

LIFT

LINKING FAMILIES & TEENS

 **Planned Parenthood®**

LiFT

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Curriculum Overview

LiFT was designed using the Understanding by Design framework to guide participant learning and understanding.

- *Enduring Understandings (EUs)* are the big ideas and takeaway messages that participants will understand at the completion of LiFT, and should be able to remember in the future.
- *Essential Questions (EQs)* are the questions participants need be able to answer to arrive at the Enduring Understanding.
- *Assessments* help facilitators ensure that participants are able to answer the Essential Questions.
- *Key Concepts* provide the main takeaway point(s) of each topic section of the curriculum. These can also serve as talking points that you can use to bring the conversation back to the topic. The tables on the next pages show how key concepts map back to the EQs and EUs.

LiFT

Curriculum Overview

YOUTH			
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS & ASSESSMENT ACTIVITIES	CONNECTED KEY CONCEPTS
<p>I can positively impact my sexual health.</p> <p>Building connection with my supportive adult supports my sexual health</p>	<p>Why does it benefit me to have a strong connection and talk openly with my supportive adult?</p>	<p>Teens will describe benefits of open communication and discuss impacts of having open communication with their supportive adult(s).</p> <ul style="list-style-type: none"> Back-to-Back (Youth Module 1) <p>Teens will articulate what strong connection feels like and why it is important to have connection with others.</p> <ul style="list-style-type: none"> Picture the Connection (Youth Module 1) 	<ul style="list-style-type: none"> Respecting and talking about the similarities and differences within and between us can help build strong bonds. (Together Time1) Knowing your own love language and showing love using the other person’s love language can help build strong bonds. (Together Time 2) Strong connection and communication between family members takes practice. But it’s a superpower that’s worth it! (Together Time 4) Each family has their own unique qualities that add to their connection. (Together Time 4) Connection can help make someone feel good, safe and warm. (Youth Module 1)
	<p>What are the necessary skills to have an effective Tough Talk?</p>	<p>Teens will name skills that support Tough Talks and will practice using these skills to discuss various scenarios.</p> <ul style="list-style-type: none"> Tough Talk Tip posters (Youth Module 1) 	<ul style="list-style-type: none"> Talking with family members about values can help us understand each other. (Together Time 3) Communication works best when we are clear and paying attention. (Youth Module 1) Having Tough Talks is important because it can help get your needs met. (Youth Module 1) Planning it out, expressing yourself and focusing on the other person are all tools to make Tough Talks easier. (Youth Module 1)

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Curriculum Overview

YOUTH (CONT.)			
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS & ASSESSMENT ACTIVITIES	CONNECTED KEY CONCEPTS
<p>I can positively impact my sexual health.</p> <p>Building connection with my supportive adult supports my sexual health</p>	<p>How can I take care of my sexual health?</p>	<p>Teens will label and demonstrate correct steps of condom use.</p> <ul style="list-style-type: none"> Condom Line-Up & Practice (Youth Module 2) <p>Teens will identify local sexual health resources.</p> <ul style="list-style-type: none"> Accessing Resources Brainstorm (Youth Module 2) <p>Teens will state steps to seeking sexual healthcare, and demonstrate understanding of the process of obtaining sexual healthcare services and advocating for their needs.</p> <ul style="list-style-type: none"> Taking Care of My Sexual Health sketch scenes (Youth Module 2) 	<ul style="list-style-type: none"> Sexuality is in almost every part of our lives, including relationships, identities, bodies, our values, and how the rest of our lives shape our sexuality. (Together Time 1) Knowing what values are important to you can help you set goals and make decisions. (Together Time 3) Condoms can protect against unwanted pregnancy and STIs. (Youth Module 2) Teens of all genders and sexual orientations can successfully use condoms for protection. (Youth Module 2) It is important to use condoms correctly. (Youth Module 2) There are resources that can help you take care of your sexual health. (Youth Module 2) Being informed, knowing your rights to access sexual healthcare, and meeting with a healthcare provider are all ways to be in control of your sexual health. (Youth Module 2)

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Curriculum Overview

SUPPORTIVE ADULT			
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS & ASSESSMENT ACTIVITIES	CONNECTED KEY CONCEPTS
I can positively impact my teens' sexual health by strengthening connection with my teen.	How does understanding adolescent brain development build connection with my teen?	Adults will identify how adolescent brain development impacts connection. <ul style="list-style-type: none"> Adolescent Brain Development (Adult Module 1) 	<ul style="list-style-type: none"> You have an important role in helping teens learn how to use the front of their brain. (Adult Module 1)
	How does SCOPE support my relationship with my teen?	Adults will explain what SCOPE is and describe how SCOPE helps strengthen connection. <ul style="list-style-type: none"> Picture the Connection Connection Ingredients SCOPE poster (Adult Module 1) Adults will identify SCOPE skills that they can employ in their relationships and discuss these skills with other adult participants <ul style="list-style-type: none"> SCOPE Stations (Adult Module 1) 	<ul style="list-style-type: none"> Knowing your own love language and showing love using the other person's love language can help build strong bonds. (Together Time 2) Each family has their own unique qualities that add to their connection. (Together Time 4) You have a superpower to help teens make decisions. (Adult Module 1) Teens who have a close connection with a supportive adult have lower rates of unintended pregnancy and STDs. (Adult Module 1) SCOPE stands for Support, Communication, Openness, Protection, and Encouragement. (Adult Module 1) You can strengthen your connection superpower by using each aspect of SCOPE. (Adult Module 1)

LiFT

Curriculum Overview

SUPPORTIVE ADULT (CONT.)			
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS & ASSESSMENT ACTIVITIES	CONNECTED KEY CONCEPTS
<p>I can positively impact my teens’ sexual health by strengthening connection with my teen.</p>	<p>How can I use SCOPE Tough Talk tips to be more approachable and open to talking with my teen about sexual health?</p>	<p>Adults will identify how they want to share their sexuality values with their teen.</p> <ul style="list-style-type: none"> Sharing My Values (Adult Module 2) <p>Adults will articulate SCOPE Tough Talk tips that will help them become more approachable and open to Tough Talks about sexual health.</p> <ul style="list-style-type: none"> Askable Adult Tips (Adult Module 2) <p>Adults use SCOPE Tough Talk tips to practice sexual health communication.</p> <ul style="list-style-type: none"> Lines of Communication (Adult Module 2) 	<ul style="list-style-type: none"> Sexuality is in almost every part of our lives, including relationships, identities, bodies, our values, and how the rest of our lives shape our sexuality. (Together Time 1) The messages you send your teen are powerful – you are one of the biggest influences in their life. (Adult Module 2) Teens will be more likely to come to you with questions when you avoid jumping to conclusions, share your values, provide accurate information, and show openness to talk. (Adult Module 2) Tough Talks with teens can be better when you are calm, prepared, and informed. (Adult Module 2)

LiFT

Sequence & Agenda

LiFT can be facilitated in one session or in two sessions. Although LiFT includes five hours of content, we advise scheduling your workshop to be a total of six hours to include time for arrivals, departures, and food breaks.

The sequence of LiFT is:

1. Together Time 1 (all participants together)
2. Youth & Adult Modules 1 (youth & adults in separate spaces)
3. Together Time 2 (all participants together)
4. Together Time 3 (all participants together)
5. Youth & Adult Module 2 (youth & adults in separate spaces)
6. Together Time 4 (all participants together)

Typical One-Day Workshop:

ACTIVITY	YOUTH	ADULT
Non-content	15 min - Breakfast treats, families do 'ask me' prompts as they eat	
Together Time 1	15 min - Welcome to the program 15 min - Setting the Stage 15 min - Transition to Modules 1 (separate groups)	
Modules 1	25 min - Connection & Communication Intro 70 min - Tough Talks 5 min - Transition to Together Time 2	15 min - Hopes and Fears 10 min - Adolescent Brain Development 30 min - SCOPE Introduction 40 min - SCOPE Stations 5 min - Transition to Together Time 2
Together Time 2	15 min - Love Languages 5 min - Transition to lunch or break between sessions	
Non-content	30 min - Lunch	
Together Time 3	15 min - Thinking About Values 10 min - Text Message Sign-Up 5 min - Transition to Modules 2 (Separate groups)	
Modules 2	20 min - Condoms 5 min - Resources in Your Community 55 min - Taking Care of Your Sexual Health Intro & Small Groups 5 min - Transition to Together Time 4	15 min - Sharing My Values 20 min- Askable Adult Introduction 45 min - Askable Adult Practice 5 min - Transition to Together Time 4
Together Time 4	35 min - Wrap-Up and Celebration	
Non-content	15 min - Evaluation Activities (optional)	

LiFT

Sequence & Agenda

Typical Two-Day Workshop:

SESSION 1	YOUTH	ADULT
Non-content	30 min - Food, families do 'ask me' prompts as they arrive.	
Together Time 1	15 min - Welcome to the Program 15 min - Setting the Stage 5 min - Transition to Modules 1 (Separate groups)	
Modules 1	25 min - Connection & Communication Intro 70 min - Tough Talks 5 min - Transition to Together Time 2	15 min - Hopes and Fears 10 min - Adolescent Brain Development 30 min - SCOPE Introduction 40 min - SCOPE Stations 5 min - Transition to Together Time 2
Together Time 2	15 min - Love Languages 5 min - Transition to break between sessions	
SESSION 2	YOUTH	ADULT
Non-content	20 min - Food, families do "ask me" prompts as they arrive	
Together Time 3	15 min - Thinking about values 10 min - Text Message Sign-Up 5 min - Transition to Modules 2 (Separate groups)	
Modules 2	20 min - Condoms 5 min - Resources in Your Community 55 min - Taking Care of Your Sexual Health Intro & Small Groups 5 min - Transition to Together Time 4	15 min - Sharing My Values 20 min- Askable Adult Introduction 45 min - Askable Adult Practice 5 min - Transition to Together Time 4
Together Time 4	35 - Wrap up and Celebration	
Non-content	10 min - Evaluation Activities (optional)	

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Materials & Preparation

Materials to purchase

- Room décor (see below for ideas)
- Food & drinks
- Food serving utensils - plates, utensils, napkins, cups, etc.
- Nametags
- Sticky notes
- Pad of large easel paper
- Fidgets or little toys to set on the tables. Ex: Playdoh, Slinkies, pipe cleaners, paper and crayons for doodling
- Markers & pens
- Three balls or soft objects to toss
- Children's building blocks in a variety of colors and shapes
- Bags for storing pairs of building blocks
- M&Ms - one large bag of plain M&Ms or enough fun size bags to give one to each participant

Preparation (before workshop)

- Create a detailed agenda and decide which facilitator will be with the youth, which will be with adults, and who will facilitate Together Times.
- Become familiar with teen-friendly sexual health resources and providers - locally, regionally, nationally and virtually.
- Review the curriculum and make any necessary adaptations for community relevancy, participant culture, language, identities, and group size.
- Purchase all materials from the "Materials to purchase" list.
- Prepare all materials:
 - Set-Up:
 - Nametags
 - Markers
 - Room décor
 - Food & serving utensils
 - Adult Participant Guides - one per adult participant
 - Teen Participant Guides - one per youth participant
 - Signage to direct participants to the workshop

Facilitator Tip!

Pack each module's materials in separate bags or boxes so it's easy to pick up what you need as you are facilitating during the day.

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Materials & Preparation

- Together Time 1
 - Three balls or other throwing objects
 - Print out one copy of We Are Welcome Here poem and cut into strips. Find the strips at the end of Together Time 1 Module.
 - Create Group Agreements poster: Write 4-6 agreements on a piece of large easel pad paper that you want the group to use to engage with each other throughout the day. See example at the end of Together Time 1 Module.
- Together Time 2
 - One fun size bag of M&Ms per participant, or pour one small cup of M&Ms per participant
- Together Time 3
 - Create four Values posters. Enlarge and print poster templates found at the end of Together Time 3 Module Detail or write the different value statements on four separate pieces of large easel pad paper, using the templates as an example.
 - Text message sign-up form or opt-in system. See the Program Manual for more information.
- Together Time 4
 - Envelopes - one per participant
 - Action Planning worksheet - print one copy per participant. Worksheet located at the end of Together Time 4 Module.
 - My Family Is poem - print one copy per participant. Cut strips apart and paper-clip together, so that each participant has a little pack of six different slips to complete. Strips located at the end of Together Time 4 Module.
 - Construction paper
 - Glue
 - Stickers, markers, colored pencils
 - Optional - Evaluation activities. See optional activities in the program manual.
- Youth Module 1
 - Back-to-Back building blocks - create two matching bags of blocks for each pair of participants by putting the same 5-8 building blocks in each of the matching set of bags. It's helpful to have the matching bags clipped together into their pair to easily distribute.
 - Create three Tough Talk Tips posters. Enlarge and print poster templates found at the end of Youth Module 1 Detail or write the different posters on three separate pieces of large easel pad paper, using the templates as an example.

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Materials & Preparation

- Print three copies of the Tough Talk Tip Script - highlight one for "Jordan," one for "adult," and one for your lines as facilitator. Script located at the end of Youth Module 1.
- Youth Module 2
 - Condom Line-Up Cards - print and cut out eight condom line-up cards. Cards located at the end of Youth Module 2.
 - Wooden penis or other condom demonstration tool to model condom use
 - Condoms - one per participant to practice
 - Create Taking Care of Your Sexual Health poster. Enlarge and print poster template found at the end of Youth Module 2, or create your own on large easel paper using the template as an example.
 - Teen's Sexual Healthcare Rights - on page 14 of each Teen Participant Guide, fill in the Teen's Sexual Healthcare Rights page with the laws that exist in your state. These two websites provide detailed information about teens' rights to sexual healthcare in each state:
 1. <https://sexetc.org/action-center/sex-in-the-states/>
 2. <https://www.gutmacher.org/state-policy/explore/overview-minors-consent-law>
 - Print one copy of each of the three Taking Care of Your Sexual Health direction sheets. Sheets are the located at the end of Youth Module 2.
 - Markers, large easel paper, and other sketch scene props & materials
- Adult Module 1
 - Create Hopes & Fears poster. On one piece of large easel pad paper, divide the paper into thirds. Write one of the following prompts in each third: "One thing I hope is..." "One thing I fear is..." and "One thing I want to walk away with is...". See example at the end of Adult Module 1.
 - Pens
 - Sticky notes
 - Create Connection Ingredients poster. On one piece of large easel pad paper, draw a big picture of a pot of soup, writing "Connection Ingredients" at the top. See example at the end of Adult Module 1.
 - Create SCOPE Definition poster. Enlarge and print poster template found at the end of Adult Module 1 or write the poster on a piece of large easel pad paper, using the template as an example.
 - Print SCOPE Station signs - five total (one sign for each of the five SCOPE stations). Print station signs found at the end of Adult Module 1 or create your own signs, using the templates as examples.
- Adult Module 2
 - Print SCOPE Tough Talk Tips and cut each one apart. Tips located at the end of Adult Module 2.



Materials & Preparation

- Tape
- SCOPE Definition poster (used during Adult Module 1).
- Print three copies of the SCOPE Tough Talk Script – highlight one for “Jordan,” one for “adult,” and one for your lines as facilitator. Script located at the end of Adult Module 2.

Set-up (day of the workshop)

- Create a warm and comfortable environment in each of your training spaces. You might:
 - Place chairs in a circle or a U-shape
 - Remove extra tables and chairs
 - Wipe down tables and chairs to make sure they are clean
 - Play music as participants arrive, during individual work, small group or transition times
 - Hang up an agenda in each room
 - Put out area rugs, tablecloths and strings of holiday lights
 - Put out food, snacks, and fidget toys throughout the day in both spaces
 - Offer coffee, tea, soda, and water throughout the day
 - Use your creativity to brighten and personalize your spaces
 - Observe and ask about any needs – seen or unseen – that a participant may have, and be sure to adapt activities accordingly

Facilitator Tip!

Set up all materials for Together Times 1 & 2, and Adult & Youth Modules 1 before your workshop. Then during lunch (full-day) or before the second workshop date, set up all materials for Together Times 3 & 4, and Adult & Youth Modules 2.

Facilitator Tip!

Give yourself about two hours to set-up. This will give you enough time to take a deep breath before participants arrive so you can be fully present and welcoming.



Together Time Modules



Together Time 1 Module Overview

TOGETHER TIME 1 OVERVIEW- WELCOME & SETTING THE STAGE				
Audience: Youth & Adult participants			Time: 35 minutes	
TOPICS	KEY CONCEPT(S)	TIME	ACTIVITIES	MATERIALS
Welcome to the Program and Instructions	<p>Hearing each other's voices and learning each other's names are a great way to build our LiFT community.</p> <p>Sexuality is in almost every part of our lives, including relationships, identities, bodies, our values, and how the rest of our lives shape our sexuality.</p>	15 minutes	<ul style="list-style-type: none">• Build Community• Welcome & Introductions• Name Juggle• Sexuality Definition	<ul style="list-style-type: none">• Participant Guides• Three balls or other soft objects for tossing
Setting the Stage	Respecting and talking about the similarities and differences within and between us can help build strong bonds.	15 minutes	<ul style="list-style-type: none">• We Are Welcome Here Poem• Group Agreements	<ul style="list-style-type: none">• We are Welcome Here poem slips• Group Agreements poster• Markers
Transition to Youth & Adult Modules 1 (5 minutes)				

Build Community (before program starts):

As families enter, greet them at the door. Have music playing. Instruct families to sign in, make a name tag, grab a participant guide, and get some food or drinks. These first few moments can be the most awkward of the day. Help participants know what to do, where to sit, and feel at ease.

Invite family members to turn to page 2 in their guides and ask each other the questions while they enjoy food and wait for the program to begin.

Welcome to the Program and Facilitator Introduction (3 minutes):

Welcome the group to LiFT! Take a minute for all facilitators to quickly introduce themselves. Include:

- Your name, where you work, the type of work that you do, and your role with the group today.
- A short personal story about your connection to this work and why you are passionate about working with families in this community.
- A vision you have for the group today.

After all facilitators have introduced themselves, give a brief overview of the agenda, make sure participants know where the restrooms are, and cover any other housekeeping or logistical needs before moving into group introductions.

Name Juggle (10 minutes):

State: *Let's start building connections with one another by hearing and saying each other's names.* Explain activity:

- Invite participants to sit or stand in 1-2 circles, depending on the group size. [Facilitator note: form two circles if you have more than 15 participants.]
- You start with a ball or object and throw it to one of the participants, and say: "Here, [Participant's Name]."
- That participant catches the ball or object and thanks you, saying: "Thanks, [Facilitator's Name]."
- The participant then and throws the object to another participant while saying their name: "Here, Ellen." Ellen catches and says: "Thanks, Steve."
- The ball must travel across the circle. Passing to the person right next to you is not permitted.

Facilitator Tip!

If it is challenging for anyone in your group to stand or throw a ball, think of ways they could still participate. For example: participants could throw from their seats or throw imaginary items instead of physical items.

Facilitator Tip!

Remind participants they can always "pass." In this game, if they don't want to participate, they can just keep their hands at their sides. The way they are still included and hear everyone's names, but don't need to actively participate.

- Instruct participants to remember who they got the ball from and who they are throwing to.
- Ball throwing and catching continues in this manner until everyone has touched the ball. The ball then returns to the person who went first.
- After one full rotation, introduce the challenge: the goal is to send the ball around the circle in the same exact order (while more objects are added).
- End the activity by putting aside one item at a time so it ends up where it started - with one ball.

Facilitator Tip!

Don't tell participants that you will be adding more objects to the circle. This is a fun reveal that allows for laughter and fun!

Sexuality Definition (2 minutes):

While participants are still standing, take a moment to share: *You may be wondering what else we're going to be doing today. We'll be thinking about how to connect with each other to talk about tough stuff in the future.*

Some of the day will be spent thinking about our relationships in general, and some of the day will be thinking about how to talk about topics like sexuality. This doesn't mean we're just going to be talking about sex, because sexuality is so much more than that. Sexuality is your body and how you feel about your body, your relationships, your gender identity, who you are sexually and romantically attracted to, as well as your sexual behaviors. It also includes your values about all of these, and how these intersect with your emotional, physical, social, and spiritual life. ^[3]

In short - sexuality includes pretty much every aspect of our lives, which is why it's so important to talk about it.

Refer to the participant guide for a visual definition of sexuality.

Reassure the group: *Today, our goal is to help strengthen the bond between you and your family member. This means we won't be having Tough Talks here or sharing personal information today. Together, we'll learn and share skills to start having, or continue having, great connection so you can talk with each other in the future.* Thank participants and ask everyone to return to their seats.

We Are Welcome Here Poem (10 minutes):

State: *We come together today as a group of many individuals. We likely have some things in common and many differences as well. We see and value difference in our LiFT group. Because of our differences, we can learn from one another, and our differences help us to have even more fun. The poem we are about to share is all about welcoming all of us to LiFT, exactly as we are!*

Explain activity:

- Ask for volunteers to read one line each of a very simple poem. Remind participants that they always have the right to pass if for whatever reason they don't want to read a line.
- Pass out strips that each have a line of the poem on it. You retain the last line. (It is okay if some participants need to have more than one strip, and the order of the poem is not important.)
- Give participants a minute to read their line(s) to themselves and see if they have any questions.
- Go around the circle and have everyone read their line.

