-driven change models are more sustainable than top-down models because participants become stakeholders, not just beneficiaries.[\[1\]](#)

Discussion Prompts

- What tribe role felt most natural to you?
- When did you realize you were leading, even if you didn't call it that?
- What makes you nervous about formalizing your role as alumni?

Workbook Exercise: Your Leadership Inventory

1. List 3 moments when you showed up for someone in your tribe
 2. What tribe role did you practice most? (Witness, Regulator, Accountability Partner, etc.)
 3. What leadership skill are you most proud of developing?
 4. What leadership skill do you want to strengthen?
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Unit 1: Alumni Interview Series (20-25 min total)

Subtitle: 2-3 alumni interviewed, post-graduation experiences

Learning Objectives

By the end of this unit, participants will be able to:

- Hear real experiences from past alumni
- Understand common post-graduation challenges
- Identify strategies that help alumni stay engaged
- Feel connected to the larger Legacy Rising lineage

Core Content

Alumni Interview Format

Each interview (7-10 min) includes:

1. Introduction: Name, cohort, what they built during the program
2. Post-graduation experience: What was hard, what helped
3. How they stayed engaged: Their role in the alumni network
4. Advice for current participants
5. What Legacy Rising gave them that they didn't expect

Sample Alumni Interview #1: "Jordan" (Cohort 2)

What they built: A bookkeeping service for small businesses in their community

Post-graduation experience:

"The first month after graduation, I felt lost. The structure was gone. I didn't have weekly check-ins, and I started isolating. My business was growing, but I was spiraling.

What helped: I reached out to my pod. We set up monthly calls. I also started mentoring someone from Cohort 3. Helping them reminded me how far I'd come."

Current role: Near-peer mentor for new entrepreneurs, monthly pod facilitator

Advice:

"Don't disappear after graduation. The alumni network is only as strong as we make it. Show up, even when it's hard. Especially when it's hard."

What Legacy Rising gave them:

"I came for the entrepreneurship skills. I stayed for the tribe. I didn't expect to find people who actually get it."

Sample Alumni Interview #2: "Tasha" (Cohort 4)

What they built: A coaching practice for boundary-setting

Post-graduation experience:

"I thought I was 'done' after graduation. Like I'd crossed the finish line. But that's when the real work started—building sustainability, not just momentum.

What helped: The Cohort Savings Streak (from Module 6). Five of us committed to saving \$50/month and checking in. We're two years in now, and we've all hit our emergency fund goals."

Current role: Financial accountability pod leader, alumni circle co-host

Advice:

"Your business is not your whole life. Build other infrastructure too—financial, relational, emotional. That's what keeps you stable."

What Legacy Rising gave them:

"Permission to build a business that reflects my values, not someone else's definition of success."

Sample Alumni Interview #3: "Marcus" (Cohort 3)

What they built: A meal prep service for people in recovery

Post-graduation experience:

"I scaled too fast. I went from 5 clients to 25 in two months, and I burned out. I almost quit.

What helped: My mentor (Cohort 1 alum) told me, 'Slow down. This is a marathon, not a sprint.' I cut back to 10 clients, hired help, and rebuilt sustainably."

Current role: Mentor for High Structure Builders, business operations advisor

Advice:

"Know your Builder Type limits. I'm High Structure, Low Stimulation. Chaos kills me. I had to build my business around that, not fight it."

What Legacy Rising gave them:

"A framework for understanding myself. I spent my whole life thinking I was broken. Turns out I'm just wired differently."

Discussion Prompts

- Which alumni story resonated most with you?
- What common themes did you notice across all three interviews?
- What post-graduation challenge are you most worried about?
- What alumni role sounds most appealing to you?

