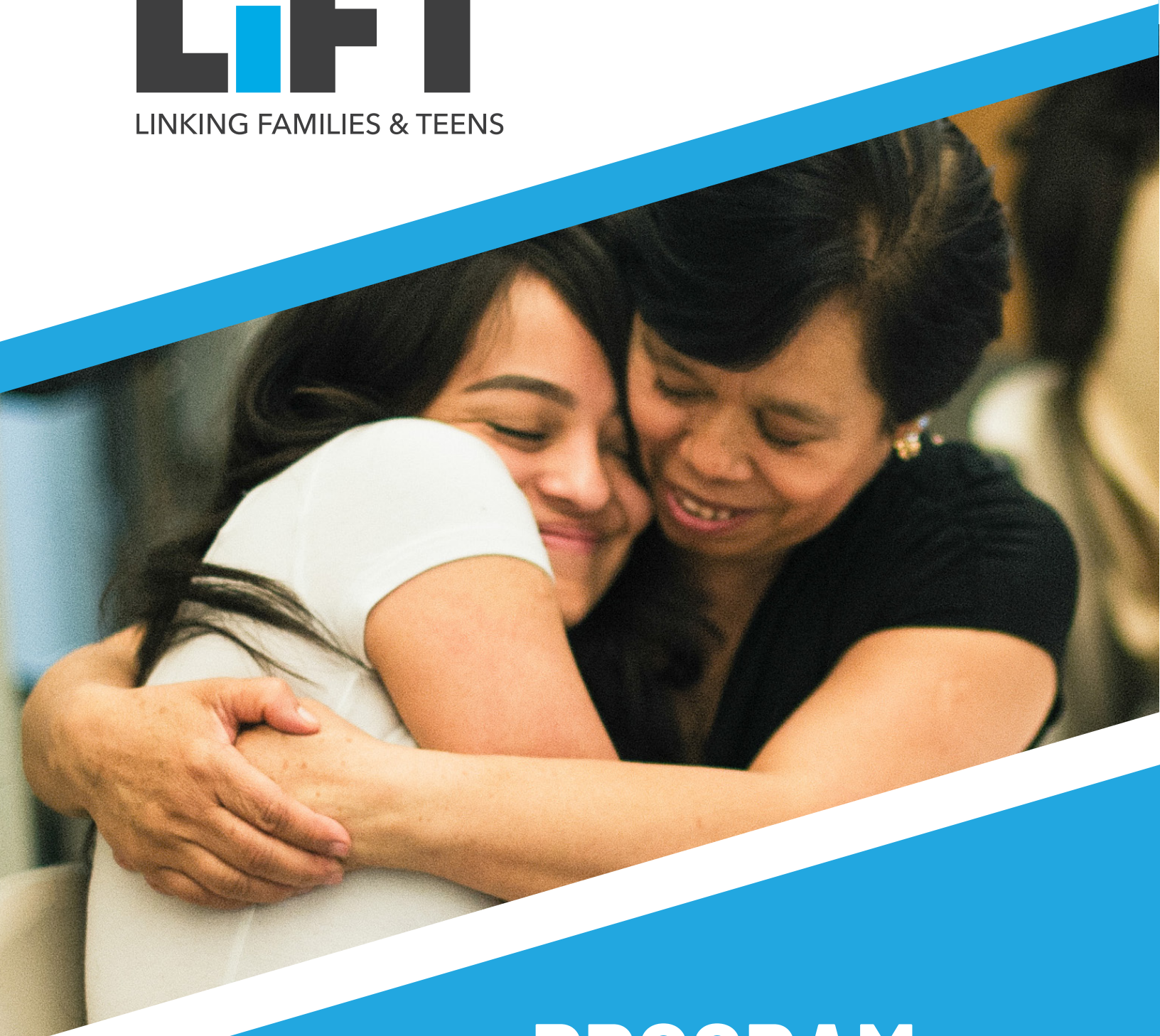


# **LiFT**

LINKING FAMILIES & TEENS



# **PROGRAM MANUAL**





Se otorga el presente reconocimiento a  
**Judit Solano**  
Por haber completado exitosamente el programa  
**LIFT**  
LINKING FAMILIES & TEENS  
13 de Mayo del 2017  
Park City, Utah  
Gelyne G...  
Planned Parenthood