When the last person has read, you finish it up with your final line: *All of us have incredible insights, experiences, passions, strengths, power, caring and love to share. And every one of us is welcome!*

State: *This poem describes many ways in which we may be similar and many ways in which we may be different. It is likely that there are even more ways we identify that are not mentioned in the poem. As long as you are willing to treat others with respect, you are welcome here in this LiFT workshop today.*

Group Agreements (5 minutes):

Show participants the Group Agreements poster. Explain: *We are all here to grow and learn together, and to have fun as we engage in LiFT. It is important that we begin by agreeing to some ways of being that will help us to work well together.*

Ask for volunteers to read each group agreement and ask what that means or looks like to them. After all agreements have been read, ask the group if there are any they would like to add, and write them on the poster.

If you are a mandated reporter, explain your role as a mandated reporter: *This means that I am required by law to report if you share that you are being abused or are hurting yourself, or if there are reasons to think you might be abused or neglected.*

At the end, mention that part of your job is to keep an eye on time. To do this, you may need to gently shorten discussions, or ask that someone who has a lot to contribute shares space for others to add.

Lastly, share: *One more thing I would like to say is that there are a lot of different kinds of relationships in this room, and that is wonderful! Some of you may be here with a parent, and others may be here with another important adult in your life. To make sure that we are all on the same page, over the course of the program, I will be using different words for the adult*

that is here in the program, including names like adult, parent, supportive adult, and family member.

Once you have your final list of group agreements, seal the deal by asking everyone to do one loud clap all together as you count down from three, if they can agree to follow the group agreements during the program.

Transition into Youth & Adult Modules 1 (5 minutes)

TOGETHER TIME 1 SUMMARY- WELCOME & SETTING THE STAGE	
<p>Audience: Youth & Adult participants</p>	<p>Time: 35 minutes</p>
TOPICS	ACTIVITIES & INSTRUCTIONS
<p>Welcome to Program and Introductions</p> <p>Time: 15 minutes</p> <p>Materials:</p> <ul style="list-style-type: none"> • Three balls or other throwing objects • Participant Guides <p>Key Concepts:</p> <ul style="list-style-type: none"> • Hearing each other’s voices and learning each other’s names are a great way to build our LiFT community. • Sexuality is in almost every part of our lives, including relationships, identities, bodies, our values, and how the rest of our lives shape our sexuality. 	<p>Build Community: Welcome participants. Participants do “Ask Me” questions found in their guides.</p> <p>Introductions:</p> <ul style="list-style-type: none"> • Name, gender pronouns (if you wish) • Where you work and your job • Your role with the group today • Personal connection to LiFT in the form of a brief story • Describe something positive you see in the group today <p>Name Juggle:</p> <ul style="list-style-type: none"> • Let’s start building connections with one another by hearing and saying each other’s names. • Form 1-2 circles depending on group size • “Here, ___” “Thanks, ____.” • Reveal: Remember the pattern. Repeat the pattern several times adding more balls (or other easy-to-catch items). <p>Sexuality Definition:</p> <ul style="list-style-type: none"> • <i>You may be wondering what other kinds of things we’ll be doing here today.</i> • <i>Some of the day will be spent talking about sexuality. This is more than just sex - Sexuality is your body and how you feel about your body, your relationships, your gender identity, who you are sexually and romantically attracted to, as well as your sexual behaviors. It also includes your values about all of these, and how these intersect with your emotional, physical, social, and spiritual life.[3]</i> • <i>In short - sexuality includes pretty much every aspect of our lives, which is why it’s so important to talk about it.</i> • Refer to guide for a visual definition of sexuality.

- Reassure group they won't be having Tough Talks or sharing personal information.

TOGETHER TIME 1 SUMMARY- WELCOME & SETTING THE STAGE	
Audience: Youth & Adult participants	Time: 35 minutes
TOPICS	ACTIVITIES & INSTRUCTIONS
<p>Setting the Stage Time: 15 minutes Materials:</p> <ul style="list-style-type: none"> • We Are Welcome Here poem slips • Group Agreement poster • Markers <p>Key Concepts: Respecting and talking about the similarities and differences within and between us can help build strong bonds.</p>	<p>Transition: Introduce poem with an affirmation of differences</p> <p>We Are Welcome Here Poem:</p> <ul style="list-style-type: none"> • Hand out poem slips. Ask participants to read poem. • Poem closure: <i>All of us have incredible insights, experience, passions, strengths, power, caring and love to share. And every one of us is welcome.</i> • State that some identities may not be spoken in this poem, and those unstated identities are also welcome. <i>As long as you treat others with respect, you are welcome in LiFT!</i> <p>Transition: Introduce the idea of group agreements, and why they are important.</p> <p>Group Agreements:</p> <ul style="list-style-type: none"> • Ask volunteers to read the agreements from the poster. <i>What does this look like?</i> • Ask group if there are additional agreements they would like to add for this workshop and shared space. • If you are a mandated reporter, explain your role as a mandated reporter: <i>This means that I am required by law to report if you share that you are being abused or are hurting yourself, or if there are reasons to think you might be abused or neglected.</i> • Group clap to agree to agreements.
<p><i>Transition to Youth & Adult Modules 1 (5 minutes)</i></p>	

We Are All Welcome Poem (15 slips total)

Some of us may have a different religions or spiritual practices, or none at all.
We are all welcome here.

✂-----

Some of us have a disability, seen or unseen. We are welcome here.

✂-----

Some of us have may have a different racial or ethnic background than others,
and we are all welcome here.

✂-----

Some of us may be undocumented, or have family members that are undocumented,
and we are welcome here.

✂-----

Some of us may be learning English, or come from a non-English-speaking home,
and we are welcome here.

✂-----

Some of us may live in a single-parent family, a two-parent family, a foster family, an adoptive family, a family with same-sex parents, a family with stepparents, a family with foster parents, a family with opposite-sex parents, a large family, a small family, or another kind of family altogether. We are all welcome here.

✂-----

Some of us are nervous about meeting new people. We are welcome here.

✂-----

Some of us may come from a family that has very little money. We are welcome here.

Some of us may come from a family that has a lot of money and other assets.

We are welcome here.

✂-----

Some of us may be struggling with depression, addiction, anxiety, an eating disorder, or a variety of other personal challenges. And we are welcome here.

✂-----

Some of us have experienced sexual harassment, violence in a relationship, or pressure from a partner. We are welcome here.

✂-----

Some of us identify as gay, lesbian, bisexual, asexual, queer, hetero, straight, or questioning, and we are all welcome here.

✂-----

Some of us identify as male/female/transgender/gender-queer, gender-fluid, or non-conforming, and we are welcome here.

✂-----

Some of us have been bullied at school, have been the cause of bullying, or have been a witness and did not know how to help. We are welcome here.

✂-----

Some of us are in a sexual relationship, or some may be choosing to delay, wait, or abstain from sex, and we are welcome here.



Some of us have opinions about topics such as abortion, non-marital sex, or birth control, and we are welcome here.

GROUP AGREEMENTS

RESPECT

CONFIDENTIALITY

ONE MIC

PARTICIPATE

HAVE FUN!



Together Time 2 Module Overview

TOGETHER TIME 2 OVERVIEW- LOVE LANGUAGES				
Audience: Youth & Adult participants			Time: 20 minutes	
TOPICS	KEY CONCEPT(S)	TIME	ACTIVITIES	MATERIALS
Love Languages ^[1]	Knowing your own love language and showing love using the other person's love language can help build strong bonds.	15 minutes	<ul style="list-style-type: none">• Love Language Quiz	<ul style="list-style-type: none">• Participant Guides• Small cups of plain M&Ms or fun size bags of M&Ms
Transition into Lunch, Break, or Session End 1 (5 minutes)				

Love Language Quiz (10 minutes): ^[1]

Welcome everyone back. Make sure families are sitting together. Ask each person to share an interesting thing they talked about in their group.

Introduce the concept of Love Language by stating: *How we feel loved and supported is part of how we connect with others. A fun way to think about how we like to be loved and give love is called our love language. We are going to do a little quiz to help us figure out our own love language and share that with each other.*

Ask: *Why is it important to know each other's love language?*

Affirm: *When we know one another's love language, we can make sure to show our love in ways the other person likes best.*

Pass out a small cup of different colored M&Ms to each participant, saying: *Don't eat your candy yet! I will be reading three Love Language questions and answers. For each answer, pick the color M&M out of your cup that matches your answer. Keep your answers private for now. By the end of the quiz you will have three M&Ms in front of you. Remember - make sure to keep your M&Ms for now. Everyone can read along with me in your guides.*

Love Language Quiz**1. It's your birthday. Which of the following is the best gift you could receive? (choose only one)**

- Red - Someone doing your chores around the house
- Orange - A gift that contains an item you mentioned a few weeks ago
- Yellow - Going out for a meal together or sharing a favorite meal together at home
- Green - Cuddling up and watching those movies you've been wanting to see
- Blue - Lots of big smiles and people wishing you a Happy Birthday

2. How do you want someone to show you kindness?

- Red - They help you with an important project
- Orange - They surprise you with your favorite candy or ice cream
- Yellow - They spend the day with you going to that special event you've been excited about
- Green - They give you a giant hug
- Blue - They tell you what they love about you

3. You are fighting with one of your best friends. How do you want your family member to show they care?

- Red - They bring over your favorite food
- Orange - They check out a book by one of their favorite authors and take it to you to help get your mind off things
- Yellow - You go for a walk together and they listen to you vent
- Green - They offer to rub your back
- Blue - They cheer you on and offer tips on how to let the person go

Love Language Debrief (5 minutes):

Explain that the colors represent the different love languages. Instruct participants to turn to the last page of their guide to discover their very own love language. The more of each color chocolate they have, the more they value that type of love language.

You may read the different descriptions aloud, ask for volunteers to read aloud, or participants can also read them to themselves.

After each person has identified their love language, ask them to turn back to the Love Language pages in their guides and answer the two questions:

- My Love Language is...
- You can speak my Love Language by...

Invite them to share their answers with their family members.

After all participants have shared their love language with each other, break for lunch or for the session.

Transition into Lunch, Break, or Session End (5 minutes)

TOGETHER TIME 2 SUMMARY- LOVE LANGUAGES	
<p>Audience: Youth & Adult participants</p>	<p>Time: 20 minutes</p>
TOPICS	ACTIVITIES & INSTRUCTIONS
<p>Love Languages^[1] Time: 15 minutes Materials:</p> <ul style="list-style-type: none"> • Participant Guides • Small cups of plain M&Ms or fun size bags of M&Ms <p>Key Concepts: Knowing your own love language and showing love using the other person's love language can help build strong bonds.</p>	<p>Transition: Invite participants to share something they learned.</p> <p>Love Language Quiz:</p> <ul style="list-style-type: none"> • Introduce Love Languages. • Ask: How can knowing your own and each other's love languages build connection? Affirm answers. • Pass out M&Ms. • Ask participants to open their guides to follow along with you as you read. • Remind participants to keep their results private during the activity. • Read Love Language Quiz: <ol style="list-style-type: none"> 1. It's your birthday. Which of the following is the <u>best gift</u> you could receive? (<i>choose only one</i>) <ul style="list-style-type: none"> ○ Red - Someone doing your chores around the house ○ Orange - A gift that contains an item you mentioned a few weeks ago ○ Yellow - Going out for a meal together or sharing a favorite meal together at home ○ Green - Cuddling up and watching those movies you've been wanting to see ○ Blue - Lots of big smiles and people wishing you a Happy Birthday 2. How do you want someone to show you kindness? <ul style="list-style-type: none"> ○ Red - They help you with an important project ○ Orange - They surprise you with your favorite candy or ice cream ○ Yellow - They spend the day with you going to that special event you've been excited about ○ Green - They give you a giant hug ○ Blue - They tell you what they love about you

3. You are fighting with one of your best friends. How do you want your family member to show they care?

- Red - They bring over your favorite food
 - Orange - They check out a book by one of their favorite authors and take it to you to help get your mind off things
 - Yellow - You go for a walk together and they listen to you vent
 - Green - They offer to rub your back
 - Blue - They cheer you on and offer tips on how to let the person go
- Turn to the back of the guide to discover your Love Language. Ask volunteers to read aloud.
 - Turn back to the Love Languages pages in the Participant Guides and answer the questions. Share with family member.

Transition to Youth & Adult Modules 1 (5 minutes)



Together Time 3 Module Overview

TOGETHER TIME 3 OVERVIEW- THINKING ABOUT VALUES & TEXT MESSAGES				
Audience: Youth & Adult participants			Time: 30 minutes	
TOPICS	KEY CONCEPT(S)	TIME	ACTIVITIES	MATERIALS
Thinking About Values	Knowing what values are important to you can help you set goals and make decisions. Talking with family members about values can help us understand each other.	15 minutes	<ul style="list-style-type: none">• Values Posters	<ul style="list-style-type: none">• Values posters
Text Messages	Texts will provide quick reminders to connect and communicate when everyone is so busy.	10 minutes	<ul style="list-style-type: none">• Text Sign-Up	<ul style="list-style-type: none">• Text sign-up opt-in
Transition to Youth & Adult Modules 2 (5 minutes)				

Values Posters (15 minutes):

Welcome the group back together and make sure families are sitting next to each other. Share that, for the next 15 minutes, the group will be talking about values. Expand on some of the following points:

- We all have values, or things we believe to be important to who we are.
- Values may change during our life and can help us decide what we want for ourselves, help us make decisions, or shape our goals for the future.
- Ask for a volunteer to share why it is important for family members to know each others' values.
 - Contribute: *Sometimes we think that, because we are family, we know each others' values. But, because our values may change throughout our lives, and are shaped by so many different things - our family, friends, community, TV or movies - it's important to check in with each other about your values every now and then.*

Ask participants to look around at the Values posters hanging in four corners of the room. Explain: *I am going to read a few different statements. Listen to the question and the four options, and move to the poster that best matches your values.*

Facilitator Instructions:

- Choose at least three of the following values statements. You may do more as time allows.
- Read each statement aloud and give participants time to move to their corner.
- Once they have moved, ask participants to share with others in their group why they chose that value.
- After a minute of small group discussion, ask each group to share with the larger group why that value is important to them. If nobody is at one of the choices, prompt: *Why do you think somebody would choose this response?*
- Make sure that you hear from both adults and youth.
- Encourage participants to pay attention to where their family member is standing.
- Repeat the process above for each statement:
 - If you could have any superpower, it would be:
 - Flying/Invisibility/Super Strength/Mind-reading
 - Your dream vacation is at the:
 - Beach/Mountains/City/Home
 - What is most important to you right now?

Facilitator Tip!

Make accommodations for participants who may have mobility troubles. Participants could hold up colored pieces of paper to indicate which value they align with, for example, or you could have them point at their choice instead.

- Independence/Adventure/Money/Health
- What trait do you like most about yourself?
 - Caring/Fun/Honest/Powerful
- Which do you value most in your relationships with friends and/or family?
 - Support/Encouragement/Openness/Good Communication
- I hear the most about sexuality from:
 - Friends/Family/Media/Faith

Thank participants and ask everyone to sit back down next to their family member. Share that families, couples, and friends don't always have the same values, and that's OK. The important thing is that each person is able to think about the values that are most important to them, and share those with the people who are important in their lives.

Lastly, ask each family to discuss the following questions:

- What surprised you about your own or your family member's values as you did this activity?
- How can we share our values with each other in the future?

Text Messages (10 minutes):

- *State: Now I want to tell you about another fun part of LiFT. This is the LiFT Text Messages. These will help you to keep finding out more about each other for the next 12 weeks. Here is how they work:*
- *Explain: There are 14 text messages total: one when you sign up, one text a week for 12 weeks, and one last goodbye text.*
- *Each text has a quiz, game, website, or fun question.*
- *We know how busy your family is, so these texts will help you talk about important things.*
- *You can make the texts stop at any time.*
- *Your phone number will not be shared with anyone else.*
- *Families who signed up for the texts have said how much they loved getting a text each week, and that it really helped have some great conversations.*
- *We will take a minute to sign up right now as a group.*

Ask each person to sign up or enroll in the text message option that you have set up beforehand.

Transition into Youth & Adult Modules 2 (5 minutes)

TOGETHER TIME 3 SUMMARY- THINKING ABOUT VALUES & TEXT MESSAGES	
Audience: Youth & Adult participants	Time: 30 minutes
TOPICS	ACTIVITIES & INSTRUCTIONS
<p>Thinking About Values Time: 15 minutes Materials:</p> <ul style="list-style-type: none"> • Values posters <p>Key Concepts:</p> <ul style="list-style-type: none"> • Knowing what values are important to you can help you set goals and make decisions. • Talking with family members about values can help us understand each other. 	<p>Welcome the group back</p> <p>Values Posters:</p> <ul style="list-style-type: none"> • Introduce the importance of our values (decisions, goals), and how values can change over time. • Ask: <i>Why is it important to know each other's values?</i> Affirm family members can have different values. • Read values prompts (choose at least three). Instruct participants to move to a poster and notice where their family member is. <ul style="list-style-type: none"> ○ If you could have any superpower, it would be: Flying, Invisibility, Super Strength, Mind Reading ○ Your dream vacation: Beach, Mountains, City, Home ○ What is most important to you right now? Independence, Adventure, Money, Health ○ What trait do you like most about yourself? Caring, Fun, Honest, Powerful ○ Which do you value most in your relationships with friends and/or family? Support, Encouragement, Openness, Good Communication ○ I hear the most about sexuality from: Friends, Family, Media, Faith • Return to seats • Debrief: Families, friends, and couples don't always have the same values. It is important to think about your values and share them with those close to you. • Families discuss: <ul style="list-style-type: none"> ○ What surprised you about your family member's values as you did the activity? ○ How can we share our values with each other in the future?

TOGETHER TIME 3 SUMMARY- THINKING ABOUT VALUES & TEXT MESSAGES	
<p>Audience: Youth & Adult participants</p>	<p>Time: 30 minutes</p>
TOPICS	ACTIVITIES & INSTRUCTIONS
<p>Text Messages Time: 10 minutes Materials:</p> <ul style="list-style-type: none"> Text sign-up sheet or participant cell phones and opt-in code <p>Key Concepts: Texts will provide quick reminders to connect and communicate when everyone is so busy.</p>	<p>Text Messages</p> <ul style="list-style-type: none"> Another fun part of LiFT to help keep the conversation going and learn new things about each other is the text messages. You will receive one text a week for the next 12 weeks with fun conversation starters, quizzes, games, and websites you can look at together. We know you are busy, so these texts will remind you to check back in with one another. You can stop at any time and your number won't be shared. Personal story about text messages. Help group sign up for text messages.
<p><i>Transition to Youth & Adult Modules 2 (5 minutes)</i></p>	

● FLYING

■ BEACH

▲ INDEPENDENCE

★ CARING

+ SUPPORT

♥ FRIENDS

● BEING INVISIBLE

■ MOUNTAINS

▲ ADVENTURE

★ FUN

+ ENCOURAGEMENT

♥ FAMILY

● SUPER STRENGTH

■ CITY

▲ MONEY

★ HONEST

+ OPENNESS

♥ MEDIA

● READING MINDS

■ HOME

▲ HEALTH

★ POWERFUL

+ GOOD
COMMUNICATION

♥ FAITH



Together Time 4 Module Overview

TOGETHER TIME 4 OVERVIEW- ACTION PLANNING, MY FAMILY IS & CELEBRATION				
Audience: Youth & Adult participants			Time: 35 minutes	
TOPICS	KEY CONCEPT(S)	TIME	ACTIVITIES	MATERIALS
Action Planning	Strong connection and communication between family members takes practice. But it's a superpower that's worth it!	10 minutes	<ul style="list-style-type: none">• Action Planning	<ul style="list-style-type: none">• Action Planning worksheet• Envelopes
My Family Is	Each family has their own unique qualities that add to their connection.	15 minutes	<ul style="list-style-type: none">• My Family Is Poem	<ul style="list-style-type: none">• My Family Is poem strips• Construction paper• Glue or glue sticks• Markers and other art supplies
Celebration	Everyone has shown they have important things to share with each other. Now it's your turn to use these new LiFT skills and ideas to connect and talk when you leave this space!	10 minutes	<ul style="list-style-type: none">• Certificates• Evaluation activities (optional)	<ul style="list-style-type: none">• LiFT Certificates• Feedback survey (optional)• Pre/Post test (optional)
End of Workshop				

Action Planning (10 minutes):

Welcome the group back together. Make sure teens are sitting together with their supportive adult(s). Ask each person to share something they are thinking about after their time with their teen and adult groups.

State: *Although it can be hard, talking about tough topics is very important, and the work that you have done shows how committed your family is to one another. Now let's take some time to think back throughout the entire program, and how we want to keep practicing the skills that we have talked about during our time together.*

Instructions:

- Pass out one envelope to each participant. Ask them to write their home address in the middle of the front of the envelope.
- Pass out Action Planning worksheets. Have each participant think about what they want to remind themselves to do over the next three months. They will answer the questions on the worksheet to create this reminder.
- Provide the group five minutes to complete their worksheets, either using words or drawing pictures. Ask them to seal their worksheet in the envelope. Tell them you will be mailing these to their home within the next week.

Mail these envelopes no later than five days after the workshop – it may help to put a reminder on your calendar.

My Family Is Poem (15 minutes):

Share some specific strengths you have noticed in participants throughout the day. Reflect that both groups have covered a lot of information and shared a lot with each other about their relationships. Now it's time for a fun activity, where each person thinks about how these strengths help define their families.