Workbook Exercise: Post-Graduation Vision

1. What do you want your life to look like 6 months after graduation?
 2. What support will you need to get there?
 3. What role do you want to play in the alumni network?
 4. Who from your current cohort do you want to stay connected to?
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Unit 2: The Art of Constructive Feedback (10-12 min)

Subtitle: Builder Feedback Framework

Learning Objectives

By the end of this unit, participants will be able to:

- Give feedback that's specific, actionable, and kind
- Receive feedback without defensiveness
- Use the Builder Feedback Framework
- Distinguish between feedback and advice-giving

Core Content

Why Feedback Matters

As alumni, you'll be giving feedback to:

- New participants testing their MVPs
- Peers iterating on their businesses
- Mentees navigating challenges

Bad feedback shuts people down. Good feedback opens possibilities.

The Builder Feedback Framework

Feedback should be:

1. **Specific** (not vague)
2. **Actionable** (not just observation)
3. **Kind** (not brutal)

Formula: Observation + Impact + Suggestion (if asked)

Example 1: Giving Feedback on an MVP Launch

Bad feedback:

"I don't really like it. It's just not working for me."

Good feedback (Builder Framework):

"I noticed your pricing is listed as 'Contact me for rates' (observation). That made me hesitate because I didn't know if I could afford it (impact). Have you considered listing your starting rate? (suggestion, if asked)"

Example 2: Giving Feedback on a Pitch

✗ Bad feedback:

"That was confusing. You need to work on your communication."

✓ Good feedback (Builder Framework):

"I noticed you used a lot of jargon like 'synergistic frameworks' (observation). I lost track of what problem you're actually solving (impact). What if you opened with a story about someone experiencing the problem? (suggestion, if asked)"

Example 3: Giving Feedback on a Business Idea

✗ Bad feedback:

"That'll never work. The market is too saturated."

✓ Good feedback (Builder Framework):

"I noticed there are already 10+ competitors in that space (observation). That could make it hard to stand out (impact). Have you identified what makes your approach unique? (suggestion, if asked)"

Permission-Based Feedback

Always ask before giving feedback.

Script:

"I have some thoughts on [X]. Would you like feedback, or are you just processing out loud?"

Why this matters:

- Sometimes people need to vent, not be fixed
- Unsolicited feedback feels like criticism
- Permission makes feedback feel like partnership

Receiving Feedback Without Defensiveness

When someone gives you feedback:

Step 1: Pause before responding

- Don't immediately defend or explain
- Take a breath

Step 2: Say "Thank you"

- Even if you don't agree
- Even if it stings

Step 3: Ask clarifying questions

- "Can you say more about that?"
- "What specifically stood out to you?"

Step 4: Decide what to do with it

- You don't have to implement every piece of feedback
- Take what's useful, leave the rest

Step 5: Check your nervous system

- If you're activated, use Module 3 tools (Quick Coherence)
- Process with your pod or Launch Witness

Feedback vs. Advice-Giving

Feedback: "Here's what I observed and how it impacted me"

Advice: "Here's what you should do"

Feedback empowers. Advice-giving takes away agency.

Good mentors give feedback. Helpers give advice.

Discussion Prompts

- When has feedback been helpful to you?
- When has feedback felt like criticism?
- What makes it hard to receive feedback?

Workbook Exercise: Practice the Builder Feedback Framework

Scenario: A peer shows you their business pitch. It's 5 minutes long, very detailed, and you lost track of the main point.

1. What's your observation?
2. What's the impact?
3. What's one suggestion (if they ask)?

Write your feedback using the Builder Framework, then practice giving it out loud.

Unit 3: Coaching vs. Advising (10-12 min)

Subtitle: Powerful questions, coaching mindset

Learning Objectives

By the end of this unit, participants will be able to:

- Distinguish between coaching and advising
- Ask powerful questions that create reflection
- Hold space without fixing
- Avoid the "helper" trap

Core Content

Coaching vs. Advising

Advising:

- You tell people what to do
- You solve their problems for them
- You're the expert

Coaching:

- You ask questions that help them find their own answers
- You reflect patterns back to them

- They're the expert on their own life

As alumni, you'll mostly coach, not advise.