This recognizes that  
**Perla Moreno**  
Has successfully completed  
**LIFT**  
LINKING FAMILIES & TEENS  
May 13, 2017  
Park City, UT  
Gelyne G...  
Planned Parenthood

Let  
your  
Heart  
sing

# TABLE OF CONTENTS

<b>4</b>	<b>INTRODUCTION</b>
<b>7</b>	<b>ACKNOWLEDGEMENTS</b>
<b>8</b>	<b>OVERVIEW</b>
<b>10</b>	<b>LIFT AT A GLANCE</b>
<b>12</b>	<b>THE STORY OF LIFT</b>
<b>14</b>	THEORETICAL FRAMEWORKS & PEDAGOGY
<b>16</b>	LIFT PRINCIPLES & VALUES
<b>19</b>	OUTCOMES & EVALUATION RESULTS
<b>21</b>	<b>HOW TO SET UP SUCCESSFUL IMPLEMENTATIONS</b>
<b>22</b>	SELECT FACILITATION TEAM & PLAN COLLABORATION
<b>24</b>	PREPARE FOR THE PROGRAM
<b>26</b>	RECRUIT PARTICIPANTS
<b>34</b>	IMPLEMENT THE LIFT PROGRAM
<b>38</b>	POST-PROGRAM REFLECT & LEARN
<b>40</b>	<b>LESSONS LEARNED</b>
<b>44</b>	<b>HOW TO USE THIS CURRICULUM</b>
<b>47</b>	<b>APPENDIX &amp; RESOURCES</b>
<b>48</b>	LIFT CHECKLIST
<b>52</b>	PARTICIPANT SURVEY
<b>53</b>	SHOPPING LIST EXAMPLE
<b>54</b>	PRE-POST SURVEY INSTRUCTIONS
<b>58</b>	PRE-POST SURVEY FOR ADULTS
<b>59</b>	PRE-POST SURVEY FOR YOUTH
<b>60</b>	FEEDBACK SURVEY
<b>61</b>	QUALITATIVE IMPACT BOOSTER CALL
<b>63</b>	RESOURCES FOR FACILITATORS
<b>66</b>	BIBLIOGRAPHY



**“It’s helped my adult and I gain more confidence in one another. I feel like I got to know more about them and now I could trust them with anything.”**

---

**LiFT Youth**





**This was one of the first stories we heard** in the months following the first group of LiFT workshops. Although we've received many, many more, and each one tugs at the heart in different ways, this one continues to humble and inspire us. In 2014, we started talking with rural communities about their sex education needs. In each of these conversations – across many communities in many states, with parents, caregivers, youth, and partners, in both Spanish and English – one thing rose to the top: the need for youth and their parents to connect. To communicate. To be able to turn to each other with trust, honesty, and vulnerability, and have tough conversations.

At the beginning, we thought a simple five-hour workshop that could change the patterns that are anchored in the history of a family might be a long shot. However, over the five years that we've been running LiFT workshops, we've heard from so many families that LiFT has helped spark a stronger relationship. We've heard from youth who say they trust their adult and have talked with them about their goals, disclosed mental health challenges, sought relationship advice, and asked their adults to come with them to get medical care. Supportive adults have expressed their excitement over their youth asking them about their views, being able to be there for their youth in new ways, and having been able to have productive conversations about topics that have, in the past, involved yelling. Each story suggests that, with just a small amount of encouragement and skill-building, families can form stronger relationships to connect and communicate with each other.

We are excited to hear how the families in your communities experience LiFT, and can't wait to hear the stories your LiFT families share with you.