Instructions:

- Pass out the strips of the My Family Is poem to each participant.
- Ask each person to fill in the sentence stems and then put them in any order they want.
- Have them glue their strips on construction paper and decorate it as they wish.
- After providing 10 minutes to complete their poems, ask the youth to share with their adult(s) and the adult(s) to share with the youth.

Facilitator Tip!

This activity gives participants a chance to see each other's point of view in a new way, and for this reason should not be rushed. Encourage families to look for similarities and differences between their poems, and to talk about these after they leave the workshop.

Bring the group together. Remind the group: *We started the day by welcoming each person's identities into this space. I want to circle back to that feeling to welcome each family's identities into our space together.* As time allows, ask for each family to choose one of their poems to read, or ask a few volunteers to share.

Wrap-Up (10 minutes):

Bring the attention of the group back together, and encourage family members to display their poems at home.

Say that, although the day has come to an end, this won't be the last time you talk with everybody. Remind the group about the following:

- They will continue to receive one text message per week for the following 12 weeks with reminders, quizzes, and fun things to talk about.
- You will be calling the adults in about a month to check in and see how things are going. Make sure they let you know the best number and time of day to reach them at.

Share with the group: *Today was great - and even though it's ending, there is still much to do. Now it's your turn. Our hope is that you find ways to use the ideas we've talked about today to have Tough Talks, spend time together, and continue to connect with each other.*

Pass out a LiFT Certificate to each individual, making sure to share aloud a piece of specific praise or strength you have noticed in them during the program.

Optional: Ask participants to complete any evaluation activities needed.

End of Workshop

TOGETHER TIME 4 SUMMARY- ACTION PLANNING, MY FAMILY IS	
<p>Audience: Youth & Adult participants</p>	<p>Time: 35 minutes</p>
TOPICS	ACTIVITIES & INSTRUCTIONS
<p>Action Planning Time: 10 minutes Materials:</p> <ul style="list-style-type: none"> • Action Planning worksheets • Envelopes <p>Key Concepts:</p> <ul style="list-style-type: none"> • Strong connection and communication between family members takes practice. But it's a superpower that's worth it! 	<p>Transition:</p> <ul style="list-style-type: none"> • Ask each group to share one of the most exciting or interesting things that happened in their group. • Affirm each group and their strengths. • Encourage participants to practice the skills they have gained. <p>Action Planning Worksheets:</p> <ul style="list-style-type: none"> • Pass out one envelope to each participant and ask them to write their address on front. • Instruct participants to answer the questions that are written on their worksheet. • Have them put their worksheets in the envelopes, seal them, and hand them to you. • Mail these to participants in about one week.
<p>My Family Is... Time: 15 minutes Materials:</p> <ul style="list-style-type: none"> • My Family Is poem strips • Construction paper • Glue or glue sticks • Markers and other art supplies <p>Key Concepts: Each family has their own unique qualities that add to their connection.</p>	<p>My Family Is Poem</p> <ul style="list-style-type: none"> • Name strengths participants have demonstrated. • Affirm group and encourage them to think about the strengths their families have. • Pass out the strips of the My Family Is poem to each participant • Finish the sentence stems and glue strips on the paper in the order they want. Decorate as they wish. • Provide 10 minutes to complete their poems and ask family members to share with each other. • Ask for volunteers to read to the larger group.

TOGETHER TIME 4 SUMMARY- ACTION PLANNING, MY FAMILY IS	
Audience: Youth & Adult participants	Time: 35 minutes
TOPICS	ACTIVITIES & INSTRUCTIONS
<p>Wrap Up, Celebration & Feedback Survey Time: 10 minutes Materials:</p> <ul style="list-style-type: none"> • LiFT Certificates • Feedback survey <p>Key Concepts: Everyone has shown they have important things to share with each other. Now it's your turn to use these new LiFT skills and ideas to connect and talk after you leave this space!</p>	<ul style="list-style-type: none"> • Thank the group. • Reiterate the importance of connection & communication between family members. • Encourage participants to use the ideas from LiFT to have Tough Talks and connect with each other. • Pass out LiFT Certificates. • Optional: Ask participants to complete evaluation activities.
End of Workshop	

My LiFT Goals

In the next three months...

One thing I will do to take care of my health is _____

When & where? _____

In the next three months...

One Tough Talk I will have with my family member is _____

When & where? _____

In the next three months...

One thing my family member and I will do together is _____

When & where? _____

My Family Is Poem

My Family Is _____
(The names of people in your family)

My Family Is _____
(Words that best describes your family)

My Family Is _____
(The places you've lived)

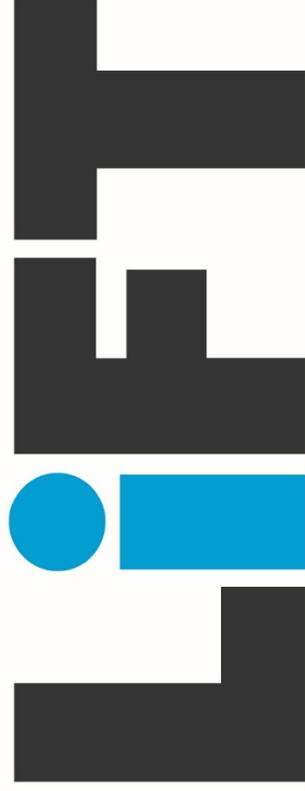
My Family Is _____
(Family routines and hobbies)

My Family is _____
(Groups you belong to, pets you love, places you've worked)

My Family Is _____
(Something you want others to know about your family)

This recognizes that

has successfully completed



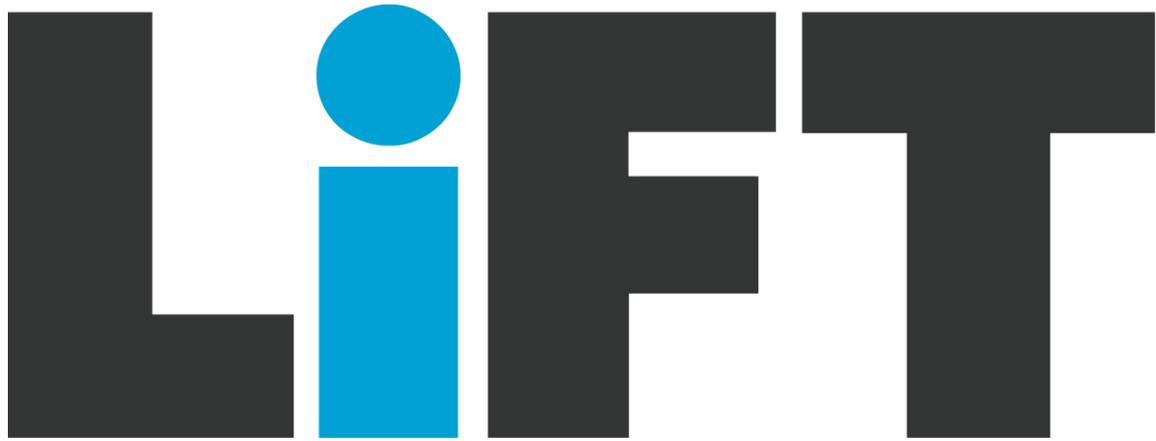
LINKING FAMILIES & TEENS

DATES:

LOCATION:

facilitator

facilitator



Youth Modules

LIFT

Youth Module 1 Overview

YOUTH MODULE 1: CONNECTION INTRO, OPEN COMMUNICATION, TOUGH TALKS				
Audience: Youth participants			Time: 100 minutes	
TOPICS	KEY CONCEPT(S)	TIME	ACTIVITIES	MATERIALS
Communication & Connection Intro	<p>Communication works best when we are clear and paying attention.</p> <p>Connection can help make someone feel good, safe and warm.</p>	25 minutes	<ul style="list-style-type: none"> Welcome Back-to-Back Picture the Connection 	<ul style="list-style-type: none"> Bags of building blocks - one pair of bags for each pair of youth
Tough Talks	<p>Having Tough Talks is important because it can help get your needs met.</p> <p>Planning it out, expressing yourself, and focusing on the other person are all tools to make Tough Talks easier</p>	70 minutes	<ul style="list-style-type: none"> Tough Talks Intro Tough Talks - Worked/Didn't Work Brainstorm Tough Talk Tips Tough Talk Script Lines of Communication Whip-Around 	<ul style="list-style-type: none"> Tough Talk posters (three) Markers Tough Talk Tips script (three copies) Sticky notes or notecards
Transition to Together Time 2 (5 minutes)				

Welcome (5 minutes):

Welcome the youth to the youth space. Point out snacks and fidgets in the space and help the group feel comfortable and at ease.

Transition into Back-to-Back:

Today, we'll be talking about skills that make it easier to talk about tough topics with your adult - things like sexual health - and improve your relationship. Your adult will be learning how to listen to you and actually hear what you're saying.

To get us started, let's play with some building blocks to think about how we talk and communicate with each other.

Back-to-Back (15 minutes):**Facilitator Tip!**

While setting up for this module, anticipate where this activity will take place. Will they sit on the floor or in chairs? Will they have a desk in front of them to put the blocks? If they sit on the floor, how can you make it more comfortable?

Explain activity:

- Ask participants to get into pairs.
 - Have each pair sit back-to-back. Partners do not need to be touching and can have space in between their backs - the important thing is that they are able to hear each other, but not able to see in front of their partner.
 - Pass out matching bags of building blocks to each pair. (See Materials and Preparation for further instructions on how to prepare matching bags of building blocks.)
- One of the partners will build a sculpture with their blocks, and try to describe it so that their partner can build the exact same sculpture with their blocks.
 - The catch is that they will be sitting back-to-back, and can only use words to give directions.
 - Have one person from each pair choose to be A, and the other will be B.

Facilitator Tip!

If there are an odd number of teens, the facilitator may partner up with one of the teens or have one group of three - in this case they would each take turns, with one person rotating in/out for each round. Have the non-participating group member engage in the discussion/debrief by asking them from their perspective as an observer.

Round One:

The A's will be the builders. Ask the A's to build a sculpture with their blocks. After a few seconds, tell the A's that they need to get their partner to build an exact duplicate of their tower, using only verbal directions. B's are not allowed to peek, talk or ask questions. After they are done, have partners compare their sculptures.

Debrief round one by asking:

- B's - *What did it feel like when you weren't able to ask questions?*
- A's - *Why was it hard to talk without being able to see your partner and the sculpture they were building?*
- State: *Many of us see our family member every day, and maybe even live in the same house, but sometimes our communication styles are very different.*
- *Sometimes we're talking to each other without actually seeing each other, just like in this activity.*
- *Can anyone share a conversation they have had with their adult that felt similar to this activity - when you were both talking to each other without actually seeing each other? Ask for a volunteer to share. Ok, now let's move on to the next round.*

Round Two:

For the second round, the B's will be the builders. Ask the B's to build a sculpture with their blocks. After a few seconds, tell the B's that they need to get their partner to build a duplicate of their sculpture. This time, A is allowed to ask yes/no questions, and B may not speak, except to give answers to A's questions using the word "yes" or "no."

Debrief round two by asking:

- A's - *What did it feel like to only be able to ask yes/no questions?*
- B's - *What was frustrating about only being able to respond to yes/no questions?*
- State: *Yes/No questions seemed to help us build the sculptures better than the last round but didn't always get us to the same place.*
- Ask: *What would make it easier to end up both with the same sculptures? Acknowledge and affirm their responses, highlighting the benefit that open and direct communication can play. Ok, now let's do the last round.*

Round Three:

For the last round, ask A's to be the builders again and build a sculpture. After a few seconds, instruct A's that they, again, need to get their partner to build a duplicate of this sculpture. This time, however, the pairs can sit face-to-face while they complete the activity and talk as much as they want to.

Debrief round three by asking:

- *What did it feel like to break through some of the challenges that we had in the first two rounds?*

- Why was this round the easiest?

If participants do not mention these, include:

- Pairs were able to be open and direct with their directions and their questions
- Communication went both ways
- They helped each other out
- They had the same goals and were able to work together to get to those goals
- Doing things multiple times helps it get easier
- More practice with each other helps

Thank participants. Before moving on:

- *Add: How does what we just experienced with the blocks relate to real-life conversations? We will come back to this question in just a bit.*
- *We will spend the first half of our time together thinking about relationships, and how to have Tough Talks with our adults and others.*
- *Later, we'll shift focus to think about things we can do to take care of our sexual health.*
- Quickly review the group agreements and ask teens to add any additional agreements they may want to apply while in their own teen space. Clarify confidentiality by sharing: *What's said here stays here and what's learned here leaves here.*

Picture the Connection (5 minutes):

Ask: Now that you know what we'll be doing today, let's think back to our sculptures. We mentioned a few things that made the third round the easiest. What else changed between you and your partner between Round 1 and Round 3?

If participants do not mention that they worked with the same partner multiple rounds, add: *Working with the same person for each round can also help, because it helps build trust and connection.*

Part of why we're here today is to talk about connection - so we're going to start off doing just that! In a minute, I will be asking you to remember or create a mental picture of what connection looks like or feels like. You will then be sharing this moment with somebody else in the room. Invite participants to get comfortable and close their eyes or focus on a spot on the floor for the next minute.

Facilitator Tip!

This activity sometimes brings up strong emotions. Make sure to remind participants that they may step out of the room or choose not to share with a partner if they do not feel comfortable. Also, make sure to connect participants with resources if needed.

Prompt: *Think back to a moment in your life when you felt a strong connection with someone. This could be a family member, a friend, a pet, ancestors, a special place, or even yourself. Some people may be struggling to remember any moments of connection – that’s OK, too. If this sounds like you, see if you can think of an example of connection from a book, TV show or movie. Think about or imagine what this feeling would be like for you.*

Connection may be a happy time or challenging time, but it is a time when you felt very close. Maybe this moment of connection lasted only a minute or two. Maybe this is a very common feeling for you, or maybe it is very rare. All of these ways of feeling connection are OK. Sometimes thinking about our relationships can bring up hard feelings, so if you feel like you need a break from this activity – go ahead and give yourself a break in whatever way feels right for you.

Once you have a moment of connection in mind, see if you can take a mental picture of that moment to fill in the details. Where exactly were you? What time of day was it? Who was present? What were the sounds, and sights? What was the weather like? Was there conversation? What was said? What emotions were you feeling?

Now gently open your eyes and return to the present moment.

Ask participants to take a moment and write a few notes, or key words, on one of the blank pages in the back of their guide.

Instruct participants to find someone they do not know and share the picture that came to mind. They have one minute each to describe the picture. Ask them to take their seat when they are finished and thank them for sharing.

Share: *During this program, we are going to think about having connection with many different people, including the adult(s) we came here with today. Here is what connection means in LiFT: Connection is a positive, ongoing, emotional bond between family members.^[2]*

Connection doesn’t mean that we always get along, never argue, or that we always agree or even always like each other.

State: *Now that we remember what connection feels like, and know what connection means, let’s think about why it matters.* Discuss:

- *Why would feeling connected with your adult matter to you?*
- *How does the way you are or aren’t connected to someone change what you talk with them about?*

Listen to participants' responses. Reflect back participants' responses to help them identify themes and build upon each other's ideas.

Tough Talks Introduction (10 minutes):

Thank the pairs. *Today, we want to help you feel connected with your adult(s) and the others in your life so that you can have good communication - even about things that are tough to talk about.* Have participants to open their guides and ask:

- On this page, you can see some types of Tough Talks. Can someone read these aloud for us?
- What are other topics that are tough to talk about - either with your parent, your friends, or someone you're dating?

Instruct participants to write down in their guides Tough Talks they have had or may need to have in the future. Tell participants: Throughout the day, we will be thinking about Tough Talks. The goal is for it to be just as easy talking with others about sexuality and other tough topics as it was to build our block sculptures in that last round.

Facilitator Tip!

This can be a moment where teens may make disclosures, especially about concerns about close friends (i.e. abusive relationships, eating disorders, depression, suicidal thoughts, etc.). If this kind of example is offered, make sure to check in with the person who shared - thank them for their story, talk about resources for further support or guidance, and offer to talk with youth during the break to help connect them to further resources.

Tough Talk - Worked & Didn't Work Brainstorm (5 minutes):

Ask: *Can someone share an example of a time when you have been able to look at your parent or another person directly and have a Tough Talk?*

Thank the volunteer for sharing and ask: *What did you do during that Tough Talk that helped it go well?* Affirm the participant and ask the larger group: *Are there other things from this example, or from Tough Talks that you have had, that helped them go well?*

Facilitator Tip!

Sometimes having a Tough Talk could be dangerous or unsafe. Share that there may be times when it is not safe to have a Tough Talk. Ask: *What could they do if they need some support or guidance, but don't know who to turn to?* Offer to talk with youth during the break to help connect anyone that could use them to resources.

Now, ask the group: *What are some ideas or things you have done or seen somebody do that didn't work during Tough Talks?*

Tough Talk Tips - Plan It Out, Express Yourself, Focus on the Other Person (15 minutes):

Thank the volunteers for sharing. State: *As we just saw, having Tough Talks can be frustrating, empowering, awkward, uplifting, scary, or sometimes all of these emotions at once. If we feel these things, why do we need to have Tough Talks? Why don't we just stop having them?*

Invite a few responses from participants. Highlight some of the following if they are not mentioned. Having Tough Talks:

- Makes you feel better or less anxious about trying to hide things
- Builds trust with open communication
- Helps you get your needs met
- Helps you get support from another person
- Gives you backup if you are afraid or concerned about something

Share: *As we can see from the stories we just heard, there are some things we can try that make Tough Talks easier. Together, we are going to build a list of Tough Talk Tips. Let's take a look at them.*

Point out the three different Tough Talk Tips posters around the room - Plan It Out, Express Yourself, and Focus on the Other Person. Instruct the group:

- *There are many ways that someone could have a Tough Talk. How you have these talks may be different depending on your culture and who you are talking to.*
- *One way to have these talks - with anyone, but especially with the adult(s) you came with - is to use these three Tough Talk Tips: Plan It Out, Express Yourself, and Focus on the Other Person.*
- *These tips will help you talk about tough stuff and make it more likely that your adult actually hears what you're saying - without judgement or anger.*
- *Visit each of the three Tough Talk Tips posters and read the tips that are there.*
- *Write any other Tough Talk Tips that you use or can think of on each poster. You can also add any that we just brainstormed when thinking about Tough Talks that worked or didn't work.*
- *You can also write ideas you want to remember in your guide so you can use them in the future.*

Give participants five minutes to walk around to the different Tips posters, adding tips to the posters with a marker. While they are circulating around, visit some of the posters and ask participants some of the following questions to help spur conversation:

- *If you can't have a Tough Talk with your adult, who could you have a Tough Talk with?*
- *Maybe some of these tips won't work for you - what is another way that would help your adult hear what you're saying?*

Facilitator Tip!

You could allow teens to put themselves into small groups and rotate as a group. Or you could use a different quick and fun way to group youth. This is a good time to play music on low, then turn off music and give notice when it's time to rotate to the next poster.

- *What is important to remember before you have a Tough Talk with your parent?*
- *What are good ways to get a conversation started?*
- *What are some ways that you show you are actively listening?*
- *Thinking back to the block sculpture activity from earlier, how did you clearly tell your partner what to do, even though you couldn't look at each other all the time?*
- *Thinking back to the block sculpture activity from earlier, how did your partner know you were listening to them?*
- *What happens if you try to have a Tough Talk and it doesn't go well?*

After five minutes, ask participants to take their seats, and ask for a volunteer to read the Plan It Out poster. After reading all the Tips, validate their answers and ask for a volunteer to answer:

- *What is the benefit of taking the time to Plan It Out before a Tough Talk?*

Next, ask for a volunteer to read the Express Yourself poster. After reading all the Tips, validate their answers and ask for a volunteer to answer:

- *Today, the adult you came with is learning how to listen to you and hear what you are saying. How can you use one of these Express Yourself tips to help say exactly what you want to say?*

Last, ask for a volunteer to read the Focus on the Other Person poster. After reading all the Tips, validate their answers and ask for a volunteer to answer:

- *Focusing on the other person can sometimes be hard. Which of these tips can you use to help you focus?*

Remind the group that these are just a few tools that they can use for future Tough Talks.

Lastly, tell the group that Tough Talks don't always go well – even if all the Tough Talk tips are used. Invite participants to see their guide for ideas and resources teens can use after a bad or challenging Tough Talk.

Tough Talk Tips Script (10 minutes):

State: Now let's see how to use these tips in action. We are about to see an example of a Tough Talk that Jordan needs to have with their adult about wanting to stay out later than normal for a friend's party.

Ask for two volunteers to help act out a short three-part script to show the Tough Talk tips in action. Volunteer 1 is the teen, Jordan. Volunteer 2 is the supportive adult.

Read the Tough Talk Tips Script with the two volunteers, including your lines as a facilitator. After finishing Part 3, thank the volunteers.

Tough Talk Tips Lines of Communication (30 minutes):

Facilitator Tip!

Use blue tape to make a line on the floor and label one side A and the other B. This helps with clarity during the activity. Also ensure that pairs are spaced out enough, so they aren't distracted by each other's' comments.

Now that we've seen an example, let's take a minute to think about the Tough Talks that you need to have with the adult in your life, to get some practice actually having these conversations.