Why: Because cycle-breakers have been told what to do their whole lives. What they need is space to figure out what THEY want.

The Coaching Mindset

Core belief: The person you're coaching has the answers. Your job is to help them access those answers.

Shift:

- From "Let me fix this for you"
- To "Let's explore this together"

Powerful Questions

Powerful questions:

- Open up possibility (not yes/no)
- Invite reflection (not surface answers)
- Create curiosity (not pressure)

Formula: Open-ended + Curious + Non-leading

Instead of: "Have you tried making a budget?"

Try: "What have you already tried to manage your money?"

Instead of: "You should charge more."

Try: "What would it feel like to double your rate?"

Instead of: "Why did you do that?"

Try: "What was happening for you when you made that choice?"

Categories of Powerful Questions

Exploration Questions:

- "Tell me more about that."

- "What else is true?"
- "What are you noticing?"

Reflection Questions:

- "What's this bringing up for you?"
- "How does this connect to your Builder Type?"
- "Where have you seen this pattern before?"

Action Questions:

- "What's one small step you could take this week?"
- "What support do you need to move forward?"
- "What would it look like if you tried?"

Integration Questions (connect to Legacy Rising framework):

- "Is this a hindrance talking, or is this your gut?" (Module 3)
 - "How does this align with your Identity MVP?" (Module 2)
 - "What does your Launch Witness think?" (Module 4)
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The Helper Trap

The trap: You see someone struggling, and you want to swoop in and fix it.

Why it's a trap:

- It robs them of agency
- It creates dependency
- It puts you in a savior role (which will burn you out)

How to avoid it:

- Ask, "What do you need right now?" (Don't assume)
- Offer options: "Would you like feedback, or just someone to listen?"
- Trust that they can handle hard things

Research Insight: Kretzmann & McKnight's asset-based community development (1993) model shows that communities thrive when we focus on what people CAN do, not what they can't. Coaching builds capacity; fixing creates dependency.[1]

When to Advise (Yes, There Are Times)

Sometimes people need direct information, not coaching.

Advising is appropriate when:

- They explicitly ask: "What would you do?"
- There's a safety issue: "That contract is predatory"
- You have expertise they need: "Here's how to file for an LLC"

Even then, frame it as:

"Can I share what worked for me?" (not "You should do this")

Discussion Prompts

- When have you been coached well? What did that feel like?
- When has someone tried to fix you when you needed space?
- What makes it hard to ask questions instead of giving advice?

Workbook Exercise: Practice Powerful Questions

Scenario: A mentee says, "I don't think my business idea will work. Maybe I should just quit."

Your instinct might be: "Don't quit! You're so close! Just keep going!"

Instead, practice coaching:

1. What powerful question could you ask to explore this?
2. What pattern might you reflect back?
3. What would help them reconnect to their why?

Write 3 powerful questions you could ask in this scenario.

Unit 4: The Pay-It-Forward Economy (10-12 min)

Subtitle: How the program survives through infrastructure

Learning Objectives

By the end of this unit, participants will be able to:

- Understand the pay-it-forward model
- See their role in sustaining the program
- Make the Pay-It-Forward Pledge
- Shift from "What do I get?" to "What do I give?"

Core Content

The Traditional Model (Doesn't Work for Cycle-Breakers)

Traditional recovery/training programs:

- Pay upfront or rely on grants
- Graduate and leave
- No expectation of giving back
- Program is dependent on external funding

The problem: This model doesn't build infrastructure. It creates a pipeline where people pass through but don't stay connected.

The Pay-It-Forward Model

Legacy Rising operates on reciprocity:

1. **You receive:** Program, tribe, resources, mentorship
2. **You build:** Skills, business, identity, stability
3. **You give back:** Time, skill, or presence to the next cohort
4. **The program survives:** Because alumni ARE the infrastructure

This is not charity. This is infrastructure.