## **Planned Parenthood of the Great Northwest and the Hawaiian Islands**

**Primary Authors:** Meagan Niebler, MPH and Jodi Bernstein, M.Ed.

**With significant contribution from:** Willa Marth, M.Ed., Shambria Spencer, Anna Kashner, MPH, Sonia Blackiston, and Carole Miller





# ACKNOWLEDGEMENTS

First and foremost, we want to express our deepest gratitude to the families who bravely participated in LiFT. Their trust, vulnerability, openness, and laughter are what brought this program to life.

We also want to thank the schools, community organizations, faith-based groups, and other community partners who helped us get LiFT off the ground, and trusted us in their communities. Our Expansion Partners were also a huge part of LiFT and we very much appreciate their work and commitment to their communities. These include Planned Parenthood Pacific Southwest, Planned Parenthood Mar Monte, Winters Healthcare Foundation, The DOVE Project on Vashon Island, The Tumwater WA Timberland Library, Planned Parenthood of Southwestern Oregon, Teen Health Mississippi, McCall Idaho community members, and Planned Parenthood of North Country New York. These organizations did the recruitment and logistical legwork, and then hosted LiFT facilitators to implement the program in their communities. Your vision, trust, hard work, and hospitality made it possible to serve hundreds of families that we could not have reached without your help.

Lastly, a big thank-you to our many colleagues at Planned Parenthood of the Great Northwest and the Hawaiian Islands, Planned Parenthood Association of Utah, Planned Parenthood of Columbia Willamette, and Philliber Research & Evaluation. Your help developing, evaluating, and implementing this program is what enabled it to come to fruition.

Special acknowledgement to the following individuals who made contributions and/or edits, who facilitated or managed LiFT workshops and provided critical feedback. This project was big and messy at times, and your commitment to supporting young people, families, and your broader communities, made LiFT what it is today.

*Nadia Alzamami, Kristin Bogue, Sally Brown, Andria Budbill, Liliana Cabrera, Grace Caligtan, Evelyn Cervantes, Cynthia Chiang, Stacy Falkner, Lara Farina, Nancy Findeisen, Briana Galbreath, Dalia Gonzalez, Linda Guijosa, Cody Hafer, Maria Hamm, Katherine Huffman, Sasha Hurd, Melvin Jadulang, Renee Johnson, Tiffany Mokihana Kaahue, Maeisha Kiburi, Ann Krier, Sara Kukkonen, Kristen Kupperman, Amanda McLaughlin, Jen Melo, Nicole Mortenson, Katie Nosworthy, Alicia O'Dell, Angelica Ortega, Stephanie Ospina-Velez, Mollie Overby, Jazzy Ramsey, Kellie Richardson, Carlye Sayer, Lindsay Scalf, Annabel Sheinberg, Isabella Stokes, Rita Turner, and Heather Witt.*

LiFT was made possible through the generous support of the Department of Health and Human Services, Office of Adolescent Health Award No. TP2AH000026. LiFT was developed and implemented by Planned Parenthood of the Great Northwest and the Hawaiian Islands and evaluated by Philliber Research & Evaluation between 2015-2020.



**“I had a lot of fun participating and it was truly an amazing experience. Every single family with a teenager should take this workshop. Every family needs it.”**  
**- LiFT Supportive Adult**

Research shows that a strong connection between youth and their supportive adults is a **superpower** that helps youth reach their goals, and supports healthy teen outcomes, including: decreased rates of unwanted teen pregnancy, STIs, depression, and drug and alcohol use, and increased school success.<sup>1,2</sup>

Although youth and adults both say they want to talk with one another about sexuality, many families say that they feel uncomfortable and ill-equipped to have conversations with each other about sexual health topics<sup>3</sup>, and this makes building strong connections very challenging.

Linking Families and Teens (LiFT) is a new program to help families **share their values, build the family bond, and talk about the tough stuff - including sexual health and healthy relationships.** LiFT, (available in English and Spanish), includes an engaging and interactive 5-hour workshop (6-hours including breaks), one follow-up phone call, and 12 weekly text messages for both youth between the ages of 13-19 and their supportive adults\*.