- Pass out sticky notes or notecards to each teen. Ask them to write a Tough Talk that they want to have with someone, and pass the notecard or sticky note to you. Instruct them not to write their names on the card. Share that the scenario may be read out loud to the group, but that others will not know who wrote it. (These real-life scenarios are an option to use during Scenario 1 and 2 practice. Scenario 3 is pre-written to ensure participants have the chance to practice Tough Talks about birth control with their adult.)
- Invite participants to stand in two lines facing one another. They will be partnering with the person directly across from them. (If there is an odd number you can partner with one of the participants.)
- Share that you will be reading a scenario.
- For each scenario, one side will play the role of the teen, and the other side will play the role of the other person.
- Each scenario will include a different kind of Tough Talk, and the teen side will need to use one or more of the Tough Talk tips.
- Participants can bring their guides to refer to their Tough Talk Tips during these scenarios if they wish.

Facilitator Tip!

During this activity, be prepared for possible disclosures. Direct teens to resources as needed.

Remind the group that each person will respond to these scenarios differently based on their own personal values, their family values, their culture, their religion, and their experiences, and that all those responses are welcome during this activity. Walk among the pairs to provide guidance and ideas.

Scenario 1 - Plan It Out:

- **Option A:** You and your supportive adult keep butting heads because they don't like your friend, Toni. Toni has really been there for you and you like hanging out with them a lot, but your parents think they are a bad influence. Your adult starts getting angry every time you talk about Toni and you always end up fighting over it. Side 1, you are the teen,

Side 2, you will be the adult. Side 1 - just like the scene we just saw, explain out loud to your partner how you would Plan Out a conversation with your adult to explain why your friendship with Toni is important to you. Side 2 - pretend you are the adult. Your task is to think about other tips for your teen who is wanting to talk with you about this tough topic.

- **Option B:** For this option, select one of the cards or stickies that teens just filled out with their Tough Talks. Share the scenario and ask for the group to walk through that scenario to Plan It Out, with Side 1 being the teen and Side 2 being the adult.

Scenario 1 Debrief:

- After Side 1 Plans it Out, ask for a pair to volunteer and share their response with the larger group.
- Ask Side 1: *What did you do to Plan Out the conversation? How did you Plan Out approaching your adult?*
- Ask Side 2: *If you were the adult, how would you respond if somebody approached you using some of these Plan It Out tips?*

Provide feedback, and invite feedback and ideas from the group.

After this scenario, have Side 1 take one step to the right so everyone has a new partner. The person at the end comes to the other end of the line.

Scenario 2 - Express Yourself:

For the second scenario, reverse the roles of the sides and repeat. Side 2 will be the teen, and side 1 will be the parent. The teen will be using Express Yourself Tough Talk Tips. Read Scenario 2.

- **Option A:** You and Taylor are best friends. A few months ago, Taylor started dating someone who is a lot older. Recently, Taylor started ignoring your texts and saying they couldn't hang out because their boyfriend wanted to be together as much as possible. At first, you thought this was really sweet, but their relationship is starting to worry you. Then, last week, Taylor came into school with some marks around their neck. You are starting to get concerned about Taylor's safety and want to talk to your supportive adult about it, but don't want to get Taylor in trouble. You're also nervous because the person you're hanging out with is two years older than you and you don't want your adult to say you can't hang out anymore. Side 2 - you're the teen now and you're watching TV with your supportive adult. Use your Express Yourself Tough Talk tips to start a conversation with your adult and express your thoughts to them. Side 1 - respond to your teen after they come to you with this Tough Talk.

- **Option B:** For this option, select another one of the notes that teens just filled out with their Tough Talks. Share the scenario and ask for the group to walk through that scenario and Express Themselves, with Side 2 being the teen and Side 1 being the adult.

Scenario 2 Debrief:

- After participants complete the scenario, ask for a pair to volunteer and share their response aloud.
- Ask Side 2: *How did you Express Yourself? How did that strategy work? What was challenging?*
- Ask Side 1: *As the adult, how would you respond if your teen expressed these concerns to you?*
- Provide feedback and ask for other feedback from the group, or for any other volunteers to share what they did to express themselves.
- Tell everyone: *Let's switch things up. How would this conversation be different if it was with a different person?*

Ask Side 1 to take one more step to the right so everyone has a new partner. The person at the end moves to the other end of the line.

Scenario 3 - Focus on the Other Person:

For the third scenario, reverse the roles again, so Side 1 will play the role of the teen and will use one or two of the Focus on the Other Tough Talk Tips. Side 2 will be the parent. Read Scenario 3.

- **Scenario 3 - Focus on the Other Person:** This last one is about sexual health. You are thinking that you might be getting close to having sex with the person you're hanging out with. You want to be prepared. You decide that you want to talk with your parent about getting an effective type of birth control. Side 1, you Plan Out the conversation and Express Yourself. Now you need to Focus on the Other Person. Side 2, you just heard your teen say they want birth control. As the supportive adult, you listen to what they say, and respond by saying: "I don't know how I feel about that. I don't think that you should be having sex yet." Keep the conversation going and Side 1 - practice how you would Focus on the Other Person during the talk.

Scenario 3 Debrief:

- After Side 1 Focuses on the Other Person, ask for a pair to volunteer and share their response aloud.
- Ask Side 1: *What did you do to Focus during the conversation?*

- Ask Side 2: *What did you notice and what worked well?*
- Provide feedback and ask for other feedback from the group, or for any other volunteers to share what they did to Focus.

Whip-Around

Thank the group for practicing together. Remind them that you hope these Tough Talk Tips will help them have better communication with their adult(s) about important things. End this session by doing a whip-around, asking each participant to share the first word that pops into their head when you ask the question: *What is one word that you want to remember about Tough Talks with your supportive adult?*

Explain that the groups will now move back together for a fun activity thinking about love languages. Ask the youth to sit with their supportive adult(s) when they go back.

Transition to Together Time 2 (5 minutes)

YOUTH MODULE 1 SUMMARY: CONNECTION INTRO, OPEN COMMUNICATION, TOUGH TALKS	
Audience: Youth & Adult participants	Time: 100 minutes
TOPICS	ACTIVITIES & INSTRUCTIONS
<p>Communication & Connection Intro</p> <p>Time: 25 minutes</p> <p>Materials:</p> <ul style="list-style-type: none"> Bags of building blocks - one pair of bags for each pair of youth <p>Key Concepts:</p> <ul style="list-style-type: none"> Communication works best when we are clear and paying attention. Connection can help make someone feel good, safe, and warm 	<p>Welcome the youth to the youth space. Point out snacks and fidgets. Help group feel at ease.</p> <p>Transition into Back-to-Back:</p> <ul style="list-style-type: none"> <i>We'll be learning skills that make it easier to talk about tough topics. Your adult will be learning how to listen to you and actually hear what you are saying.</i> <i>Let's play with some building blocks to think about how we talk and communicate with one another.</i> <p>Back-to-Back</p> <p>Set up: Pairs; A and B; back-to-back; one partner builds sculpture and describes, other replicates with only words.</p> <ul style="list-style-type: none"> Round 1: A's are builders, describe with verbal directions and B is silent. When all are finished, turn and see how you did! <p>Debrief:</p> <ul style="list-style-type: none"> <i>What did it feel like to not be able to ask questions?</i> <i>Was it hard to talk without being able to see your partner?</i> <p>Emphasize:</p> <ul style="list-style-type: none"> <i>We may see or live with our adults, but communication styles can be different.</i> <i>Sometimes we talk without seeing other's perspective - does anyone have an example?</i> <ul style="list-style-type: none"> Round 2: B's are builders and A asks yes/no questions only <p>Debrief:</p> <ul style="list-style-type: none"> <i>What did it feel like to only ask yes/no questions?</i> <i>What was frustrating about only responding to yes/no questions?</i> <p>Emphasize: <i>Our sculptures are better, but still not perfect—what would have made it easier? (Open and direct communication.)</i></p> <ul style="list-style-type: none"> Round 3: A's build - face-to-face and talk as much as they want. <p>Debrief:</p>

- *What did it feel like to break barriers of communication?*
- *Why was this the easiest?* (open/direct; communication both ways; helped each other; multiple tries made it easier; formed connection with partner)
- *Add: Challenges and successes that we just saw with sculptures are the same as when we talk about topics that are hard, awkward, or uncomfortable.*
- Quick review of agenda and group agreements. Add additional agreements and clarify confidentiality by sharing: *What's said here stays here and what's learned here leaves here.*

Transition: Refer back to sculptures. We mentioned a few things that made the third round the easiest. What else changed between you and your partner between round 1 and round 3?

- Add that partners had time to build trust and connection.
- *Part of why we're here today is to talk about connection.*

Picture the Connection:

Note importance of self-care.

Lead group:

- Think back to a moment in your life when you felt a strong connection with someone. This could be a family member, friend, pet, place, ancestor, or even yourself. Some people may be struggling to remember any moments of connection - that's OK, too. Try to think of example from book, TV show, movie and imagine what this feeling would be like for you.
- Could be happy or challenging time. Maybe only lasted a minute. Maybe it's a common feeling or very rare. All are OK.
- For some this can feel intense. If you need a break, give yourself a moment in whatever way feels right for you.
- Fill in details - *Where? What time of day? Who was present? Sounds? Sights? Weather? Conversation? What was said? Emotions?*

Share moment with someone else.

Connection definition:

- Connection does not mean that you never argue, or that you always agree or like each other.
- In LiFT, connection is a positive, ongoing, emotional bond; there is a feeling of safety/warmth beneath conflicts and fights that are a natural part of families.^[2]

	<p>Discuss:</p> <ul style="list-style-type: none"> • <i>Why would feeling connected with your adult matter to you?</i> • <i>How does the way you are or aren't connected to someone change the types of conversations you have with them?</i> • Identify themes and build upon each other's ideas.
<p>Tough Talks Time: 70 minutes Materials:</p> <ul style="list-style-type: none"> • Guides • Tough Talk posters (3) • Markers • Tough Talk Tips script (3 copies) • Sticky notes or notecards <p>Key Concepts:</p> <ul style="list-style-type: none"> • Having Tough Talks is important because it can help get your needs met. • Planning it out, expressing yourself and focusing on the other person are all tools to make Tough Talks easier. 	<p>Tough Talks Introduction</p> <ul style="list-style-type: none"> • <i>We want to help you feel connected with your adult and the others in your life so that you can have good communication - even about things that are tough to talk about.</i> • Open guides to read types of Tough Talks. Read aloud. Share other types of Tough Talks and add any into guide. • <i>The goal is for it to be just as easy talking with others about sexuality and these other tough topics as it was to build our block sculptures in that last round.</i> <p>Worked/Didn't Work Brainstorm</p> <p>Have volunteer share a time they were able to have an open and honest conversation about a tough topic.</p> <ul style="list-style-type: none"> • <i>What were the benefits?</i> • <i>What allowed you to be open and honest?</i> • <i>What doesn't work?</i> <p>Tough Talk Tips</p> <ul style="list-style-type: none"> • Tough Talks can be frustrating, awkward, and scary. • <i>Why do we have Tough Talks anyway?</i> • Emphasize: feel better, less anxious about hiding, build trust, have needs met, get support • Culture can impact Tough Talks. • <i>There are things we can do to make it more likely that your adult actually hears what you say without judgement or anger.</i> <p>Instruct group to visit three posters. Read Tough Talk tips and write in other tips they know.</p> <p>Volunteers read posters. Debrief:</p> <ul style="list-style-type: none"> • <i>What is the benefit of taking the time to Plan it Out before a Tough Talk?</i>

- *How can you use one of these Express Yourself tips to help say exactly what you want to say?*
- *Focusing on the Other Person can sometimes be really hard. Which of these tips can you use to help you Focus?*
- *Today, the adult you came with is learning how to actually listen to you and hear what you are saying.*

Tough Talk Tips Script

- Transition: Now let's practice using these tips.
- *We are about to see an example of a Tough Talk that Jordan needs to have with their adult about wanting to stay out late at a friend's party.*
- Ask for two volunteers to read script.
- Debrief.

Lines of Communication

- Teens write examples of Tough Talks they need to have/have had with someone.
- Teens stand in two lines facing each other. One side assigned role of teen, the other adult.
- Each scenario includes a different type of Tough Talk.

Scenario 1:

- **Option A:** *You and your supportive adult keep butting heads because they don't like your friend, Toni. Toni has really been there for you and you like hanging out with them a lot, but your parents think they are a bad influence. Your adult starts getting angry every time you talk about Toni and you always end up fighting over it. Side 1, you are the teen, Side 2, you will be the adult. Side 1 - just like the scene we just saw, explain out loud to your partner how you would Plan Out a conversation with your adult to explain why your friendship with Toni is important to you. Side 2 - pretend you are the adult. Your task is to think about other tips for your teen who is wanting to talk with you about this tough topic.*
- **Option B:** For this option, select one of the notes that teens just filled out with their Tough Talks. Side 1 = teen and Side 2 = adult.

Scenario 1 Debrief:

- Ask Side 1: What did you do to Plan Out the conversation?
- Ask Side 2: As the adult, how would you respond?

Scenario 2 - Express Yourself: Side 1 takes one step to the right to change partners. Reverse the roles: Side 2 = teen, Side 1 = adult.

- **Option A:** *You and Taylor are best friends. A few months ago, Taylor started dating someone who is a lot older. Recently, Taylor started ignoring your texts and saying they couldn't hang out because their boyfriend wanted to be together as much as possible. At first, you thought this was really sweet, but their relationship is starting to worry you. Then, last week, Taylor came into school with some marks around their neck. You are starting to get concerned about Taylor's safety and want to talk to your supportive adult about it, but don't want to get Taylor in trouble. You're also nervous because the person you're hanging out with is two years older than you and you don't want your adult to say you can't hang out anymore. Side 2 - you're the teen now and you're watching TV with your supportive adult. Use your Express Yourself Tough Talk tips to start a conversation with your adult and express your thoughts to them. Side 1 - respond to your teen after they come to you with this Tough Talk.*

- **Option B:** For this option, select one of the notes that teens generated. Share the scenario, use the Express Themselves tips. Side 2 = teen and Side 1 = adult.

Scenario 2 Debrief:

- Ask Side 2: How did you Express Yourself? How did that strategy work? What was challenging?
- Ask Side 1: As the adult, how would you respond if your teen expressed these concerns to you?
- Provide feedback and ask for other feedback from the group.
- Ask everyone: Let's switch things up. How would this conversation be different if it was with a different person?

Scenario 3 - Focus on the Other Person: Side 1 takes one more step to the right. Reverse the roles again: Side 1 = teen, Side 2 = adult.

- **Option A:** *This last one is about sexual health. The teen is thinking they are getting close to having sex. They decide to talk with their parent about using an effective birth control method.*
- Side 1, you Plan Out the conversation and Express Yourself. Now you need to Focus on the Other Person.
- Side 2, you just heard your teen say they want birth control. As the supportive adult, you listen to what they say, and respond by saying: "I don't know how I feel about that. I don't think that you should be having sex yet." Keep the conversation going.
- Side 1 - practice how you would Focus on the Other Person during the talk.

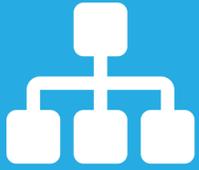
Scenario 3 Debrief:

- Ask Side 1: What did you do to Focus during the conversation?
- Ask Side 2: What did you notice and what worked well?
- Provide feedback and ask for other feedback from the group, or for any other volunteers to share what they did to Focus.

Whip-Around

Share the first word that pops into their head: What is one word you want to remember about Tough Talks with your supportive adult?

End of Workshop



PLAN IT OUT

When:

- Choose a good time, when both people are awake, alert, and in a good mood.
- Use an everyday moment – connect what you want to talk about to something you see on TV or a billboard, hear on the radio, or read in a magazine.

How: Think about the best way to talk with the other person – how will you both be most comfortable and avoid misunderstanding? This could be face-to-face, side-by-side, text, or email.

Who: What does the other person care about? Think about how they might react to what you have to say as you Plan It Out.

Get Input from someone you trust, like a friend or sibling. They can help you think about how the other person may respond. It's also a great chance to practice saying tough things out loud!

What: Figure out what you want to happen and have a specific goal in mind.

How else can you **Plan It Out?**



EXPRESS YOURSELF

Use I Statements. Starting your sentences with “I statements” can help you state your needs and also correct mistakes. Like, “I feel really frustrated when I can’t stay out until 10 with my friends because I don’t know why that rule exists.”

Stick to one topic per conversation. Keep going back to your goal and don’t let other issues work their way into the talk.

Be clear and direct about what you want and why you want it.

Pay attention to your emotions. It’s hard to have a good talk when either you or the other person is feeling angry, sad, or defensive – it’s better to take a break and come back when you’re both in a better mood. If you start to feel worked up, it’s OK to take break.

How else can you **Express Yourself?**



FOCUS ON THE OTHER PERSON

Assume the best in the other person. They want good things for you. Sometimes things just come out wrong or their point of view about what is best for you is different than your point of view.

Find the common ground. Focus on what you and the other person have in common – where do your values, goals, and hopes overlap?

Put yourself in their shoes and think about what perspective they are coming from.

Remember to actively listen:

- Give the other person your full attention
- Don't interrupt them.
- Focus on what they are saying, instead of what you want to say next.
- Look at them, nod your head, and make verbal cues.
- Ask questions.

How else can you **Focus on the Other Person?**

Tough Talk Tips Script 1 of 3

Part 1:

Jordan (*thinking out loud to herself*): I really want to go to Sean's party instead of going to my sister Lisa's basketball game, but I'm not sure my parents are going to go for it. Maybe if I tell them that it's my friends' last party of the school year, they might let me go. Okay, I know I need to talk to them, so what is the best way to do it so that I can end up going to the party? I think that I could start the conversation when we are driving home from church on Sunday - my parent is always in a good mood, especially since they will have just had their coffee. Also, if they're driving, they have to focus on the road instead of rolling their eyes at me. What will they say? Probably that I need to spend time with Lisa because I'm going to be off to college in a few years. So, if that's what they say, maybe I can start by saying that I had a good time shopping with Lisa last weekend...

Facilitator: Okay, let's pause here. What did you see Jordan do or say to Plan It Out? Are there other things that they could've done to do more planning? Okay, let's keep the Tough Talk going.

Tough Talk Tips Script 2 of 3

Part 2:

Jordan (*sitting in the passenger seat while adult is driving the car*): Lisa was cracking me up when we went shopping last weekend.

Adult: Oh yeah, why?

Jordan: I don't know, she just was, you know how we start laughing at things that don't make sense? Anyway, we had a good time together. I want to ask you something.

Adult: Yeah?

Jordan: I'm feeling a little nervous about asking you this. Saturday night my friend Sean is having a party and I really want to go. The reason it's important to me is because many of the people coming are seniors, and they will be leaving town soon.

Facilitator: Let's pause again. What did you see Jordan do or say that showed Express Yourself skills? Are there other ways that they could have expressed their feelings in this situation? Let's remember that we don't always know how an adult will respond, but it is still important to be clear and know how we are feeling.

Tough Talk Tips Script 3 of 3

Part 3:

Adult: Wait, isn't that the same night as your sister's basketball game? I thought we talked about this already, Jordan - you know it's important for you to go. You are her only ride there, and I'm working late.

Jordan (*pauses, taking in their adult's answer*): ...I know you work really hard Mom, and I appreciate that. You're saying it's important for me to be there mostly so Lisa has a ride yeah? Okay... What if I could find a way to get Lisa to the game and I could still make the party...

Facilitator: Last pause. What did Jordan say or do that was "Focusing on the Other Person?" Remember, this does not guarantee that someone is going to get what they want. None of these skills can guarantee that, but how can this skill help during a Tough Talk?



Youth Module 2 Overview

YOUTH MODULE 2: CONDOMS, RESOURCES, TAKING CARE OF MY SEXUAL HEALTH				
Audience: Youth participants			Time: 85 minutes	
TOPICS	KEY CONCEPT(S)	TIME	ACTIVITIES	MATERIALS
Condoms	<ul style="list-style-type: none">• Condoms can protect against unwanted pregnancy and STIs.• Teens of all genders and sexual orientations can successfully use condoms for protection.• It is important to use condoms correctly.	20 minutes	<ul style="list-style-type: none">• Fun Fact Game• Condom Line-Up• Condom Demonstration & Practice	<ul style="list-style-type: none">• Condom Line-Up cards• Penis condom demonstrator• Condoms
Resources in Your Community	There are resources that can help you take care of your sexual health.	5 minutes	<ul style="list-style-type: none">• Accessing Resources Brainstorm	<ul style="list-style-type: none">• Taking Care of Your Sexual Health poster
Taking Care of Your Sexual Health	Being informed, knowing your rights to access sexual healthcare, and meeting with a healthcare provider are all ways to be in control of your sexual health.	55 minutes	<ul style="list-style-type: none">• Taking Care of My Sexual Health Intro• Taking Care of My Sexual Health Small Groups• Small Group Share-Out & Sketch Scenes• Group Closure	<ul style="list-style-type: none">• Taking Care of Your Sexual Health poster• Taking Care of Your Sexual Health direction sheets• Markers, large easel paper, or other sketch scene props & materials

Fun Fact Game (5 minutes):

Welcome the group back together. Transition by stating: *We've been talking about connecting with your parents throughout the program. It is so important for your parents and caregivers to listen to you and your opinions. And it is also important for you to listen to your supportive adults and to consider their opinions. They were teens once, and their experiences may be able to help you make decisions. But, in the end, you will be the one who needs to make your own decisions about your health. So, we want to make sure that you feel comfortable making those decisions.*

Review the definition of sexuality. Share that one of the goals of LiFT is to make sure that each teen feels that they can take care of their sexual health. During the next few hours, the group will be focusing on different ways a teen can take care of themselves.