Research Insight: Putnam's *Bowling Alone* (2000) documents the decline of civic infrastructure. Communities collapse when people extract value without

contributing. Communities thrive on reciprocity.[\[1\]](#)

The Three Pillars of Contribution

You can give back in three ways:

Pillar 1: Time

- Mentor a new participant (1 hour/month)
- Facilitate an alumni circle (2 hours/month)
- Serve as a Launch Witness for someone launching

Pillar 2: Skill

- Teach a workshop on your expertise (bookkeeping, pitching, budgeting, etc.)
- Review someone's MVP and give feedback
- Help someone navigate a system you know (housing, credit, legal, etc.)

Pillar 3: Presence

- Show up to alumni gatherings (even if you're not facilitating)
- Stay active in the tribe channel
- Check in on peers who are struggling

You don't have to do all three. Pick one.

The Pay-It-Forward Pledge

At graduation, every participant makes this pledge:

"I commit to giving back to Legacy Rising in at least one way: time, skill, or presence. I will not disappear. I am part of the infrastructure now."

This is non-negotiable.

Why it's non-negotiable:

- Because the next cohort deserves what you received
- Because infrastructure only works if everyone contributes
- Because you'll need the alumni network when things get hard

What it's NOT:

- A financial commitment (unless you choose to donate, which is optional)
- A forever commitment (you can step back when needed, but communicate it)
- A guilt trip (it's a mutual agreement)

How This Works Long-Term

Year 1 (Your Cohort):

- You receive program + mentorship from Cohort 0-2 alumni

Year 2:

- You mentor Cohort 4
- Cohort 1-3 alumni mentor you if you need support

Year 3+:

- You're a pillar (experienced alumni)
- You may mentor new alumni, facilitate circles, or teach workshops
- You're part of the long-term network

The cycle continues.

Discussion Prompts

- What did you receive from this program that you want to give to the next cohort?
- Which pillar feels most natural to you? (Time, Skill, Presence)
- What would it feel like to be part of infrastructure, not just a beneficiary?

Workbook Exercise: Your Pay-It-Forward Plan

1. Which pillar will you contribute to? (Time, Skill, Presence)
2. What specifically will you offer? (Be concrete: "I'll mentor one person for 6 months" not "I'll help somehow")
3. When will you start? (Set a date)

4. What support will YOU need to sustain your contribution?

Unit 5: Building This Together (5-7 min)

Subtitle: Co-designing the network

Learning Objectives

By the end of this unit, participants will be able to:

- Understand the alumni network as co-created, not top-down
- Contribute ideas for how the network should function
- Take ownership of the network's success
- See themselves as architects, not just participants

Core Content

This Is Not a Program You Consume

Legacy Rising is not Netflix. You're not a passive consumer.

You are co-designing this as we go.

What that means:

- The alumni network structure is not fixed
- Your feedback shapes how this evolves
- You have a say in what the network becomes

Alumni Network Options (You Decide)

Here are formats past cohorts have tried. You can adopt, adapt, or create new ones:

Option 1: Monthly Alumni Circles (Virtual or In-Person)

- 90-minute gatherings
- Rotating facilitators

- Themes: business updates, regulation practice, financial check-ins, guest workshops

Option 2: Pods (Small Accountability Groups)

- 3-5 people
- Meet weekly or biweekly
- Focus: accountability, co-regulation, feedback

Option 3: Slack/Discord Channel

- Async connection
- Channels for: wins, asks, resources, memes, regulation check-ins

Option 4: Skill-Sharing Workshops

- Alumni teach each other
- Topics: taxes, contracts, marketing, hiring, scaling

Option 5: Cohort Reunions

- Quarterly or annual
- Celebrate progress, reconnect, plan next builds

You don't have to choose just one. Mix and match.

Co-Design Session (Facilitator-Led)

Prompt 1: What do you want from the alumni network?

- Brainstorm (no judgment)
- Themes: connection, accountability, learning, celebration, support

Prompt 2: What format works for your Builder Type?