## IMPACT

A Randomized Control Trial (RCT) was conducted, with an intervention group participating in the workshop and a control group that did not, to gauge the efficacy of the LiFT curriculum. Qualitative and quantitative data was collected using self-report surveys collected at baseline (before participant families were randomly grouped), self-administered survey, a booster call 3 months after the workshop, and a self-administered survey 12 months after the workshop.

In the qualitative data collected from the treatment group, youth and supportive adult participants maintain that, since the LiFT workshop, they have had more tough talks. They credit LiFT with building their confidence and skills to have conversations about sexuality and relationships and helping increase the trust between family members, allowing them to be more open and empathetic with one another.

These results\*\* are supported by quantitative data collected from youth and their supportive adults through surveys conducted before and three months after the LiFT workshop. The data shows that, compared to youth who did not complete the workshop, LiFT youth:

- Communicate more frequently about sexuality values, thoughts and feelings with their supportive adult.
- Are more likely to feel capable of preventing pregnancy.
- Are significantly less likely to have ever been pregnant or caused a pregnancy

## PARTICIPANT EXPERIENCE

*“This program has taught me to be open to communicate about the ‘tough stuff’ with my girls. My daughter now comes to me with questions or experiences and I listen with an open mind, no judgment. I greatly appreciate how this LiFT program has helped open up the communication in my family.”*

**- LiFT Supportive Adult**

*“My mom and I always fight about me spending time with my boyfriend. After LiFT, we were able to use the skills that we learned to agree on a decision we both felt good about without fighting. It was such a nice change!”*

**- LiFT Youth**



The data also shows that, compared to supportive adults who did not complete the program, LiFT supportive adults:

- Indicate a more positive relationship with their youth.
- Communicate more frequently about sexuality and pregnancy with their youth.
- Are more comfortable with and more likely to support their young person seeking sexual healthcare.
- Have a better quality of communication with their youth about sexuality.

Surveys completed by youth 12 months after the workshop ended show that, compared to survey-only youth, LiFT youth:

- Score higher on a measure of parent child relationship.
- Communicate more frequently about sexuality values, thoughts, and feelings with their supportive adult.
- Feel more comfortable in conversations with their partner.
- Are more likely to feel capable of preventing pregnancy.



*"We talk more since we participated in LiFT. I learned that it is ok to be nervous to talk to my kids about topics around sex, and now me and my teen are more open to talking about these things. We are more open about sex and have been able to talk about preventing pregnancy and drug use."*

**- LiFT Supportive Adult**

*"It's helped my adult and I gain more confidence in one another. I feel like I got to know more about them and now I know I could trust them with anything."*

**- LiFT Youth**

*\*Supportive adult can include biological parent, foster parent, caregiver, grandparent, aunt or uncle, or another important adult in the life of that youth.*

*\*\*These results include participants living in rural communities of 50,000 or fewer.*

*LiFT was developed by Planned Parenthood of the Great Northwest and the Hawaiian Islands and was supported by Award No. TP2AH000026 from the Office of Population Affairs (OPA). Its contents are solely the responsibility of the authors and do not necessarily represent the official views of OPA or HHS (Department of Health and Human Services).*

#### **Works Cited**

[1] Lezin, N. R. (2004). *Parent-Child Connectedness: Implementations for Research, Interventions, and Positive Impacts on Adolescent Health*. ETR Associates.

[2] Steiner, R.J., Sheremenko, G., Lesesne, C., Dittus, P.J., Sieving, R.E., et al. (2019). Adolescent connectedness and adult health outcomes. *Pediatrics*, 44 (1).

[3] Huberman, B. & Alford, S. (2005). Are You an Askable Parent? Retrieved from Advocates for Youth: <https://advocatesforyouth.org/wp-content/uploads/storage//advfy/documents/askable.pdf>

# LIFT AT A GLANCE

---

Linking Families and Teens (LiFT) is a six-hour (with breaks) family connection program for youth ages 13-19 and their supportive adult(s). This program is intended to improve sexual health outcomes for youth in the United States by enhancing key protective factors. The specific goals of this program are:

- Increase the frequency and quality of communication about sexuality between youth and their supportive adults.
- Enhance the relationship between youth and their supportive adults.
- Increase youth confidence to prevent unwanted pregnancy.
- Increase supportive adults' comfort with their youth receiving sexual health services.
- Decrease unplanned teen pregnancy.