State: *Some of us might be sexually active now, some have been in the past but aren't now, some of us will be soon, and others may not for a long time. Still others may never want to be sexually active. No matter where you are, knowing about condoms is very important. Condoms are just one way that a person can take care of their sexual health, and they are the only birth control method that prevents pregnancy and STDs. Even if you don't need this information for yourself, it is great to know to share with a friend.*

Explain that, before learning and practicing how to use condoms correctly, the group will be playing a Condoms Fun Fact Game. Divide the group in half to form two teams. Tell them you'll be reading off four statements, and each team has to decide if that statement is True or False. Whichever team yells out the correct answer first wins a point. The team with the most points wins the game.

Fun Facts:

1. The average condom can hold close to a gallon of liquid - **TRUE**
2. Rubber tires inspired the modern condom - **TRUE**
3. Condoms have been around for over 15,000 years - **TRUE**
4. Before they were made of latex, condoms were made of fish skin, animal bladders, linen, leather, and silk - **TRUE**

Condom Line-Up (10 minutes):

Thank both teams and ask participants to name a few things that are important about condoms.

Share the following information with participants:

Facilitator Tip!

Latex and polyurethane condoms are the only methods, besides abstinence, that reduce the risk of both pregnancy and STDs. Natural (lambskin) condoms are not recommended for STD or HIV prevention.

- *The condom, also known as the external condom, is the only method, besides abstinence, that can provide protection from both pregnancy and STDs.*
- *Condoms are easy to get, don't cost a lot - and are sometimes even free.*
- *Condoms are also easy to use, and many teens use condoms successfully.*
- *Straight, gay, bisexual, queer, and people of all gender identities and sexual orientations use condoms.*
- *Many people need to use water-based lubricant or find the right condom size for condoms to be safe and feel good.*
- *There are two types of condoms - internal and external condoms. We are going to focus on the external condom because that is the more common type of condom.*
- *Condoms can be used on anything being inserted into anybody else's body. This can include penises and sex toys.*

Facilitator Tip!

Oil-based lubricant should never be used with condoms - it can cause them to break.

Facilitator Tip!

Participants sometimes have questions about dental dams when discussing external condoms. Here is some information to refer to:

- Dental dams are rectangular sheets of latex or non-latex plastic that can reduce the risk of transmitting or acquiring an STD. Dental dams do not protect against pregnancy.
- A person can cut the tip off the condom, and cut along one side of the condom to create a flat sheet to use as a dental dam. The dental dam is then placed over the vulva or anus to form a barrier

State: *We are now going to learn how condoms are used. For some of you this may feel awkward. For others it may be no big deal. But, condoms are so important we want everyone to have this experience. We know that when someone feels more comfortable with condoms, they are way more likely to use one when they need it. For some of us, this information might be useful to our lives right now or it might be something that becomes more important in the future. For others it might just be information we use to help a friend or someone else we care about. This is info that can be handy at different times in our lives and for different reasons. Also, it's great to practice in a place like this so that if you ever need to use a condom for real you will feel more comfortable doing it and will be more likely to protect yourself and your partner.*

Condom Line-Up Directions:

- Ask for eight volunteers who can help put the steps to using a condom in order.
- Hand each volunteer one of the condom line-up cards.
- Ask the volunteers to stand in the front of the room and put themselves in order of how to use a condom, from first step to last step.

Facilitator Tip!

If you have a small group, give some teens more than one step or have the whole group collaborate on the steps together.

- Other participants can help to make sure the line-up is in the correct order.

When volunteers are in line, check with the audience. Ask: *Are there any changes you would suggest?* Make any additional needed adjustments to the line-up.

Steps to using a condom:

1. Give and receive consent

When a teen reads this card, prompt: *Let's pause here. Who can tell me what consent is?* Validate their answer. State: *Consent is when both people are ready and wanting to have sex or sexual activity.* Have participants look at the consent pages in their guides for more information.

2. Ok, let's jump back into the condom steps. Step two - Check expiration date and air pocket

3. Carefully open package

4. Pinch tip of condom

5. Roll condom all the way to the base

6. Have sex with condom on

7. When finished, hold condom on while pulling out

8. Take condom off and throw in trash

Condom Demonstration & Practice (5 minutes):

When the cards are in the correct order, demonstrate each step using a wooden penis or other condom demonstration tool and a condom. Invite teens to read each card aloud as you show that step.

Facilitator Tip!

Remind the group that they always have the right to pass. If youth don't want to practice themselves, encourage them to verbally support their peers in naming the correct order.

Ask who wants to practice the steps themselves, and pass out a practice condom to each participant. Remind them that now is a great time to practice so that they will feel comfortable in the future if they use condoms or need to share this info with their friends.

Guide them through the activity by reading the steps aloud while teens practice by rolling their condom over their fingers.

Ask if anyone has any questions about the condom or other birth control methods.

Remind the group that condoms are just one way to prevent an unintended pregnancy. They can find more information about all birth control methods in their guides, as well as websites and apps in their guides that have good information about birth control methods.

Accessing Resources Brainstorm (5 minutes):**Facilitator Tip!**

Have a list of resources available to draw from if teens struggle to give ideas. You can also provide websites, apps or other online resources.

Begin this section by stating: *One great way to take care of our sexual health is to know how to use condoms and know about other types of birth control. Another important way is to know what types of sexual health resources are available in your community. This could be medical providers that you have seen and know you can trust, places to get free condoms, healthcare clinics that see teens for free or at low cost, or an adult that you know is a good person to go to if you need to talk about something.*

Ask participants to brainstorm what sexual health resources are available in their community. Write all responses on the Taking Care of Your Sexual Health poster and add any additional ones you know of (these can be local, national, and virtual resources). After you have a solid list, instruct teens to turn to their guides and write down any resources they want to remember at the bottom of the page.

Thank participants and share: *We also know that there are a ton of reasons why it's hard to get health resources. There may not be a single provider in your area that you trust. It could be that they cost too much, or you don't want to use your parent's insurance. Maybe you don't speak the same language or are a different race or ethnicity than your provider. Or maybe you have been treated badly in the past. We won't solve these barriers today, but we hope that you will leave with tools to help you get the care you deserve and need.*

Taking Care of Your Sexual Health Intro (5 minutes):

Transition by stating: *Now we know about some resources in our area that a teen can use to take care of their sexual health. One resource we can use is visiting a healthcare provider.* Explain that a "healthcare provider" includes all people who make up a healthcare team - doctors, nurses, physician assistants, or medical assistants.

Many of us may have never seen a provider about sexual health. During sexual health appointments, healthcare providers give information, answer questions or concerns a person has about their reproductive organs, test for and treat STDs, provide preventative care, and prescribe methods of birth control that require a prescription.

For some, seeing a medical provider for their sexual health can be scary or nerve-racking because they don't know exactly what to expect. Remember - having this information can help

you support your friends if they ever make that decision, or you can access those services yourself if you need to.

Let's find out in detail what happens when we need sexual healthcare and what that looks like here in our own community.

Point to the Taking Care of Your Sexual Health poster. Introduce the poster by stating: *There are three steps that someone can take when taking care of their sexual health. These steps are:*

- Get informed and know your rights
- Get ready
- Meet with the provider

Taking Care of Your Sexual Health Small Groups (20 minutes):

Explain that the group will now explore what each of these steps looks like. Instruct:

- *We will now be breaking into three smaller groups.*
- *Each group will have one of these three steps to work with.*
- *First, your group will answer a few questions about your step.*
- *Next, your group will create and practice a sketch scene about that step. Groups could also draw a comic strip on large paper, write and sing a song, or choose any other creative way to share their information with the larger group.*
- *After 15 minutes in small groups, we will come back together. Each small group will share the answers to their questions, and perform their sketches for the larger group to show that step in action.*

Facilitator Tip!

Give youth fun ways to change it up – add costumes, have props available, draw names out of a hat to represent actor names, and tape off a stage for the scenes. This extra attention help youth have fun, lessen embarrassment some may feel, and more deeply engage them with the material.

Using a fun and creative method, divide the large group into three smaller groups, and assign each group one of the three steps. Provide the Taking Care of Your Sexual Health direction sheet to each group, and make sure they have easel paper and markers to write down answers to their questions if they want. Rotate between the groups to provide assistance and guidance. Give a five-minute warning to make sure groups have enough time to create their sketch scenes, making sure they incorporate their step into their creative piece.

Small Group Share-Out & Sketch Scenes (25 minutes):

After small group time is up, invite one of the three groups to volunteer and go first. First, ask them to report back on their step and the questions they answered. Correct and clarify any points, as needed. After they share their discussion questions and answers, have them act out their sketch scene for the larger group.

After each sketch scene, ask the participants to “shake off” their roles and have a seat. Prompt the larger group: *Remember, we’re not commenting on acting skills, but rather what was actually said or done. Let’s think about the step and how it was used in the scene.*

Use some of the following debrief questions to aid the group debrief of the sketch scenes:

- How did this group use their step?
- What was important to say in this scenario, to hear in this scenario, and to see or witness?
- What pieces of information were really important?
- How do you think the characters in this scenario would really feel?
- Is there anything you would have said or done differently to get your needs met?

Highlight and reinforce key pieces of information whenever possible. These could include:

Get informed & know your rights:

- You as a teen have rights to your sexual healthcare. You can find the rights for this state in the guide.
- Finding info online is a really easy way to start a Tough Talk with your supportive adult.

Get ready:

- Some health centers offer free and confidential services, which means your adult wouldn’t find out. The guide has more info on how to find these.
- Things that you may need for an appointment are: an ID, your insurance card (if you want to use it), your family medical history, and any questions you have for your medical provider.
- I hope you can talk with your parent while you are getting ready – they might have good suggestions of questions to ask your provider.

Meet with the provider:

- It’s important to be honest when filling out your intake forms and talking with your provider. Remember – your provider has heard it all before! The more information they have, the more they’ll be able to help you take care of your health.

- You are allowed to ask the provider questions. Make sure you understand what they are saying and get your questions answered.
- Checking in with your parent during or after the appointment can help you make sure you get all your questions answered, and know if you need any follow-up appointments.

Thank the first group and have the next two groups share their step and their role play.

Group Closure (5 minutes):

After all the groups are finished and you have debriefed each step and role-play, state: *I have two last questions before we end our time together as a teen group. I'm going to ask you to move to an area of the room silently to answer these questions.*

Instructions:

- *Think back to when you first came in the door this morning. How well did you feel you could take care of your sexual health? Provide some prompts: talking with your supportive adult or a partner about sometimes embarrassing or awkward topics, using condoms, accessing sexual healthcare and birth control, understanding how and why to make a medical appointment, or anything else associated with your sexual health.*
- *Move all the way to the right side of the room if you felt totally confident about all that this morning and all the way to the left side if you felt totally unsure or unconfident. Or place yourself anywhere in the middle of those two points.*
- Give youth a minute to move themselves.
- *Ok, thank you. Look around at where everyone was at this morning.*
- *Now, I'd like you think about how you are feeling now about taking care of your sexual health.*
- *Again, move all the way to the right side of the room if you feel totally confident you can take care of your sexual health, and all the way to the left side if you felt totally unsure or unconfident, or place yourself anywhere in the middle of those two.*
- Give youth a minute to move themselves.
- *Look where everyone is at now. You all have the power, tools, and skills to be able to take care of yourselves and to have Tough Talks about important things. I have had a great time spending time with you all today.*

Explain that the groups will now move back together for a few more activities before the program ends. Ask the youth to sit with their supportive adult(s) when they go back.

Transition to Together Time 4

YOUTH MODULE 2 SUMMARY: CONDOMS, RESOURCES, TAKING CARE OF MY SEXUAL HEALTH	
Audience: Youth participants	Time: 85 minutes
TOPICS	ACTIVITIES & INSTRUCTIONS
<p>Condoms Time: 20 minutes Materials:</p> <ul style="list-style-type: none"> • Condom Line-Up cards • Penis condom demonstrator • Condoms <p>Key Concepts:</p> <ul style="list-style-type: none"> • Condoms can protect against unwanted pregnancy and STIs. • Teens of all genders and sexual orientations can successfully use condoms for protection. • It is important to use condoms correctly 	<p>Transition: We've been talking about connecting with your adults and talking about sexual health. But, ultimately you make the decisions about your health.</p> <ul style="list-style-type: none"> • It is important that you to feel comfortable making those decisions. • Affirm: Some may be sexually active now, some later, some perhaps never. • Being familiar with condoms is important for all. Perhaps for yourself, perhaps for sharing info with others. <p>Condom Fun Facts</p> <ul style="list-style-type: none"> • Divide group in half. Whichever group yells True or False first to the statement below wins a point. • Fun Facts: <ul style="list-style-type: none"> ○ The average condom can hold close to a gallon of liquid - TRUE ○ Rubber tires inspired the modern condom - TRUE ○ Condoms have been around for over 15,000 years - TRUE ○ Before they were made of latex, condoms were made of fish skin, animal bladders, linen, leather, and silk - TRUE <p>Condom Line-Up</p> <p>Ask: Name a few important things you know about condoms.</p> <ul style="list-style-type: none"> • Pregnancy and STD protection • Low cost, sometimes free • Teens use condoms successfully • All genders/sexual orientations can use condoms • Internal and external, we focus on external <p>Affirm: Now we will learn how to use a condom—this may feel awkward for some, and for others it's no big deal. When someone feels more comfortable with condoms, they are more likely to use them! This is a safe place to make mistakes & ask questions.</p> <p>Hand out Line-Up cards and ask eight volunteers to put themselves in order from first to last step. Guide and correct as needed.</p> <ol style="list-style-type: none"> 1. Give and receive consent

	<ol style="list-style-type: none"> 2. Check expiration date and air pocket 3. Carefully open package 4. Pinch tip of condom 5. Roll condom all the way to the base 6. Have sex with condom on 7. When finished, hold condom on while pulling out 8. Take condom off and throw in trash <p>Condom Demonstration</p> <ul style="list-style-type: none"> • Demonstrate how to use a condom as teens read steps aloud. • Ask who wants to practice - right to pass but pay attention and help each other out. • Pass out condoms and paper towel - guide teens through the activity. • Point out birth control info in Participant Guides.
<p>Resources in Your Community Time: 5 minutes Materials:</p> <ul style="list-style-type: none"> • Taking Care of Your Sexual Health poster <p>Key Concepts:</p> <ul style="list-style-type: none"> • There are resources that can help you take care of your sexual health. 	<p>Transition</p> <p>One way to take care of sexual health is to be knowledgeable about condoms and birth control. Another is to know about sexual health resources in your community. Ex: medical professionals, healthcare clinics that see teens for free/low cost, or an adult you can go to if you need support.</p> <p>Accessing Resources Brainstorm</p> <p>Teens brainstorm sexual health resources in their community. Write responses on Taking Care of Your Sexual Health poster. Teens write resources in their guides.</p>
<p>Taking Care of Your Sexual Health Time: 55 minutes Materials:</p> <ul style="list-style-type: none"> • Taking Care of Your Sexual Health poster • Taking Care of Your Sexual Health direction sheets • Markers, large easel paper, or other sketch scene props & materials 	<p>Transition: Let's talk about how to access these resources. Many of us have seen healthcare providers before but some haven't seen one for sexual health. "Healthcare provider" = doctor, nurse practitioner, physician assistant, etc.</p> <ul style="list-style-type: none"> • During a sexual healthcare appointment, medical providers give information, answer questions about reproductive organs, test/treat STDs, provide preventative care, prescribe birth control and so much more. • For some, seeking sexual health services can cause anxiety because we don't know what to expect. • Having this information can help you support a friend or get healthcare you deserve.

Key Concepts:

- Being informed, knowing your rights to access sexual healthcare, and meeting with a healthcare provider are all ways to be in control of your sexual health.

- Point to the Taking Care of Your Sexual Health poster and introduce the three steps:

- Get informed and know your rights
- Get ready
- Meet with a provider

Taking Care of Your Sexual Health Small Groups

- Break large group into three smaller groups.
- Each group has one of the three steps; answer a few questions about step.
- Create/practice skit, comic strip, song, or other creative way to share information about step.
- Come back together; answer questions and share their skit/comic/song, etc.
- Divide groups in fun way; give time warnings and rotate to check on groups.

Small Group Share-Out & Sketch Scenes

- Invite one group to volunteer to go first (preferably “Get informed”).
- After they perform, “shake off” roles – focus on what was said/done rather than acting.
- Debrief:
 - How did group use their step?
 - What was important to say/hear/see in this scenario?
 - What pieces of information were important?
 - How do you think characters in this scenario would really feel?
 - Anything you’d say/do differently to have needs met?
- Highlight key points for steps:
 - Get informed and know your rights
 - Teens have the right to sexual healthcare – point to state rights in guide.
 - Finding info online is a great way to start a Tough Talk with parent – point to resources in guide.
 - Get ready
 - Some clinics provide free/confidential services – parents won’t know.
 - Things you may need for appt: ID, insurance card (if you want to use it), family medical history, your questions.
 - I hope you can talk to your parent–support and suggestions.

- Meet with provider
- Important to be honest with intake forms and talking with provider, the more info they have, the better they can help you.
- Participant Guide has info on what might happen during appt.
- Check in with parent during/after appt. can make sure you get questions answered and know if you need follow up appt.

Group Closure:

- One more silent activity before we finish.
- *How well did you feel you could take care of your sexual health this morning before we began? Give examples.* Have participants move to the right side of the room if totally confident this morning, to the left side if totally unsure, or anywhere in the middle.
- Look around the room, discuss where people were this morning. Then: *How are you feeling now about taking care of your sexual health?* Right side if totally confident, left if totally unsure, or anywhere in the middle.
- Note the difference and highlight that everyone here has the power, tools and skills they need for Tough Talks
- Ask the youth to sit with their supportive adult(s) when they come back together.

Transition to Together Time 4 (5 minutes)

**Give and
receive consent.**

Check expiration date and air pocket.

Consent should be given and sought throughout!

Carefully open package.

Consent should be given and sought throughout!

Pinch tip of condom.

Consent should be given and sought throughout!

**Roll condom all the way
to the base.**

Consent should be given and sought throughout!

**Have sex with
condom on.**

Consent should be given and sought throughout!

**Hold condom on
while pulling out.**

Consent should be given and sought throughout!

**Take condom off and
throw
in trash.**

Consent should be given and sought throughout!

TAKING CARE OF YOUR SEXUAL HEALTH

Resources in my community

Three Things You Can Do To **Take Care of Your Sexual Health**

- ★ Get Informed & Know Your Rights
- ★ Get Ready
- ★ Meet with the Provider

Group 1 - Get Informed & Know Your Rights

Step 1 (5 minutes): Read the information about birth control and your state's Teen Healthcare Rights in your guide. Using that information, talk about some of the following questions with your group. You may write brief answers on easel paper if you like.

- How could someone tell what type of birth control method would work for them?
- What are some of the sexual health rights that teens have in your state?

Step 2 (10 minutes): Use the information in your guide and some of the answers you just discussed to practice this step. You can do this by acting out a scene, creating a comic strip, writing and singing a song, or choosing any other creative way to share the information with the larger group.

Preparation

- Read the background information together.
- Decide how you will create your sketch scene.
- Decide which resources, information, or services the characters will need.
- Think about how to use your step of Get Informed & Know Your Rights to help these characters.
- Create a sketch scene between the two people to help them by using the information in your step.

Practice

- Make the scene realistic.
- Practice the role-play at least three times.
- If you have questions, ask your facilitator.
- Relax and have fun!

Resources for you to use and/or review in preparation

- Pages 13-14 of your guide
- Access the internet on your phone/device if you have one

Turn the page over for more info!

Accessing Resources Direction Sheet - Group 1 page 2 of 2

Background Information:

Reed and Marta have been best friends since 3rd grade and tell each other everything. Marta is 17 and has been hanging out with Justin for a few months. Marta and Justin have been talking about having sex, but Marta has mixed feelings about it. She really likes Justin and loves when they are together. They have been physical in different ways for two months, but three days ago they had unprotected sex. She feels good about being with Justin but nervous and a little embarrassed she had unprotected sex. She is pretty sure she is not pregnant, but is still really nervous, and she definitely wants to get on birth control so that she won't have to worry about this again. Ever. Marta wants to use a method of birth control that she doesn't have to think about so she can just be in the moment. Reed and Marta live in a small town and Marta is super nervous about going to the local clinic because her parents don't know that she is going to get on birth control. Reed is over at Marta's house when Marta starts asking Reed what she should do.

Roles:

Reed
Marta

Reed's Goals:

- Be supportive of Marta in her decision to get birth control.
- Make sure Marta knows her right to get birth control.
- Show Marta how to use a condom.

Marta's Goals:

- Get information to figure out the best type of birth control for her.
- Learn her rights to get healthcare as a teen.
- Feel supported by her friend.
- Learn how to use a condom.

Group 2 - Get Ready

Step 1 (5 minutes): Read the information on this step in your guide. Using that information, talk about some of the following questions with your group. You may write some of the answers on easel paper if you would like.

- Why would someone need to go to a healthcare clinic?
- How does a person make an appointment?
- What will a person need to bring with them?
- If a person wanted to make an appointment without their parent knowing about it, what are some things they could do?