- High Structure: Scheduled, consistent meetings
- Low Structure: Drop-in, flexible gatherings
- High Stimulation: Fast-paced, variety
- Low Stimulation: Calm, intimate settings
- External Processors: Group discussions

- Internal Processors: Written check-ins + optional gatherings

Prompt 3: What would make you actually show up?

- Be honest. "I should show up" doesn't work.
- What would genuinely feel valuable?

Prompt 4: What roles do we need?

- Facilitators, hosts, tech support, outreach, content creators, etc.
- Who wants to step into which role?

Ownership Culture

Old paradigm: "They should offer X."

New paradigm: "I'll create X."

If you see a need, you can fill it.

Examples:

- "I wish there was a budgeting workshop" → Offer to teach one
- "I wish we had a resource library" → Start a shared Google Doc
- "I wish we stayed in touch more" → Text someone today

You're not waiting for permission. You're building.

Discussion Prompts

- What format excites you most?
- What format would you actually use?
- What role do you want to play in the network?

Workbook Exercise: Network Design Input

1. What's one thing you want the alumni network to offer?
2. What format works best for your Builder Type?
3. What role could you play in making this happen?
4. Who from your cohort do you want to stay connected to?

Unit 6: Mentorship as Infrastructure (8-10 min)

Subtitle: Three roles: Mentor, Near-Peer, Pod

Learning Objectives

By the end of this unit, participants will be able to:

- Understand the three mentorship roles
- Identify which role fits them best
- Commit to one mentorship relationship
- Understand mentorship matching by Builder Type

Core Content

The Three Mentorship Roles

Legacy Rising uses a three-tier mentorship model:

1. **Mentor** (2+ years post-graduation)
2. **Near-Peer** (6 months - 2 years post-graduation)
3. **Pod Member** (current cohort peer)

Each role serves a different purpose.

Role 1: Mentor (Experienced Alumni)

What they offer:

- Long-term perspective ("I've been where you are")
- Business guidance (they've scaled past MVP)
- Crisis support (they've survived hard things post-graduation)

Time commitment: 1-2 hours/month for 6-12 months

Best for mentoring:

- New alumni navigating post-graduation

- Builders scaling their business
- People facing similar challenges the mentor overcame

Research Insight: Baluku et al. (2020) found that mentorship significantly predicts entrepreneurial success, especially when mentors have lived experience similar to mentees.[\[1\]](#)

Role 2: Near-Peer (Recent Alumni)

What they offer:

- Recent experience ("I just did this 6 months ago")
- Relatability (they're still figuring it out too)
- Fresh memory of program tools (they remember the frameworks)

Time commitment: 1 hour/month for 3-6 months

Best for mentoring:

- Current participants preparing to launch
- New alumni in their first 6 months
- People needing tactical support ("How do I set up an LLC?")

Research Insight: Boat et al. (2022) found that near-peer mentorship is often more effective than traditional mentorship because the proximity in experience creates trust and reduces power dynamics.[\[1\]](#)

Role 3: Pod Member (Peer Accountability)

What they offer:

- Mutual support (no hierarchy)
- Weekly/biweekly check-ins
- Shared journey

Time commitment: 30-60 min/week

Best for:

- Ongoing accountability

- Co-regulation
- Celebrating wins and processing losses together

This is not mentorship—it's partnership.

Mentorship Matching by Builder Type

Matching by complementary types creates balance:

High Structure mentors Low Structure:

- Structure builder helps flexibility builder stay on track
- Flexibility builder helps structure builder adapt when plans change

High Stimulation mentors Low Stimulation:

- High stimulation brings energy and momentum
- Low stimulation brings grounding and depth

External Processor mentors Internal Processor:

- External helps internal practice talking through decisions
- Internal helps external practice reflection before action

Control-oriented mentors Flexibility-oriented:

- Control helps flexibility set direction
- Flexibility helps control release rigidity

Or match similar types for deep understanding.