## LIFT COMPONENTS:

**1. WORKSHOP:** The six-hour workshop is intended to: provide families time to connect with each other and gain skills so they can have effective Tough Talks in the future, teach youth new skills related to sexual health, and create space for supportive adults to share and connect with one another.

The workshop is divided into three parts:

**a. Together Times (four modules):**

These are modules that youth and adults participate in together. They are opportunities for sharing, skill practice, and fun with their family member.

**b. Youth (two modules):** These are modules for youth only so they can have open and honest conversations with other youth. Youth modules include activities, skill-building, and practice for youth in: the importance of connection, communication skills to engage in Tough Talks, and basic information on condoms and accessing sexual healthcare.

**c. Supportive Adult (two modules):**

These are for adults only so they can have open and honest conversations with other supportive adults. Adult modules include activities, skill-building, and practice for adults in: the importance of connection, practices to build connection with their youth, and skills to engage in Tough Talks about sexual health.

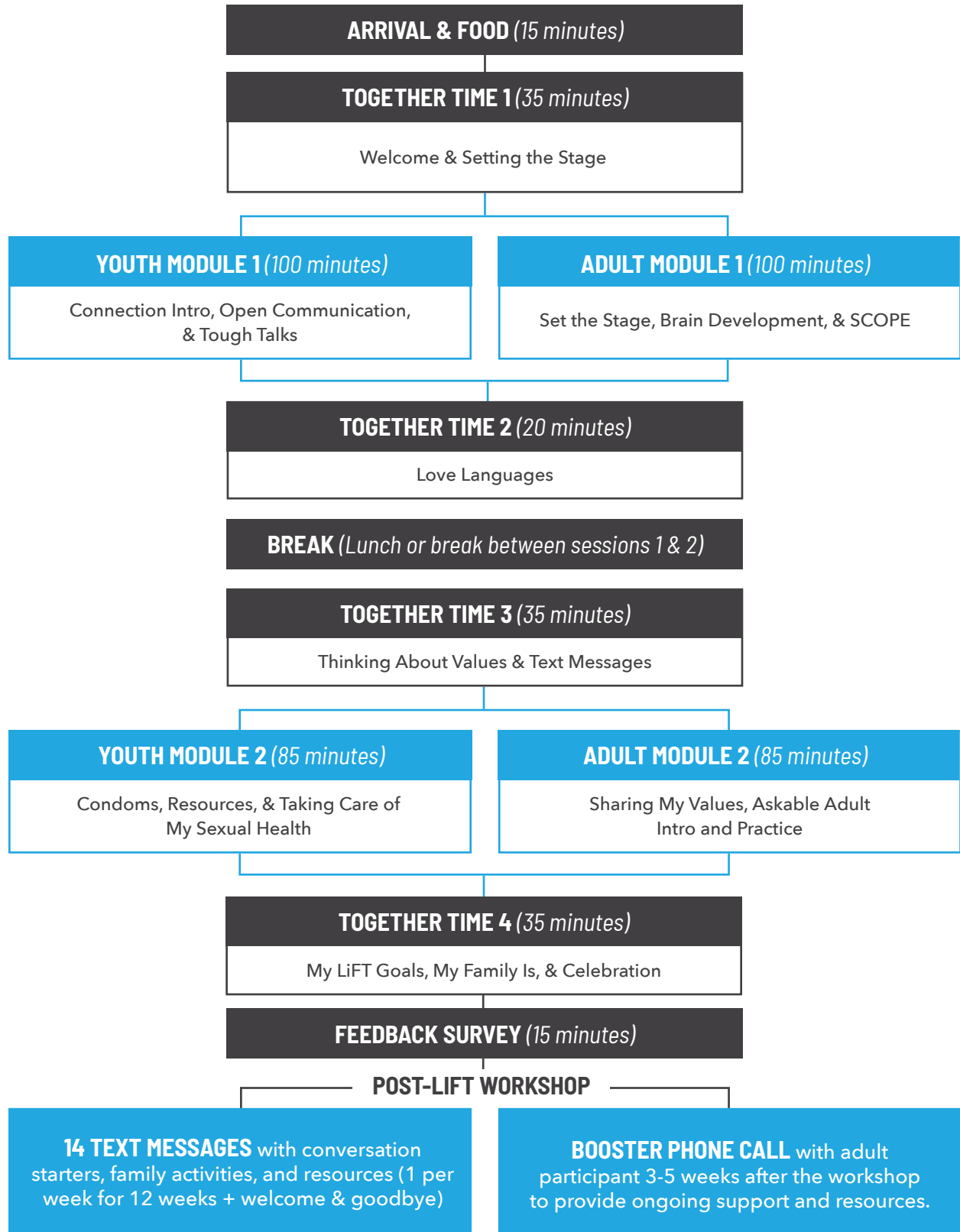
**2. TEXT MESSAGES:** During the workshop, participants can opt in to receive 12 follow-up text messages. These provide reminders of the skills taught in LiFT, conversation prompts, and resources.