Step 2 (10 minutes): Use the information in your guide and some of the answers you just discussed to practice this step. You can do this by acting out a scene, creating a comic strip, writing and singing a song, or choosing any other creative way to share the information with the larger group.

Preparation

- Read the background information together.
- Decide how you will create your sketch scene.
- Decide which resources, information, or services the characters will need.
- Think about how to use your step of Get Ready to help these characters.
- Create a sketch scene between the two people to help them by using the information in your step.

Practice

- Make the scene realistic.
- Practice the role play at least three times.
- If you have questions, ask your facilitator.
- Relax and have fun!

Resources for you to use and/or review in preparation:

Pages 15-16 of your guide

Turn the page over for more info!

Accessing Resources Direction Sheet - Group 2 page 2 of 2

Background information:

Shawn and Liam have been dating for a couple years, now. Shawn recently turned 17, and Liam will be 17 very soon. Last week they decided to have sex for the first time, and they did not use a condom. In the moment, they both agreed to this decision, and were okay not using a condom. Shawn is now concerned about STDs. While he knows his chances of getting an STD are low (they have both only ever had sexual activity with each other), he still wants to get tested for STDs. Shawn knows that he can get tested for STDs at the local family planning clinic, but he is not sure how to schedule an appointment or what he will need to bring with him. Also, Shawn is really nervous about talking to his guardian (his grandma) about STD testing because he is worried his grandma will talk to Liam's parents. Liam has not yet told his parents about his relationship with Shawn because he is not sure how they will feel about him dating a guy. Shawn decides to call the local family planning clinic to get some answers to his questions, before talking with his grandma.

Roles:

Shawn
Employee at clinic

Shawn's Goals:

- Find a place to go.
- Make an appointment for STD testing.
- After scheduling the appointment, make a list of questions to bring to the appointment to ask the medical provider.

Employee's Goals:

- Get basic contact and insurance information for the appointment.
- Make sure that Shawn comes to the appointment with the necessary documents and information.
- Suggest a few questions that may be helpful for Shawn to ask his provider during the appointment.

Group 3 - Meet with the Provider

Step 1 (5 minutes): Read the information on this step in your guide. Using that information, talk about some of the following questions with your group. You may write some of the answers on easel paper if you would like.

- What may happen when you are at the healthcare clinic? Think about when you arrive, intake forms, and what may happen in the exam room.
- Talking with a doctor can be intimidating. What can a person do when talking to their provider to make sure they have a successful experience?

Step 2 (10 minutes): Use the information in your guide and some of the answers you just discussed to practice this step. You can do this by acting out a scene, creating a comic strip, writing and singing a song, or choosing any other creative way to share the information with the larger group.

Preparation

- Read the background information together.
- Decide how you will create your sketch scene.
- Decide which resources, information, or services the characters will need.
- Think about how to use your step of Meet with the Provider to help these characters.
- Create a sketch scene between the three people to help them by using the information in your step.

Practice

- Make the scene realistic.
- Practice the role play at least three times.
- If you have questions, ask your facilitator.
- Relax and have fun!

Resources for you to use and/or review in preparation

Pages 17-20 of your guide

Turn the page over for more info!

Accessing Resources Direction Sheet - Group 3 page 2 of 2

Background information: Alex learned that some types of birth control can last for over four years. They live in a state where they can get birth control without their parent's consent, but they have decided it would be great to have some advice about this decision. Alex and their parent learned more about implants and IUDs together. They learned that an implant is a small matchstick-sized rod that is inserted into a person's arm, and that the IUD is a small device that is inserted into a person's uterus. Both methods last a long time and would still be effective when Alex goes away to college in two years. After talking it over they agreed that the implant would be a good method.

Alex schedules an appointment at the local Planned Parenthood clinic to get an implant. They arrive 10 minutes early and check in, answering the questions the person at the front desk asks them. Alex then fills out the intake form. They are brought back into the room. The healthcare provider comes in, takes Alex's blood pressure, gets their height and weight and asks some questions about their medical history, including some questions about their health, relationships, and sexual behaviors. After that, the provider inserts the implant in their arm. Alex is surprised by how little it hurt and how they can't even tell the implant it is in their arm. Alex goes home with some follow-up instructions about how to keep the skin around the implant site clean over the next few days.

Roles:

Alex
Front desk employee
Doctor

Alex's Goals:

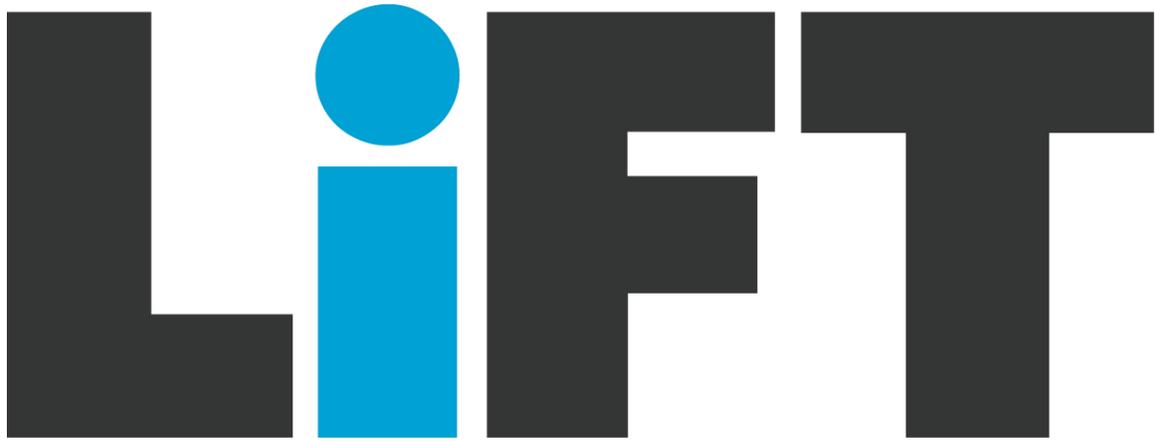
- Check in to the appointment.
- Fill out the intake form and answer the provider's questions honestly.
- Get the implant inserted.
- Ask the provider questions to make sure they understand the follow-up instructions.

Front Desk Employee's Goals:

- Check Alex into the appointment.
- Make sure Alex fills out their intake form.

Healthcare Provider's Goals:

- Ask Alex some important sexual health questions.
- Insert the implant in Alex's arm.
- Provide any follow-up information.



Supportive Adult Modules



Adult Module 1 Overview

ADULT MODULE 1 OVERVIEW: SETTING THE STAGE, BRAIN DEVELOPMENT, SCOPE				
Audience: Adult participants			Time: 100 minutes	
TOPICS	KEY CONCEPT(S)	TIME	ACTIVITIES	MATERIALS
Setting the Stage	Despite our differences, you all share similar hopes and fears for your teens.	15 minutes	<ul style="list-style-type: none">• Welcome• Hopes & Fears	<ul style="list-style-type: none">• Hopes & Fears poster• Pens• Sticky notes
Adolescent Brain Development ⁽⁴⁾	You have an important role in helping teens learn how to use the front of their brain.	10 minutes	<ul style="list-style-type: none">• Brain Development	<ul style="list-style-type: none">• None
SCOPE Introduction	<ul style="list-style-type: none">• You have a superpower to help teens make decisions.• Teens who have a close connection with a supportive adult have lower rates of unintended pregnancy and STDs.	30 minutes	<ul style="list-style-type: none">• Picture the Connection• Connection Ingredients• SCOPE Introduction	<ul style="list-style-type: none">• Connection Ingredients poster• SCOPE Definition poster
SCOPE Stations	<ul style="list-style-type: none">• SCOPE stands for Support, Communication, Openness, Protection, and Encouragement. You can strengthen your connection superpower by using each aspect of SCOPE	40 minutes	<ul style="list-style-type: none">• SCOPE Stations• Whip-Around	<ul style="list-style-type: none">• SCOPE Station signs - 5 total

Welcome (5 minutes):

Welcome the supportive adults to the adult space. Share these points:

- You will leave with new skills that make it easier to talk about tough topics with your child.
- Quickly review the group agreements. Emphasize confidentiality by sharing: What's said here stays here and what's learned here leaves here.
- The reason the groups are split is so you can talk with other parents and share your experiences, because we all need support. This is a time to share successes, challenges, or ideas with each other.
- We will spend the first half of the program thinking about how we can strengthen our connection with our teen.
- We will spend the second half of the program learning how to talk about tough topics with our teens. We will learn how to be the kind of adult our teen will open up to, so that we can help them make healthy decisions - specifically healthy decisions about sexual health.

State that: *We know that families grow, change, and adapt to things around them. Families bring history and are influenced by friends, neighborhoods, communities, cultures, religion, and many other forces. Some of the things we talk about today may fit in well with your family, and other things may not - this is OK and expected! Our goal is to take the strengths that your family already has - your routines, culture, and values - and support you in making your connection even stronger. So, take what works for you, challenge yourself to use new ideas, and leave anything that doesn't feel right for your family.*

Hopes and Fears (10 minutes):

Transition: *To get us started, let's think about our hopes and fears for our teens.*

Instructions:

- Give each participant a small stack of sticky notes.
- Point to the large Hopes and Fears poster hanging in the room, with the following prompts written across the top:
 - When I think about my child's future, one thing I hope is...
 - When I think about my child's future, one thing I fear is...
 - One thing I want to walk away with today is...
- Ask participants to write or draw a picture to answer to each of the three questions on different sticky notes.

Facilitator Tip!

Be prepared for participant disclosures. For example, an adult could express "I am really afraid that my child will end up experiencing the kind of abuse that I have. It started as a kid, and even as an adult I keep ending up with guys who seem great, and then it ends up violent." Refer to the program guide for the LiFT model for navigating participant disclosures.

They can do more than one response for each prompt if they like, writing each response on a separate sticky.

- Remind participants that sticky notes will be read aloud, and that there is no need to put their names on them.
- When they are finished, ask them to post their responses on the large sheets.

Ask for a volunteer to read each poster out loud. After each poster, ask: *What did you notice about these answers?* Validate the similarities or differences that are written on each poster.

Share that: *We share many of the same hopes and fears for our young people. And there are some hopes and fears we have that are all our own! We are all here today because we want what's best for our teens. Remember - you are the experts when it comes to your teen - trust your gut instincts. You have history and expertise that is unique. Throughout LiFT we will be asking for you to share your stories and to think about how you can use what you're learning in your family and with your one-of-a-kind teen.*

Affirm that few adults grew up talking about sexuality, so it's not a surprise if it feels awkward or uneasy talking with teens about sexual health - even for those who may have great communication and connection about other things.

Adolescent Brain Development^[4] (10 minutes):

Transition by saying: *Before we start talking about how to build this connection, let's take a step back to see what is actually going on in our teen's brains, and how the brain may impact connection.*

Share that during adolescence, teens change in many ways. Their size, sexual maturity, emotional development, and ability to think, just to name a few. Ask for any knowledge or information parents already know about how a teenager's brain changes as they get older. Validate any input, and share that research shows that the brain continues to develop and change throughout a person's life, even as adults!

We also know that these changes are happening very fast during the teen years, particularly changes that grow the areas of teens' brains that help them make decisions.

Facilitator Tip!

Don't let this conversation get caught in negative stereotypes of teens. Make sure to point out on the positives of adolescence, too.

These brain changes can be really exciting because they create new opportunities for them. They can help teens be good at things that we, as adults, aren't always great at - such as trying new things without fear. These brain changes can also lead to situations that can be hard for teens and parents alike.

Hold your hand up to make a number 4, making sure that your four fingers are held tight together and touching each other, with the palm of your hand facing out toward the group. State:

- *The brain develops from the inside out, which means that one of the first areas of the brain to be totally developed is the brain stem, represented by my wrist.*
- *This part of the brain makes the body work. It controls breathing, heart rate, blood pressure, and other basic body functions.*
- *Next comes the middle of our brain, or the amygdala, represented by my thumb.*
- *This part, the amygdala, controls our feelings and emotions. The middle of our brain decides, based on emotion, how to act or what to say.*
- *This part of the brain is pretty well developed from the time we are kids.*
- *This means that, for teens, their emotional brain is fully developed and functioning. For their entire lives, they have used this emotional mid-brain to guide their behaviors and help them make decisions.*

Now cover your thumb with your four fingers, with your knuckles facing the group.

- *The front of the brain, or prefrontal cortex, is represented by my knuckles and fingers.*
- *This is the last to develop as teens get older, and is the area that changes the most during the teenage years.*
- *The front of the brain controls things like self-control, guiding our emotions, setting goals, using judgement, and thinking about consequences.*
- *It is pretty much in charge of thinking about and helping to make decisions.*

Pause. Ask participants: *What do you think this means for our children?*

- *This means that, the older a teen gets, the more time the front of their brain has to grow, mature, and develop.*
- *This growth lets them think more clearly about consequences and use stronger judgement to make decisions.*
- *For teens, sometimes the front of the brain can work really well. For example, you may have noticed your teens slow down, think through decisions, and set goals for themselves. This is different than using the middle of the brain to make decisions based only on emotion.*
- *However, if there is something else going on in their lives - they are tired or stressed, or someone is pushing their buttons, it may cause our kids to "flip their lids" [lift knuckles back*

Facilitator Tip!

This is an Essential Question! Make sure participants have a minute to reflect on this question and discuss as a group.

up to make a 4 to show the middle of the brain] and let the middle of the brain - the emotions - take over.

- *For example, this may be happening when your teen is around their friends and acts totally different toward you than they do in private.*

Pause. Ask participants: *What do you think this has to do with us, as important adults in their lives?*

- *The prefrontal cortex doesn't finish developing for over 25 years, so teenagers do not have a fully formed prefrontal cortex.*
- *They do not have the same degree of self-control over their behaviors and emotions as adults. That is why it's our job to model how to do this, until their brains are developmentally able to absorb it.*
- *The brain is like a muscle - it needs exercise. Teens need to practice using the front of their brain - the more they are able to practice, the more likely they will be to think through decisions carefully. The more they will be able to use the front of their brain, as opposed to making decisions from the middle of their brain, with only emotion.*
- *This is a skill we need to continue practicing throughout our whole lives.*
- *Even as adults, when we are stressed, angry, or have a lot on our mind, we can be in situations where we "flip our lid" and the mid-brain takes over.*
- *When that happens, we often can't manage our emotions, or respond as calmly or rationally as we might like.*
- *The idea is not to stop from ever flipping your lid. Most parents do. In fact, most people of all ages do.*
- *The challenge is to be more aware of what is happening sooner. As your awareness increases, you will be able to choose self-soothing methods sooner and can teach your teens to do the same.*

Facilitator Tip!

You may want to pause to ask adults ways that they help self-soothe themselves in the moment. Things could include things like breathing deeply, drinking water, or taking a break.

Pause and allow time for questions or comments about what you just shared. Ask participants: *Why do you think we spend this time talking about the brain?* Validate responses and emphasize some of the following points:

Facilitator Tip!

This section can easily be tied back to group discussion throughout the day. Look for points to link the front of the brain back into the conversation!

- It can be helpful to understand why teens make some of the decisions they do.
- It can remind us that we need to help our teens “exercise” the front of their brain, to practice making healthy decisions.
- It can help us practice our own responses, and use the front of our brain versus the middle of our brain to respond to

situations.

- Although sometimes it can feel that teens are trying to annoy or frustrate us, often, it is simply that the teens’ brains are still developing. They often are not sure themselves why they do certain things.

Encourage folks to do the hand model themselves. Share that they can also find the information on page 4 of their guides.

Picture the Connection (10 minutes):

Introduce connection: *Part of why we’re here today is to talk about connection – so we’re going to start off doing just that! In a minute, I will be asking you to remember or create a mental picture of what connection looks like or feels like. You will then be sharing this moment with somebody else in the room.*

Facilitator Tip!

This activity could bring up strong emotions. If necessary, make sure to remind participants that they may step out of the room or choose not to share with a partner if they do not feel comfortable. Also, make sure to connect participants with resources if needed.

Invite participants to get comfortable, and close their eyes or focus on a spot on the floor for the next minute.

Prompt: *Think back to a moment in your life when you felt a strong connection with someone or something. This could be a family member, a friend, a pet, or even a book, special place, or ancestor. Some people may be struggling to remember any moments of connection – that’s OK, too. Try to see if you can think of an example of when you saw people connecting with each other – in a book, a TV show, a movie, or other people you know. Think about or imagine what this feeling would be like for you.*

Connection may be a happy time or challenging time, but it is a time when you felt very close. Maybe this moment of connection lasted only a minute or two. Maybe this is a very common feeling for you, or maybe it is very rare. Either way is OK. Sometimes thinking about our relationships can bring up hard feelings, so if you feel like you need a break from this activity – go ahead and give yourself a break in whatever way feels right for you.

Once you have a moment in mind, see if you can take a picture of that moment to fill in the details. Where exactly where you? What time of day was it? Who was present? What were the sounds, and sights? What was the weather like? Was there conversation? What was said? What emotions were you feeling?

Now gently open your eyes and return to the present moment.

Ask participants to take a moment and write a few notes, or key words, on one of the blank pages in the back of their guide.

Instruct participants to find someone they do not know and share the picture that came to mind. Take one minute each to describe the picture. Ask them to take their seat when they are finished and thank them for sharing.

State: The purpose of being together today is to build connection with your teen. But what does parent-child connection mean, and why do we want it?

After hearing from participants, clarify: Here is what it doesn't mean. Connection with our teen doesn't mean that we always get along, never fight, always agree or even always like each other. That would be impossible. Here is what it means in LiFT:

- *Connection is a positive, ongoing, emotional bond between family members.[2]*
- *This means there is some feeling of safety and warmth underneath the conflicts, arguments, and frustrations that are a natural part of all families.*
- *Why do we want more of this? Research has shown that having this connection between teens and their supportive adults is a superpower.*
- *It helps young people meet their goals in life. It may even help teens avoid unwanted pregnancies and avoid getting STDs.*
- *It can help people to have more self-confidence, lower rates of depression and drug use.*
- *What is amazing is that this superpower of connection is something that every family can increase, no matter where they are starting from.*
- *The main goal of LiFT is to help us all to create a little more of this superpower - family connectedness - in our lives!*

Facilitator Tip!

Highlight the superpower that adults have! This superpower is also a great Key Concept to come back to throughout the day.

Connection Ingredients (5 minutes):

Ask the group to think back to the moments of connection they just thought about. Discuss the following question as a large group, and generate ingredients based on the moments they thought of previously.

- *If parent-child connection were a soup, what would the ingredients be? That is - what ingredients do we need to build connection? As a group, see if you can generate ingredients based on your shared moments and general experience. (Examples may include things like: laughter, listening to each other, participating in a new activity together, or comforting each other.)*

Write all responses on the Connection Ingredients poster.

SCOPE Introduction (15 minutes)

State: *Researchers have looked into what kinds of behaviors help bring about connection. As we see in our connection soup, you all already know and do a lot of those things.*

LiFT is going to focus on five aspects of connection, which we have named SCOPE as a handy way to remember them. SCOPE can give you that superpower that we just talked about. Invite participants to look at the SCOPE poster that is hanging up in the front of the room. This information is also in their guides.

Ask for volunteers to read the five ingredients, or aspects, of SCOPE aloud. After each ingredient is read, ask for a volunteer to give a small example of what that ingredient looks like in their family. For example: "My son's goal is to play football in college. The other day I supported my son by driving him to football practice and watching him play."

- Support - I will help you reach your goals and grow into the person you want to be.
- Communication - I will express my feelings and ideas with my words and actions, and listen as you express yourself.
- Openness - I will hear your voice, take you seriously, and respect your needs, thoughts, and opinions.
- Protection - I will hold you responsible to appropriate boundaries and enforce rules consistently, because I want to keep you safe.
- Encouragement - I will show warmth, give you my time, and dream of new possibilities for your future.

Remind participants that:

- Connection and SCOPE look different in each family - families aren't expected to be the same.

- Our time today provides us with opportunities to learn from each family's own unique strengths.
- SCOPE can also help you get through tough situations as a family.

Ask for participants to review the ingredients listed on the Connection Ingredients poster, and share which ones fall into the five aspects of SCOPE. Make sure to point out that some aspects can belong to multiple parts of SCOPE. Just like a soup, each aspect, or ingredient, is needed to have that strong connection.

Thank the group and state: *Each of these are things we can do with our young people that can increase connection. Connection is the superpower that can help our teens grow and make healthy decisions, including decisions about their sexual health. Like we said, this connection looks different in different families, but no matter how much of it we already have, we can all learn and practice things that we can do as parents to keep building strong connection. Now, let's practice some of these skills.*

SCOPE Stations (30 minutes):

Facilitator Tip!

To keep adults engaged, set up each station by having local resources and fun prizes at each table. For example, play music with lyrics about love, set-out sticky notes for adults to write quick notes to themselves, or have a raffle box at a station to award games or activities for families to enjoy together.

Point to the different signs around the room - one each for Support, Communication, Openness, Protection, and Encouragement. Say that now is the time to dig deeper into the different aspects of SCOPE that help build connection.

For the next 30 minutes, participants will have the option of visiting three of the five stations. Remind them that they can find information about SCOPE in their guide, so they can find out more about the aspects they don't get to visit today when they get home.