Mentorship Boundaries

Mentorship is not:

- Therapy
- 24/7 availability
- Solving all their problems

Healthy mentorship includes:

- Clear time commitments ("I can meet 1x/month for 6 months")

- Communication preferences ("Text me, don't call unless urgent")
- Scope boundaries ("I can help with business stuff, not relationship stuff")

It's okay to say:

- "I need to step back for a month—I'm dysregulated"
- "That's outside my capacity—let me connect you with someone else"
- "I can't mentor right now, but I can be a Pod member"

Discussion Prompts

- Which mentorship role feels most aligned with where you are?
- What Builder Type would complement yours well in a mentorship match?
- What boundaries do you need to set before you commit to mentoring?

Workbook Exercise: Mentorship Commitment

1. Which role will you take on first? (Mentor, Near-Peer, or Pod Member)
 2. Who could you mentor? (Think: current participants or recent alumni)
 3. Who could mentor YOU? (Think: experienced alumni, 2+ years out)
 4. What boundaries do you need to communicate?
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Unit 7: You're a Pillar Now (5-7 min)

Subtitle: Graduation as transition to infrastructure

Learning Objectives

By the end of this unit, participants will be able to:

- Understand graduation as a beginning, not an end
- Claim the identity: "I'm infrastructure"
- Prepare for the graduation ceremony
- Commit to staying connected

Core Content

Graduation Is Not an Ending

What graduation is NOT:

- "I'm done"
- "I'm free"
- "I don't need the tribe anymore"

What graduation IS:

- "I'm ready to hold what was held for me"
- "I'm part of the foundation now"
- "I'm transitioning from participant to infrastructure"

You're not leaving. You're staying in a new role.

What Changes After Graduation

Before:

- You attend sessions
- You complete modules
- You receive support

After:

- You facilitate circles (if you choose)
- You mentor new participants
- You give support

But you ALSO:

- Receive mentorship from more experienced alumni
- Stay connected to your cohort
- Ask for help when you need it

Giving and receiving are not phases. They're both ongoing.

The Graduation Ceremony

What happens:

1. **Passing of Custody Ritual:** Symbolic passing of responsibility from one cohort to the next
2. **Legacy Ledger Signing:** Each graduate adds their name and one lesson to the Legacy Ledger
3. **Pay-It-Forward Pledge:** Public commitment to give back
4. **Alumni Role Declaration:** "I will serve as [Mentor/Near-Peer/Pod Member/Facilitator]"
5. **Witnessing Circle:** The tribe witnesses your transition

Why ritual matters:

Rituals mark transitions. Without them, you'll feel like you just... stopped showing up.

The ceremony says: **You completed something hard. You're part of something bigger. You're not alone.**

Life as a Pillar

Pillars are:

- Strong (you've done the work)
- Load-bearing (others lean on you)
- Part of a structure (you don't hold everything alone)

Pillars are NOT:

- Perfect (you'll still struggle)
- Invincible (you'll still need support)
- Solo (you're one of many)

Research Insight: Chetty et al. (2022) found that social capital (the network of relationships and support) is the strongest predictor of economic mobility. You're not just building your life—you're building the network that will lift others.[\[1\]](#)

Balancing Giving and Receiving

The risk: You become a helper who never asks for help. You burn out. You disappear.

How to avoid it:

- Stay in your pod (you need peers)
- Ask for a mentor (you need someone ahead of you)
- Check your capacity (it's okay to say "not right now")
- Use your Builder Type (give in ways that energize you, not drain you)

You can't pour from an empty cup, but you also can't fill your cup by only taking.

The balance: Give from overflow. Receive without shame.

Discussion Prompts

- What does it feel like to call yourself "infrastructure"?
- What are you most excited about post-graduation?
- What are you most nervous about?

Workbook Exercise: Post-Graduation Commitment

1. What's your Pay-It-Forward Pledge? (Time, Skill, or Presence—be specific)
2. What alumni role will you take on first?
3. What support will YOU need after graduation?
4. Who from your cohort do you commit to staying connected to?
5. Complete this: "I'm a pillar because..."