**3. BOOSTER CALL:** All supportive adults receive a booster call from a LiFT facilitator four weeks after the workshop date. The purpose of the booster call is to reinforce concepts discussed during the workshop, and provide additional support and resources as needed.



# LIFT WORKSHOP

(6 hours, including breaks and meal times)



# THE STORY OF LiFT

## COMMUNITY ASSESSMENT

In 2015, we conducted a community assessment to better understand the needs of both youth and supportive adults living in rural communities. We focused on rural communities because youth living in these areas face disproportionately high rates of teen pregnancy and sexual risk behaviors.

The assessment found that:

- Youth living in rural areas are significantly more likely to report ever having sex or being sexually active, and are significantly less likely to use contraception.<sup>[9]</sup>
- Youth between the ages of 15 and 19 living in rural areas have a teen birth rate almost one-third higher than their peers living in urban areas, at 30.9 per 1,000 compared to 18.9 per 1,000.<sup>[3]</sup>
- Birth rates for youth aged 15-19 declined in urban and rural counties from 2007 through 2015, with the largest declines in large urban counties and the smallest declines occurring in rural counties - teen birth rates fell 50% in large urban counties, from 38.1 births per 1,000 females aged 15-19 to 18.9. During this same period, the rate in rural counties fell 37%, from 49.1 births per 1,000 females aged 15-19 to 30.9.<sup>[9]</sup>

Isolation, lack of confidentiality, limited access to reproductive health services, stigmatization of health services and sexuality education, lack of comprehensive sex education for rural youth, poverty, and a lack of economic and educational opportunities all conspire to lead to sexual risk behaviors and high birth rates among rural youth.<sup>[9][6][10]</sup>

The initial assessment quickly identified that the greatest need in these communities was having family programs to help older youth and their supportive adults strengthen their relationship and feel more comfortable communicating with one another. Research supports this need: parents are the most important influence on a youth's sexuality, and youth who have good connection and communication with their parents about sex are more likely to delay sex, have fewer partners, and use condoms and birth control when they do have sex. Unfortunately, both parents and youth report feeling uncomfortable and ill-equipped to have conversations about sex and sexual health with each other.<sup>[4]</sup>

We completed a second assessment in fall 2015, to assess what information and skills were most desired in a family education program for rural communities, what strengths and capabilities families living in rural communities possessed, and what the top sexual health concerns were for young people and the adults supporting them. This assessment included 24 supportive adult interviews, 22 youth interviews, and 35 community partner interviews. In addition, 59 supportive adults and 103 youths completed online surveys.

The results of this assessment, along with educational best practices and evidence on components of parent-child connection, informed the development of the LiFT program.