Instruct:

- The poster at each station has these directions on them, too, but I'll say them to the big group before we split apart.
- At each station, work with the others who are also at your station.
 - *Talk about the questions on the poster, to share and learn from each other about that SCOPE aspect.*
 - *You can use your guides to look at some Tips & Tricks for that SCOPE aspect.*
 - *After your group has finished talking about the questions, work on the activity in your guide that matches that aspect. These activities will help walk through specific ways of using that aspect with your teen.*

- *You can work with the other group members to brainstorm and practice together if you wish.*
- Ask participants to start at the station of their choice, ensuring that there are a few participants at each station. Let participants know that you will tell them when it is time to switch.

During the initial ten minutes, rotate around the room, providing support and additional information as needed. Provide a five-minute time-check, and then a one-minute time-check. After ten minutes, ask participants to select a different station and repeat. After ten more minutes, instruct participants to go to their last station.

SCOPE Station Whip-Around (10 minutes):

After 30 minutes, bring the group back together. Ask one person from each station to share a few quick words about what they talked about with their group and practiced at this last station.

Lastly, ask each participant to think of a word or phrase that describes one of their main takeaway messages from the SCOPE stations. Do a whip-around the room to hear from each participant.

Transition to Together Time 2 (5 minutes)

ADULT MODULE 1 SUMMARY: SETTING THE STAGE, BRAIN DEVELOPMENT, SCOPE	
Audience: Adult participants	Time: 100 minutes
TOPICS	ACTIVITIES & INSTRUCTIONS
<p>Setting the Stage Time: 15 minutes Materials:</p> <ul style="list-style-type: none"> • Hopes & Fears poster • Pens • Sticky notes <p>Key Concepts: Despite our differences, you all share similar hopes and fears for your teens.</p>	<p>Set the stage</p> <ul style="list-style-type: none"> • Share: Group agreements and agenda. • Families are unique. Today’s goal is to build upon strengths that families already have. Take what works for you, challenge yourself, and leave anything that doesn’t feel right. Transition to hopes and fears. <p>Hopes & Fears</p> <ul style="list-style-type: none"> • Pass out sticky notes for each prompt. • Give a few minutes to complete prompts. • Prompts: <ul style="list-style-type: none"> ○ When I think about my teen’s future, one thing I hope is... ○ When I think about my teen’s future, one thing I fear is... ○ One thing I want to walk away with today is... • Volunteers read sheets. After each prompt, ask group for themes and validate similarities and differences. • Share: <ul style="list-style-type: none"> ○ You are the experts. Encourage adults to share expertise with one another. ○ Affirm: Few of us grew up talking about sexuality. ○ Wherever you are, skills we share today can help your relationship grow even stronger.
<p>Adolescent Brain Development ^[4] Time: 10 minutes Materials:</p> <ul style="list-style-type: none"> • None <p>Key Concepts:</p> <ul style="list-style-type: none"> • You have an important role in helping teens learn how to use the front of their brain. 	<p>Transition: Learning about what is happening in the teen brain can improve our communication.</p> <p>Brain Development</p> <ul style="list-style-type: none"> • Teens go through a lot of changes during adolescence (size, sexual maturity, emotional development, etc.). The brain is also changing. • Ask: How have you noticed your teen changing? • Ask for prior knowledge about teen brain development. • Affirm both strengths and challenges that arise because of the changing teen brain. • (+) = learn new things quickly, try new things without fear

- (-) = can also lead to risk-taking and other challenges for both parents/teens

Hold hand up to make a number 4 and point to wrist = Base of brain (brain stem):

- Controls basic body functions like breathing, blood pressure, and heart rate.
- First area of the brain to develop.

Point to thumb = Middle brain (amygdala):

- Controls feelings and emotions.
- Fully developed in teens - they have been using their emotional brain for their entire lives to make decisions.

Fold fingers overtop of the thumb = Front of the brain (prefrontal cortex):

- The last part of the brain to develop.
- Changes the most during teen years.
- Controls self-control, future planning, judgement, awareness of consequences.
- Basically, in charge of decision making.

What does this mean for our children?

- Teens may be getting better at using their prefrontal cortex, but it is uneven.
- When stressed or tired they may “flip their lid” and the emotional brain takes over.
- Give examples.

How does knowing this impact us as important adults in their lives?

- Prefrontal cortex develops well into our twenties.
- Teens sometimes have a hard time self-regulating.
- The brain is like a muscle - needs exercise and practice.
- All people of all ages flip their lids sometimes, especially when stressed.
- It helps to be aware of when this is happening.
- It helps to practice self-soothing techniques.
- Good to model and teach these techniques to our teens.

Questions? Why do we spend time talking about this?

- Understand our teens and how they make some decisions.
- Help our teens “exercise” their brain.

	<ul style="list-style-type: none"> • Help us practice how we can use the front of our brains. • Awareness that our teens are not trying to frustrate us. More information on page 4 of guides.
<p>SCOPE Introduction Time: 30 minutes Materials:</p> <ul style="list-style-type: none"> • Connection Ingredients poster • SCOPE Definition poster <p>Key Concepts:</p> <ul style="list-style-type: none"> • You have a superpower to help teens make decisions. • Teens who have a close connection with a supportive adult have lower rates of unintended pregnancy and STDs. 	<p>Transition: We're here to learn to increase connection with our teen.</p> <ul style="list-style-type: none"> • Next we will be recalling what connection is like, and sharing that with someone in the room. • Note importance of self-care. <p>Picture the Connection Lead group:</p> <ul style="list-style-type: none"> • <i>Think back to a moment in your life when you felt a strong connection with someone. This could be a family member, a friend, a pet, or even yourself. Some people may be struggling to remember any moments of connection - that's OK, too.</i> • <i>Try to see if you can think of an example of when you saw people connecting with each other - either in a book, a TV show, a movie, or other people you know. Think about or imagine what this feeling would be like for you.</i> • Could be happy or challenging time. Maybe only lasted a minute. Maybe it's a common feeling or very rare. All are OK. • <i>For some this can feel intense. If you need a break, give yourself a moment in whatever way feels right for you.</i> • Fill in details - Where? What time of day? Who was present? Sounds? Sights? Weather? Conversation? What was said? Emotions? <p>Share moment with someone else. <i>Ask: What does parent/child connection mean, and why do we want to increase it?</i></p> <p>Connection definition:</p> <ul style="list-style-type: none"> • Connection does not mean that you never argue, or that you always agree or like each other • In LiFT, connection = a positive, ongoing, emotional bond; there is a feeling of safety/warmth underneath conflicts and fights that are a natural part of families.[2] • Research shows us that connection between teens and their supportive adults is a superpower. • Connection helps teens reach their goals, even prevent unwanted pregnancy/STDs, increase self-confidence, reduce drug use, depression.

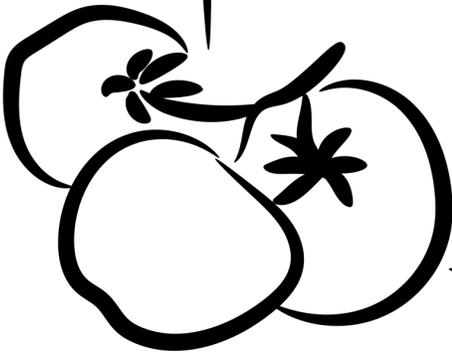
	<p>Connection Ingredients</p> <ul style="list-style-type: none"> • Ask: <i>If parent/child connection were a soup, what are the ingredients?</i> • Write responses on Connection Ingredients poster <p>SCOPE Introduction</p> <ul style="list-style-type: none"> • Researchers have looked into what kinds of behaviors create connection. LiFT focuses on five aspects of connection, and we've named those SCOPE. Practicing SCOPE can help build strong connection. • Ask for volunteers to read the five ingredients of SCOPE aloud. After each one, ask for an example. • SCOPE looks different in each family. • Review "soup ingredients" and categorize into the five aspects of SCOPE. • Each of these aspects/ingredients help build connection: our superpower.
<p>SCOPE Stations Time: 40 minutes Materials:</p> <ul style="list-style-type: none"> • SCOPE Station signs - five total <p>Key Concepts:</p> <ul style="list-style-type: none"> • SCOPE stands for Support, Communication, Openness, Protection, and Encouragement. • I can strengthen my connection superpower by using each aspect of SCOPE. 	<p>SCOPE Stations</p> <ul style="list-style-type: none"> • For the next 30 minutes, you will get the chance to visit three of the five stations. • More information about SCOPE is in your guide. • Poster at each station has instructions. • Read instructions aloud to whole group before dividing up. • At each station: <ul style="list-style-type: none"> ○ Talk about the questions with one another. ○ Use your guides to learn about more Tips & Tricks ○ After talking, work on the activity in your guide that matches the aspect. <p>Whip-Around</p> <ul style="list-style-type: none"> • After 30 minutes, bring the group back together. • Ask one person from each station to share a few words. • Ask each participant to think of a word/phrase that describes their main takeaway message from SCOPE.
<p>Transition to Together Time 2 (5 minutes)</p>	

ONE THING I HOPE IS...

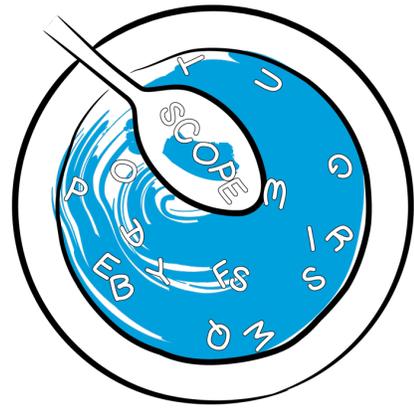
ONE THING
I FEAR IS...

ONE THING
I WANT TO WALK
AWAY WITH IS...

CONNECTION INGREDIENTS



SUPPORTIVE ADULT - CHILD CONNECTION: INGREDIENTS



⚡ SUPPORT

I will help you reach your goals and grow into the person you want to be.

💬 COMMUNICATION

I will express my feelings and ideas with my words and actions, and listen as you express yourself.

🍃 OPENNESS

I will hear your voice, take you seriously, and respect your needs, thoughts, and opinions.

🛡️ PROTECTION

I will hold you responsible to appropriate boundaries and enforce rules consistently because I want to keep you safe.

😊 ENCOURAGEMENT

I will show warmth, give you my time, and dream of new possibilities for your future.

⚡ SUPPORT

I will help you achieve your goals and grow into the person you want to be.

STEP 1:

Spend five minutes talking with your group about these questions:

- What does support mean to me?
- How do I already support my teen?
- What are new ways that I can support my teen?

Look in your guides for **Tips & Tricks**

STEP 2:

Complete the **support activity** in your guides to practice.

COMMUNICATION

I will express my feelings and ideas with my words and actions, and listen as you express yourself.

STEP 1:

Spend five minutes talking with your group about these questions:

- What does communication mean to me?
- How do I already communicate with my teen?
- What are new ways that I can communicate my teen?

Look in your guides for **Tips & Tricks**

STEP 2:

Complete the **communication activity** in your guides to practice.

OPENNESS

I will hear your voice, take you seriously, and respect your needs, thoughts, and opinions.

STEP 1:

Spend five minutes talking with your group about these questions:

- What does openness mean to me?
- How am I already open with my teen?
- What are ways that I can be more open with my teen?

Look in your guides for **Tips & Tricks**

STEP 2:

Complete the **openness activity** in your guides to practice.

PROTECTION

I will hold you responsible to appropriate boundaries and enforce rules consistently because I want to keep you safe.

STEP 1:

Spend five minutes talking with your group about these questions:

- What does protection mean to me?
- How do I already protect my teen?
- What are new ways that I can protect my teen?

Look in your guides for **Tips & Tricks**

STEP 2:

Complete the **protection activity** in your guides to practice.

ENCOURAGEMENT

I will show warmth, give you my time, and dream of new possibilities for your future.

STEP 1:

Spend five minutes talking with your group about these questions:

- What does encouragement mean to me?
- How do I already encourage my teen?
- What are new ways that I can encourage my teen?

Look in your guides for **Tips & Tricks**

STEP 2:

Complete the **encouragement activity** in your guides to practice.



Adult Module 2 Overview

ADULT MODULE 2 OVERVIEW: SHARING MY VALUES, ASKABLE ADULT INTRO & PRACTICE				
Audience: Adult participants			Time: 85 minutes	
TOPICS	KEY CONCEPT(S)	TIME	ACTIVITIES	MATERIALS
Sharing My Values	The messages you send your teen are powerful - you are one of the biggest influences in their life.	15 minutes	<ul style="list-style-type: none">• Sharing My Values	<ul style="list-style-type: none">• Participant Guides• Pens
Askable Adult Introduction	Teens will be more likely come to you with questions when you avoid jumping to conclusions, share your values, provide accurate information, and show openness to talk.	20 minutes	<ul style="list-style-type: none">• Askable Adult Brainstorm• SCOPE Tough Talk Tips	<ul style="list-style-type: none">• SCOPE Tough Talk Tips• Tape• SCOPE Definition poster• Participant Guides
Askable Adult Practice	Tough Talks with teens can be better when you are calm, prepared, and informed.	45 minutes	<ul style="list-style-type: none">• Askable Adult Script• Lines of Communication	<ul style="list-style-type: none">• Askable Adult Script (three copies)
Transition to Together Time 4 (5 minutes)				

Sharing My Values (15 minutes):

Transition by saying: *Now that we've thought a bit about how we can build connection, let's revisit our own personal values and think about how we can share those values with our teen. Thinking about everything we've talked about so far - your hopes and fears for your child, their brain growth, your own personal values, and what builds connection, you are beginning to identify which of your own values you will share and teach your children.*

Ask participants to turn to their guides and find the Sharing My Values worksheet. Explain that participants will have a few minutes to start this worksheet. They will think about what type of messages and values they want to make sure they are communicating and sharing with their young person. And they can start to come up with a plan for how they want to do it. Remind participants they won't have time to finish it right now - the goal is just to begin thinking about the values they want to share. Encourage participants to continue this worksheet at home, and discuss it with other family members, supportive adults, partners or co-parents.

Introduce: *As you look at these values, you may notice that some of them are things you've already talked about. Others may make you feel uncomfortable. Remember - you are the biggest influence on your teen's decision-making. Our goal is to give you the space to think about what you want to say about these topics, before being in the moment.*

Another thing you can do is add any other values or Tough Talks you want to have, in the space at the bottom of the guide.

After five minutes, ask the group to turn to a partner and answer the following questions:

- How and when are you thinking about sharing these values?
- What made it easy or hard for you to think about the messages you want to share with your teen?

Facilitator Tip!

Adults may want to discuss the actual values they want to share. However, this can lead to conflict between participants who have different values. Focus on the "how" and "when" and be prepared for the range of reactions, concerns, and potential anxieties that this exercise can bring up.

Askable Adult Brainstorm (5 minutes):

Bring the group back together. Ask a volunteer: *Why do we think it's so important to spend time identifying the values about sexuality we want to share, and start thinking of a plan on how to share them?*

Remind participants:

- *Teens say supportive adults are the biggest influences in their lives when it comes to decisions about sex – even more than friends, TV, movies, or music.*
- *Research also shows that teens who can talk with a parent about sex tend to wait to have sex. They are also more likely to use condoms and birth control correctly when they do start having sex. SCOPE helps adults get the superpower of connection with their teen.*
- *Another reason why SCOPE is great, is that it roots the relationship so that teens feel comfortable having Tough Talks, opening up, and asking hard questions.*

Ask the group to think back to when they were teens. Prompt: *Did anyone have an adult in your life who you felt comfortable with? Who was askable and approachable?* Invite a volunteer to share their story. If nobody has an adult from their own lives, ask them to think about an adult character on TV, in a book, or in a movie who is askable and approachable to others.

Ask the volunteer to share what it was about that adult that made them approachable. Open the question to the rest of the group.

Thank participants. Say that the group is going to look at some ways they can use SCOPE Tough Talk tips, to help them be askable and have Tough Talks with their teens.

SCOPE Tough Talk Tips (15 minutes):

- Ask for eleven volunteers to help you read a few statements aloud.
- Volunteers draw one of the SCOPE Tough Talk tips from your hand.
- Ask each volunteer to read their slip. Participants can read along with the volunteer by looking at their guides.
- Elaborate and explain that step to the group after each is read.
- Then, ask that volunteer to tape their tip next to a part of SCOPE they feel it belongs with.

Facilitator Tip!

There are no correct answers for this part of the activity. Instead, the purpose is for participants to envision how SCOPE lays the foundation for having Tough Talks.

Ask for questions and provide clarification.

If they haven't already, ask participants to open their guides to the SCOPE Tough Talk pages for some self-reflection. Instruct them to:

- Put a star next to the tips they feel they're already doing a good job with. [Pause for participants to complete.]

- Circle the tips you want to practice. [Pause for participants to complete.]
- Put an exclamation point next to any that they want to start working on today! [Pause for participants to complete.]

SCOPE Tough Talk Script (15 minutes):

State: *Now the group will get to see how it looks in action when a parent is askable and approachable during a Tough Talk with their teen. In this example, Jordan is asking their adult some questions about consent and alcohol. As we watch this example, try to see how this adult is using Tough Talk tips, even if they may be feeling uncomfortable at times. Ask for two volunteers to help act out a scene, one to play Jordan and one to play the adult.*

After reading the script, ask participants some of the following debrief questions:

- *What SCOPE Tough Talk tips did you notice in how this parent responded?*
- *What did this adult do during this Tough Talk to make sure they stayed askable?*
- *What would be challenging for you, if you were this adult and your teen started this talk with you?*
- *What would be most exciting for you, if you were this adult and your teen started this talk with you?*
- *How can you practice some of these things before being “in the moment?”*

Remind participants that we emphasize being calm and taking a moment, because many times we don't feel we have the chance to do this. *We encourage you to slow down and take a breath. As we talked about earlier - taking a breath will help you to respond with the front of your brain, as opposed to responding with emotion from the middle of your brain. You can also find more information about birth control and condoms to use during future Tough Talks in your guide.*

Askable Adult Lines of Communication (30 minutes):

Now that we've seen an example, let's practice having Tough Talks about sexuality.

- Invite participants to stand in two lines facing one another. They will be partnering with the person directly across from them. (If there is an odd number, you can partner with one of the participants.)
- Share that you will be reading a scenario.
- For each scenario, one side will play the role of the teen, and the other side will play the role of the other person.

Facilitator Tip!

Before beginning the module, place a piece of tape on the floor and label one side “1” and the other “2”. Have participants line up along this line. Having the sides pre-labeled helps with directions and clarity.

- Each scenario will include a different kind of Tough Talk, and the adult side will need to use SCOPE Tough Talk tips to be askable and approachable.
- Participants can bring their guides to refer to their SCOPE Tough Talk tips during these scenarios, if they wish.

Remind the group that each person will respond to these scenarios differently based on their own personal values, their family values, their culture, their religion, and their experiences. State that all these responses are welcome during this activity.

Scenario 1:

Read the prompt aloud and instruct Side 1 to be the adult. They should respond to the Tough Talk using SCOPE skills, and keeping in mind the way the brain works. Side 2 will be the teen. Give the pairs a few minutes to role-play.

Scenario 1 - *Your teen mentions that their friend is dating someone who is much older than them. You ask your teen what they think about their friend dating someone so much older. They seem unsure, and ask you: "What's the problem with dating someone older?"*

- *First, let's think of all the different reactions that parents may have in this situation.*
- *Now, Side 1, how would you reply? Use SCOPE to have a Tough Talk with your partner. Side 2, respond to your partner pretending you are a teen.*

Facilitator Tip!

Now is a great time to add any state laws that deal with age differences and consent.

Scenario 1 Debrief:

After the pairs complete their scenario, ask:

- *Side 1 participants: What did you do for this scenario to have This Tough talk? How did that feel? What worked well for you or what was challenging?*
- *Side 2 participants: How did it feel as the teen during this conversation? What good things did you notice from your partner?*

Scenario 2:

After the first scenario, have Side 1 take one step to the right so everyone has a new partner. The person at the end comes to the other end of the line. For the second scenario, reverse the roles of the sides, so now Side 2 will be the adult and Side 1 will be the teen.

Scenario 2 - *You've had a few conversations about your values around birth control over the past year with your teen. You are finishing up washing the dishes one night when you get a text from your teen saying they need to go to Planned Parenthood and get birth control.*

- *First, let's think of all of the different reactions that parents may have in this situation.*

- Now, what do you think the teen would be thinking as they are asking you?
- Alright, now it's time to practice. Side 2, be the adult and use SCOPE to practice this Tough Talk.
- Side 1 - respond to your partner by pretending you are the teen.

Scenario 2 Debrief:

After the pairs complete their scenario, ask:

- Side 2 participants: *What did you do for this scenario to have this Tough Talk? How did that feel? What worked well for you or what was challenging?*
- Side 1 participants: *How did it feel as the teen during this conversation? What good things did you notice from your partner?*

Scenario 3:

Again, have Side 1 take one step to the right so everyone has a new partner. The person at the end comes to the other end of the line. For the third scenario, reverse the roles of the sides again, so now Side 1 will respond as the adult and Side 2 will be the teen.

Scenario 3 -

- Option A: For this scenario, ask the group if anyone has a question or scenario that has come up in their family that they want the group's help with. Participants can also write ideas on sticky notes and hand these to the facilitator, for more anonymity. Invite them to share the scenario and ask the group to walk through that scenario, with Side 1 being the adult using SCOPE and Side 2 being the teen.
- Option B: If no one volunteers a scenario and you don't have another scenario in mind, use the following:
 - *Some of the friends your teen brings home are laughing and discussing something that happened at school today. You can't hear everything, but you can tell part of the story is about some teens making fun of another student who might be gay. You wait until the friends are gone to talk with your child. Side 1 - how would you respond using SCOPE for this Tough Talk? Side 2 - respond by pretending you are the teen.*

Scenario 3 Debrief:

After the pairs complete their scenario, ask:

- Side 1 participants: *What did you do for this scenario to have this Tough Talk? How did that feel? What worked well for you or what was challenging?*

Facilitator Tip!