Module 5 Integration & Next Steps

What You've Learned

In this module, you:

- Recognized the leadership you've been practicing since Module 1
- Heard from alumni about post-graduation life
- Learned to give constructive feedback and coach (not advise)
- Understood the pay-it-forward model and made your pledge
- Co-designed the alumni network structure
- Chose a mentorship role
- Prepared for graduation as infrastructure

How This Connects to Module 6

In Module 6 (Financial Foundations), you'll learn how to build financial stability—not just for yourself, but as a tribe. Economic infrastructure is just as important as relational infrastructure. You'll learn how to pool resources, build collective financial power, and ensure that money doesn't become a relapse risk.

Daily Practices to Continue

1. **Show up for your pod** (even when it's hard)
2. **Practice coaching, not advising**
3. **Ask for help when you need it** (receiving is infrastructure too)
4. **Check your capacity before committing**

Tribe Accountability

- Make your Pay-It-Forward Pledge publicly
- Choose your mentorship role and communicate it
- Stay active in the alumni network (even if you're just lurking)

Research Summary for Module 5

Core Research Citations:

1. **Chetty, R., et al. (2022).** "Social Capital I: Measurement and Associations with Economic Mobility." *Nature*, 608, 108-121.

- Application: Social capital predicts economic mobility; infrastructure matters
2. **Putnam, R. D. (2000).** *Bowling Alone: The Collapse and Revival of American Community.* Simon & Schuster.
 - Application: Reciprocity sustains communities; extraction kills them
 3. **Granovetter, M. S. (1973).** "The strength of weak ties." *American Journal of Sociology*, 78(6), 1360-1380.
 - Application: Diverse networks create opportunity bridges
 4. **Baluku, M. M., et al. (2020).** "Exploring the Link Between Mentoring and Intangible Outcomes of Entrepreneurship." *Frontiers in Psychology*, 11, 445.
 - Application: Mentorship predicts entrepreneurial success
 5. **Boat, A. A., et al. (2022).** "Enhancing Education and Career Pathways Through Peer and Near-Peer Social Capital." *Journal of Youth and Adolescence*, 51, 1233-1251.
 - Application: Near-peer mentorship is highly effective
 6. **Kretzmann, J. P., & McKnight, J. L. (1993).** *Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets.* ACTA Publications.
 - Application: Asset-based development builds capacity
 7. **Stanford Social Innovation Review (2020).** "When Peers Work Together to Drive Social Change."
 - Application: Peer-driven models are more sustainable
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Facilitator Notes

Common Challenges in Module 5

1. **Resistance to "giving back"** ("I'm still figuring myself out")
 - Normalize: You don't have to be perfect to be infrastructure
 - Reframe: You have something to offer right now

2. Fear of not being "enough" ("What if I can't help them?")

- Normalize: You're not expected to have all the answers
- Reframe: Coaching is about asking questions, not solving problems

3. Burnout risk ("I want to help everyone")

- Reality: Boundaries are not selfish
- Intervention: Help them identify capacity limits

4. Disappearing after graduation

- Reality: This is the biggest risk to the network
- Intervention: Pay-It-Forward Pledge is non-negotiable; follow up with alumni regularly

Integration with Other Modules

- **Module 1:** You grieved what was; now you build what's next
- **Module 2:** Your identity as infrastructure, not just participant
- **Module 3:** Regulation is critical for sustainable giving
- **Module 4:** Your business is your offering; your presence is also your offering
- **Module 6:** Financial stability makes giving back sustainable

Trauma-Informed Considerations

- Giving back can trigger "I have to earn my place" wounds
- Distinguish: This is reciprocity, not repayment of a debt
- Some participants struggle to receive help ("I don't want to be a burden")
- Normalize: Receiving is also infrastructure

End of Module 5 Lesson Plans