## PROGRAM DESIGN

The original program design was a 12-hour curriculum including eight hours of education and four hours of community service learning. This 12-hour program was piloted in four communities in spring 2016 and several problems and challenges were identified, including recruitment and retention. Consequently, the curriculum was shortened to its current six-hour version. We updated the curriculum in 2017, 2018, and again in 2019 to incorporate participant and facilitator feedback and lessons learned.

The LiFT curriculum was approved by the Office of Adolescent Health as being medically accurate, age- and developmentally appropriate for the intended audience, LGBTQ+ inclusive, and trauma-informed. The mission of the Office of Adolescent Health, a department within the federal government, promotes health across the reproductive lifespan through innovative, evidence-based adolescent health and family planning programs, services, strategic partnerships, evaluation, and research. See <https://www.hhs.gov/ash/oah/> for more information.





# THEORETICAL FRAMEWORKS & PEDAGOGY

The LiFT program is built on a family connection framework, as well as several evidence-based best practices in adolescent sexual health education. It uses an established theoretical foundation, sound educational pedagogy, and program delivery based on adult learning theory.

## PARENT-CHILD CONNECTION

Research has found that strong parent-child connection is a protective “superpower” against risk behaviors in adolescents. Such connections reduce emotional distress, violence, rates of unwanted pregnancy, sexually transmitted infections, and drug and alcohol use, and support school success.<sup>[8]</sup> LiFT is based on a parent-child connection framework proposed by ETR ([www.etr.org](http://www.etr.org)). It responds to community needs for more opportunities to build familial communication skills, and recognizes the importance of such connection on outcomes. This parent-child connection framework emphasizes how a climate of trust - including support, openness, protection, and encouragement - operates in tandem with communication, structure, and time spent together, to build connection and continue to reinforce each other.<sup>[5]</sup>

LiFT calls these aspects “SCOPE” (an acronym for support, communication, openness, protection, and encouragement), and utilizes this SCOPE framework throughout the adult curriculum. Activities were designed for reflection, learning, and skills practice for each of these components. The Search Institute’s ([www.search-institute.org](http://www.search-institute.org)) developmental relationships framework provides additional evidence to support the importance of connection as a centerpiece of the LiFT program, and helps guide SCOPE’s definitions and activities.<sup>[7]</sup>

## POSITIVE YOUTH DEVELOPMENT

Evidence shows that positive youth development impacts adolescent sexual health risk factor outcomes by strengthening relationships and skills, surrounding youth in positive networks of supportive adults, and empowering a more positive view of their futures.<sup>[2]</sup>

In LiFT, positive youth development principles are used throughout Youth and Together Time modules, including opportunities for youth voice, connection to healthy relationships with adults and with peers, strengthening of youth assets, and opportunities for skill-building. Research demonstrates that programs which incorporate both positive youth development and parent-child connectedness frameworks have been shown to produce significant increases in positive behavior of youth.<sup>[1]</sup>

## METHODS FOR ADULT EDUCATION

LiFT incorporates the six assumptions of motivation for adult learners as theorized by Malcolm Knowles. These include:

- **Need to know:** Adults need to know the reason for learning something.
- **Foundation:** Experience provides the basis for learning activities.
- **Self-concept:** Adults need to be responsible for their decisions on education.
- **Readiness:** Adults are most interested in learning subjects with immediate relevance to their work and/or personal lives.
- **Orientation:** Adult learning is problem-centered rather than content-oriented.
- **Motivation:** Adults respond better to internal versus external motivators.

The content of the adult modules is immediately relevant and problem-centered, and discussion questions throughout help adults recognize the “why” behind the content. Additionally, LiFT recognizes and invites adults’ experiences and expertise into the conversation through discussion, as well as individual, small group, and large group activities.

## UNDERSTANDING BY DESIGN

The LiFT program uses the Understanding by Design (UbD) pedagogical framework to bolster learner outcomes. The UbD framework uses a backwards design process to develop Enduring Understandings, Essential Questions, and Assessments for each educational workshop. This structure ensures that each workshop held will result in the participants achieving the intended learning objectives. See the beginning of the curriculum for the Enduring Understanding, Essential Questions, and Assessments used within LiFT modules.