Scenarios 3 & 4 are good chances to create your own scenarios and use other Tough Talks that have come up in the space to ensure cultural relevancy. For example, you could create a scenario relating to drug or alcohol use, a teen identifying as LGBTQ, pornography, school work and goals, or other topics that have come up during the day and are relevant to your group.

- *Side 2 participants: How did it feel as the teen during this conversation? What good things did you notice from your partner?*

Scenario 4:

Again, have Side 1 take one step to the right so everyone has a new partner. The person at the end comes to the other end of the line. For the last scenario, ask another participant for a real-life scenario or use an example from the sticky notes. For this last scenario, Side 2 will respond as adults and Side 1 will be the teen.

Scenario 4 -

- Option A: Invite them to share the scenario and ask for the group to walk through that scenario. Remind Side 2 to be the adult using SCOPE and Side 1 to be the teen.
- Option B: If no one volunteers a scenario and you don't have another scenario in mind, use the following:
 - *You glance at your teen's phone as you pick it up off the couch one night before you sit down. On it, you see a picture of a shirtless person pop up. Side 2 - how would you talk with your teen about sexting using SCOPE for this Tough Talk? Side 1 - how would you respond to your adult's communication?*

Scenario 4 Debrief:

After the pairs complete their scenario, ask:

- *Side 2 participants: What did you do for this scenario to have this Tough Talk? How did that feel? What worked well for you or what was challenging?*
- *Side 1 participants: How did it feel as the teen during this conversation? What good things did you notice from your partner?*

Thank the group for practicing these steps together and ask everyone to have a seat. As time permits, ask the group some of the following questions:

- Were any of these scenarios extra hard for you? What made it hard?
- What are some of the ways using SCOPE for Tough Talks make these types of conversations easier for you?
- What are some of the ways using SCOPE for Tough Talks help your teen think with the front of their brain to make healthy decisions?
- What can you do to use SCOPE for Tough Talks in the future?

Thank the group for their participation. Say that it is now time to get back together with their teen for the last part of the program.

Transition to Together Time 4 (5 minutes)

ADULT MODULE 2 SUMMARY: SHARING MY VALUES, ASKABLE ADULT INTRO & PRACTICE	
Audience: Adult participants	Time: 85 minutes
TOPICS	ACTIVITIES & INSTRUCTIONS
<p>Sharing My Values Time: 15 minutes Materials:</p> <ul style="list-style-type: none"> • Participant Guides • Pens <p>Key Concepts: The messages you send your teen are powerful – you are one of the biggest influences in their life</p>	<p>Transition:</p> <ul style="list-style-type: none"> • We have thought about connection. Now let’s explore how we can share our values with our teens. • Recap the day: We have discussed hopes and fears, brain growth, personal values, building connection. • Now, identify which of your own values you will share with your teen. <p>Sharing My Values Open Participant Guides to the Teaching My Child worksheet. Instructions:</p> <ul style="list-style-type: none"> • Will have 10 minutes to begin this worksheet. Reiterate it’s OK not to finish – the point is to begin thinking about these values. • Participants can add “Tough Talks” ideas at the bottom of the worksheet. • Only enough time to get started • After ten minutes, find a partner and discuss: <ul style="list-style-type: none"> ○ Was this easy? Challenging? ○ How and when are you thinking about sharing these values?
<p>Askable Adult Introduction Time: 20 minutes Materials:</p> <ul style="list-style-type: none"> • SCOPE Tough Talk Tips • Tape • SCOPE Definition poster • Participant Guides <p>Key Concepts:</p> <ul style="list-style-type: none"> • Teens will be more likely to come to you with questions when you avoid jumping to conclusions, share your values, provide accurate information, and show openness to talk. 	<p><i>Ask: Why is it important to identify our own values and plan how to share them with our teens?</i></p> <p>Remind group:</p> <ul style="list-style-type: none"> • Teens say supportive adults are the biggest influence regarding decisions about sex. • Research shows teens who talk about sex with their parents: <ul style="list-style-type: none"> ○ Wait longer. ○ Are more likely to use condoms and birth control when they start having sex. • SCOPE gives us a superpower to have Tough Talks and be “askable.” <p>Askable Adult <i>Ask for volunteers: When you were a teen, did you have an adult who you could go to with questions or to have Tough Talks?</i></p> <p>SCOPE Tough Talk Tips</p> <ul style="list-style-type: none"> • Pass out askable adult tips and ask volunteers to read each one. (Participants read along in guide.) • Elaborate on each step as needed. • Ask that volunteer to tape their tip on the SCOPE poster where it best fits. • Open guides for self-reflection:

	<ul style="list-style-type: none"> ○ <i>Star the tips you feel you're already doing well.</i> [Pause for participants to complete.] ○ <i>Circle the tips you want to practice.</i> [Pause for participants to complete.] ○ <i>Exclamation point next to any that you want to start working on today.</i>
<p>Askable Adult Practice Time: 45 minutes Materials:</p> <ul style="list-style-type: none"> • Askable Adult Script (three copies) <p>Key Concepts:</p> <ul style="list-style-type: none"> • Tough talks with teens can be better when you are calm, prepared, and informed. 	<p>Transition: Now we will practice. In this example, Jordan is asking their adult about sexual consent and alcohol. Notice how this adult is being askable by using SCOPE Tough Talk tips.</p> <p>SCOPE Tough Talk Script Ask for two volunteers to read the script. Debrief:</p> <ul style="list-style-type: none"> • What tips did you notice? • How did they stay askable? • What would be challenging for you? • What would be most exciting for you? • How can you practice some of these things before being "in the moment?" <p>Affirm that it's important to slow down and breathe to help you stay in the front of your brain.</p> <p>Lines of Communication</p> <ul style="list-style-type: none"> • Participants stand in two lines facing one another. Participants partner with the person across from them. • Read scenario. • For each scenario, one side play the teen, other side the adult. • The adult side will use SCOPE to be askable and approachable. • Participants can use their guides. • Focus on the tips they chose to practice today. <p>Scenario 1: <i>Your teen mentions that their friend is dating someone who is much older than them. You ask your teen what they think about their friend dating someone so much older. They seem unsure, and ask you: "What's the problem with dating someone older?"</i></p> <ul style="list-style-type: none"> • <i>First, let's think of all the different reactions that parents may have in this situation.</i> • <i>Now, Side 1, how would you reply? Use the SCOPE to have a Tough Talk with your partner. Side 2, respond to your partner pretending you are a teen.</i> <p>Debrief:</p> <ul style="list-style-type: none"> • <i>Side 1 participants: What did you do for this scenario to have this Tough Talk? How did that feel? What worked well for you or what was challenging?</i> • <i>Side 2 participants: How did it feel as the teen during this conversation? What good things did you notice from your partner?</i>

Scenario 2: *You've had a few conversations about birth control over the past year with your teen. You are finishing up washing dishes one night when you get a text from your teen saying they need to go to Planned Parenthood and get birth control.*

- *First, let's think of all of the different reactions that parents may have in this situation.*
- *Now, what do you think the teen would be thinking as they are asking you?*
- *Alright, now it's time to practice. Side 2, be the adult and use SCOPE to practice this Tough Talk. Side 1 - respond to your partner by pretending you are the teen.*

Debrief:

- *Side 2 participants: What did you do? What worked well for you or what was challenging?*
- *Side 1 participants: How did it feel as the teen? What skills did you notice your partner use?*

Scenario 3: Ask or write on sticky notes scenarios that the group wants to practice. Side 1 is the adult using SCOPE and Side 2 is the teen.

If no one volunteers a scenario, use the following: Some of the friends your teen brings home are laughing and discussing something that happened at school today. You can't hear everything, but you can tell part of the story is about some teens making fun of another student who might be gay. You wait until the friends are gone to talk with your child. Side 1 - how would you respond using SCOPE for this Tough Talk? Side 2 - respond by pretending you are the teen.

Debrief:

- *Side 1 participants: What did you do for this scenario to have this Tough Talk? How did that feel? What worked well for you or what was challenging?*
- *Side 2 participants: How did it feel as the teen during this conversation? What good things did you notice from your partner?*

Scenario 4: Ask for a real-life scenario or use an example from the sticky notes. Side 2 will respond as adults and Side 1 will be the teen.

If no one volunteers, use the following: You glance at your teen's phone as you pick it up off the couch one night before you sit down. On it, you see a picture of a shirtless person pop up. Side 2 - how would you talk with your teen about sexting using SCOPE for this Tough Talk? Side 1 - how would you respond to your adult's communication?

Debrief:

- *Side 2 participants: What did you do or say? What worked well for you or what was challenging?*
- *Side 1 participants: How did it feel as the teen? What skills did you notice?*

Debrief questions:

- *Were any of these scenarios extra hard? What made it hard?*
- *What are some ways that using SCOPE makes these conversations easier?*

- | | |
|--|--|
| | <ul style="list-style-type: none">• What are some ways that using SCOPE will help your teen think with the front of their brain?• What can you do to use SCOPE for Tough Talks in the future? |
|--|--|

Transition to Together Time 4 (5 minutes)

SCOPE Tough Talk Tips - tips 1-6

Don't worry about "doing it right."

Have Tough Talks often, and don't worry about getting it "perfect." Make mistakes, try out different ways to get your point across. And remember that these are topics you can come back to.

✂-----

Use the correct names for body parts.

Nicknames, slang terms and metaphors only confuse the issue. Using the correct medical names for body parts helps young people feel confident talking about their body with healthcare providers and others, and promotes a shame-free home.

✂-----

Use everyday moments to spark conversation.

Use what is happening in books, TV shows, movies, and song lyrics as jumping off points to talk about your values and your teens' thoughts and values.

✂-----

Stay calm.

Take a deep breath and congratulate yourself for being askable and approachable. Remember that your tone, body language, eye contact, and openness to talking about sexuality can impact your teen's confidence. Remember, your goal is for your teen to see you as a safe person to talk to.

✂-----

Avoid making assumptions or jumping to conclusions.

There may not be an obvious reason why they are asking you a question. Just because your teen is curious about something doesn't mean they are doing it now or want to in the future.

✂-----

Thank them for talking to you.

You can say:

"That's a really good question. I'm glad you asked."

"I remember having the same question when I was younger."

"I am feeling a little uncomfortable, but I'm glad you feel safe asking me."

SCOPE Tough Talk Tips - tips 7-11

Ask questions to make sure you understand.

This can also give you time to plan your answer!

"Are you asking. . .?"

"Let me make sure I understand what you're asking about..."

✂-----

Keep it simple.

Do your best to address their questions honestly and simply. Avoiding the subject, not being honest, or saying "You're too young to know that" sends the message that their curiosity is not OK and they can't come to you in the future.

✂-----

Share your values and ask for theirs.

Be clear and straightforward about what you believe. Try not to respond with silence or jokes - that may send the opposite message to what you want to share. When kids know exactly what you're saying, there's no room for misunderstanding.

"I think _____ about this. What do you think about it?"

✂-----

Always try to respond.

If it's not a good time or you're not ready to talk, explain why, and remember to follow up at a better time. If you don't know the answer to their question, say so: "That's a great question. I actually don't know the answer." Look up the answer together or by yourself and remember to get back to your teen. Check in afterwards: "Did that answer your question? You can always come to me with questions like that."

✂-----

Know your limits.

Think ahead of time about what you might like to keep private - it's always OK to have a boundary. If you don't want to have the conversation, help your teen find another trusted adult or good resource to refer to.

SCOPE Tough Talk Script

Jordan (looks up from their phone): Hey, is it OK for someone to have sex with a drunk girl?

Adult (pauses, breathes to gather thoughts): Huh – that’s a really important question. I’m curious what is making you think of that right now.

Jordan: Just wondering. This song is just talking about it (points to phone).

Facilitator: *Let’s pause. What did you see the adult do or say to be an askable adult? What else could they do or say at this point?*

Adult: Oh, OK. The song is talking about someone having sex with a drunk girl. To make sure I’m understanding – are you asking if someone can give consent to having sex if they are drunk or high on drugs?

Jordan: Yeah, I guess.

Adult: You know... what I believe is that each person needs to make sure they are 100% clear when they give and receive consent – and drinking or being high could change that. What do you think?

Jordan: Mmm, I don’t know, but like, what’s the law say?

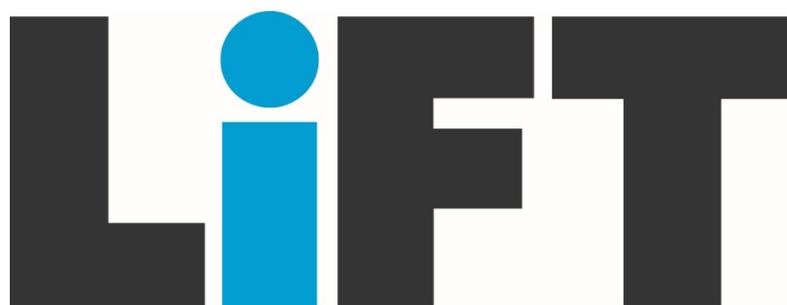
Adult: You know... that’s a really good question. Do you want to try and look it up together?

Jordan: Naw... I was just curious.

Adult: You know, I’m curious now... I think I’ll look it up later and tell you what I learn. Thanks for asking – it’s hard to keep up these days.

Jordan: Yeah, okay.

Facilitator: *Let’s pause again. What else did you see the parent do to be an askable adult? Is there anything else they could have done to incorporate SCOPE into their response?*



Appendices

Appendix A: Text messages

Appendix B: Booster call

Appendix A

Text Messages Instructions

What: Text messages are a highly recommended part of LiFT to provide additional touchpoints, resources, and communication prompts after the workshop is over.

Who: All youth and adult participants receive the same text messages. Text messages are found on the next page.

When: Participants receive one text a week for 12 weeks, plus a welcome and goodbye text.

How: You may choose the best way to send the texts to all adult and youth participants who opt in during Together Time 3. Regardless of how the text messages are sent, it will be important to gather mobile numbers from the LiFT participants. We suggest passing around a sign-in sheet at the beginning of the session which includes: Name, Phone Number, and Mobile Carrier. You can use this information to build a contact list after the program is complete.

Here are three suggestions for setting up pre-planned text messages for your participants:

1. Send messages through your mobile carrier - standard SMS fees:

Total Time: 1 hour weekly

- a. Create a participant contact list on your mobile phone*
- b. Once a week after the program, send the participants the appropriate text message**

* If you do not have a business/work mobile phone, you can utilize Google Voice to set up a separate number free of charge. For more information go to their website:

<https://voice.google.com/about>

**Some mobile phones will allow you to schedule messages in advance to be sent later. You may choose to write all the messages up front and schedule them to be sent later. If your phone does not support this option, there are third-party apps that can be downloaded to provide this option.

Important note: BCC everyone - don't allow "reply all" options.

2. Use your email account - free: *Total Time: 1 hour before your LiFT implementation + 1 hour after each LiFT implementation.*

- a. Create email templates of the text messages you plan to send (one hour of time in preparation for overall LiFT programming)

- i. For Outlook: <https://support.office.com/en-us/article/create-an-email-message-template-43ec7142-4dd0-4351-8727-bd0977b6b2d1>
 - ii. For Gmail: <https://www.lifewire.com/how-to-set-up-and-use-email-templates-in-gmail-1172103>
- b. Once your program is complete, you can build a contact list and send scheduled SMS texts through your email account (30 minutes of time after each completed LiFT program)
- i. You will need to convert the numbers into email addresses. This is an easy process that can be completed by using the following emails:
 - o Alltel: PHONENUMBER@sms.alltelwireless.com
 - o AT&T: PHONENUMBER@txt.att.net
 - o Boost Mobile: PHONENUMBER@sms.myboostmobile.com
 - o Cricket Wireless: PHONENUMBER@txt.att.net
 - o MetroPCS: PHONENUMBER@mymetropcs.com
 - o Project Fi: PHONENUMBER@msg.fi.google.com
 - o Republic Wireless: PHONENUMBER@text.republicwireless.com
 - o Sprint: PHONENUMBER@messaging.sprintpcs.com
 - o Ting: PHONENUMBER@message.ting.com
 - o T-Mobile: PHONENUMBER@tmomail.net
 - o US Cellular: PHONENUMBER@email.uscc.net
 - o Verizon Wireless: PHONENUMBER@vtext.com
 - o Virgin Mobile: PHONENUMBER@vmobl.com
 - ii. Then you can build and save a contact list (10 minutes of time after each completed LiFT program)
- For Outlook: <https://support.microsoft.com/en-us/help/284292/how-to-create-a-distribution-list-from-your-contacts-in-outlook>
 - For Gmail: <https://support.google.com/groups/answer/2464926?hl=en>
- c. Now, you can use this list to schedule all the text messages for the remainder of the programs using the templates you saved in step "a" (20 minutes of time after each completed LiFT program)
- i. For Outlook find directions here: <https://support.office.com/en-us/article/delay-or-schedule-sending-email-messages-026af69f-c287-490a-a72f-6c65793744ba>
 - ii. For Gmail find directions here: <https://www.boomeranggmail.com/l/gmail-delay-send.html> You will need to download a third-party app called Boomerang to utilize this feature.

3. Use a third-party service to send the messages for you - variable cost (*five minutes of time before each completed LiFT program*). There are many texting services that will automatically send out texts on a predefined schedule. These often require a subscription or contract with the company.

LiFT Text Messages

Use whichever method works best for you to send all youth and adult participants who opt-in the following text messages.

- Send text #1 upon enrollment into text messages.
- Send texts #2-13 once a week for the following 12 weeks.
- Send text #14 within a week after text #13.

1. Great to meet you! We will be sending fun links, messages, and things to think about.

2. What would someone say are your three best qualities? Talk about what you think with your family this week.

3. What types of qualities are most important to you in romantic relationships? Talk with your family member. Check out www.loveisrespect.org for more!

4. Where can teens get sexual healthcare near you? Look at one of our favorite websites to learn more about pregnancy prevention methods: <https://www.bedsider.org/methods>.

5. Busy? Don't let the hustle stop you from asking important questions about your health: www.plannedparenthoodchat.org.

6. What do you like best about being your age? Share with your family!

7. Think you know it all? Take this quiz with your family to see how many pregnancy myths and facts you know! Sexetc.org/info-center/post/pregnancy-myths-debunked.

8. What are your hopes for five years from now? Check in with a family member about how you can support each other.

9. Smile! Take a picture of you and a family member and share it on social media.

10. What would be your dream job? Take some time this week to dream big and share with your family.

11. One in three teens experience dating violence. What could you do to help others? Check out www.thehotline.org for tools and ideas to learn more.

12. How do you want to be treated by friends? How do you want to treat others? Check out www.stopbullying.gov for ways to prevent and respond to bullying.

13. AMAZE is full of fun animated videos to give you the answers you want to know about sex, your body, and relationships. amaze.org/

14. It was great getting to know you! Thank you for participating in LiFT.

Appendix B

LiFT Booster Phone Call

What: The purpose of the LiFT booster call is for the LiFT Facilitator to provide specific and concrete feedback and support to adults who have completed the LiFT session(s). The LiFT booster call helps to ensure continued application of LiFT knowledge and skills within families.

Who: LiFT Facilitator who facilitated the supportive adult session, and supportive adult participants

When: Approximately 3-5 weeks after the LiFT session

How:

- Phone call lasting approximately 15 minutes.
- Try to reach the supportive adult at least three times. If you can't reach them, send an email reminding them of the program goals, their promise, the resources in their guide, and survey details.
- Use some of the script prompts below to help guide your phone conversation. You do not need to discuss every one of the bullet points.
- (Optional) Qualitative Analysis - take notes on the Booster call story sheet to capture qualitative data and identify themes.

LiFT Booster Phone Call Script

Introduction:

"It was great meeting and spending time with you during the LiFT session on [date of session(s)]. I really enjoyed hearing about your family and talking with you about how to build strong connection with your teen and support them in making healthy decisions about their sexual health."

Building rapport:

- "How have things been going since the session?"
- "What fun things has your family been up to since we saw each other?"

Conversation:

- "What has stuck with you since we saw each other? What are some of the things that you remember?"
- "As you might remember, we spent our time together talking about the connection between you and your teen. This connection is a superpower. It helps teens be able to

meet their goals in life. It even helps teens avoid unwanted pregnancies and getting STDs. It helps people to have more self-confidence, and less depression and drug use.”

- “How have things been going since we talked about family connection and SCOPE?”
- “Have you used any of the pieces of SCOPE in your relationship with [name of teen participant]?”
- “Have you and your teen had any Tough Talks since the program? Can you tell me more about what happened? How did they go?”

Questions about action steps:

“As you remember from the session, one of the last things we did as a group was make some promises to ourselves, and we wrote those promises on the stickers on the back of your Family poems. You don’t have to share what that promise was, but how is that going?”

Ending the call:

“It was great talking with you, thank you for sharing.” Reflect something positive back to the supportive adult based on the conversation. Ask them if they have any questions and remind them of the resources in their LiFT guide. Remind them of the upcoming survey details.

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