## INTENDED AUDIENCE

The intended participants for LiFT are youth between the ages of 13 and 19 accompanied by their supportive adult. The participants of the workshop should always be there willingly and have the choice to opt out at any time.

The ideal group size for a LiFT workshop is approximately 10 families, with each family including one or more youth plus one or more supportive adult(s). However, the workshop has been successfully facilitated with up to 20 families (approximately 40 participants), and with as few as three families. For especially large or small group sizes, facilitators will need to be prepared to make adaptations to the activities.

## RURAL VERSUS URBAN

LiFT was created to fill a need in rural communities, and the outcomes shown above were demonstrated in rural communities (towns with a population of 50,000 or fewer, with some isolation from a larger metropolitan area). However, we believe that the curriculum and program will resonate with urban and suburban communities as well, and we encourage its use in communities of all sizes and urbanicity.

# LIFT PRINCIPLES & VALUES

The developers of this program hold values about sex education, young people, and supportive adults that are infused into the program itself. The LiFT program is grounded in the following principles and values:

- **FAMILY CONNECTION** - LiFT seeks to build connection between youth and their supportive adults. We believe - and research indicates - that stronger communication about sexual health can only happen once a strong foundation of connection is in place. We believe nurturing the parent-child connection, and equipping both adults and youth with information and skills, is critical to the health of young people. LiFT is one of the only programs grounded in research that engages youth and adults simultaneously to support outcomes, with evaluation outcomes demonstrating its positive impact. For an effective and nurturing relationship, we believe it's essential to equip both parties with skills that can be used to strengthen their connection.
- **YOUTH AGENCY** - While supportive adults are one of the most important influences on youths' sexual decision-making, and we see this connection as critical to whole person development, we believe that a youth's personal decisions should result from authentic and informed choices on the part of each young person. These decisions may or may not be in consultation or alignment with their supportive adult. Each young person has the right to make choices about their behaviors, relationships, and body.
- **FAMILY DIVERSITY** - We use the term "family" to encompass any relationship between youth and their supportive adults. Supportive adults can be grandparents, foster parents, teachers, coaches, aunts and uncles, neighbors, or any other trusted adult to that youth. We believe that family diversity is a good thing and welcome all families into LiFT.
- **STRENGTHS-BASED** - The LiFT Program reflects the belief that family members - both youth and supportive adults - have strengths and backgrounds that should be uplifted and respected during the learning experience. A strengths-based approach allows for the acknowledgment of the participants' resiliency and recovery attributes that can mitigate trauma, reduce stigma, and support individuals in their ongoing growth towards secure attachment and parent-child connection. The tone of the workshop is positive and it encourages the facilitator to actively name those strengths, skills, knowledge, histories, and values that participants bring into the room.



- **TRAUMA-INFORMED** - Many youth and their supportive adults have experienced trauma. The content and learning activities of the LiFT program utilize trauma-informed approaches to create a safe learning environment and avoid re-traumatization.
- **COMMUNITY RESPONSIVENESS & INCLUSIVITY** - We believe there is no one-size-fits-all program that will respond to the unique cultures, communities, and situations of all families. The structure of LiFT allows it to be inclusive of the unique individuals and families in each implementation. Facilitators are encouraged to incorporate issues and priorities from their community into the scenarios and conversation prompts, to ensure the content is relevant and useful to participants, while maintaining fidelity to the program.
- **MEDICALLY ACCURATE** - LiFT is informed by scientific evidence which mainstream professional organizations agree to be true, objective, and complete. LiFT is reviewed periodically to ensure all medical information is up-to-date and reflects best practices.
- **AGE AND DEVELOPMENTALLY APPROPRIATE** - The content and delivery methods in Together Times and Youth Modules align with the developmental and cognitive abilities of youth 13-19 years old. This ensures it is relevant to their lives, understandable, and promotes a willingness and capacity to engage with the material. Content in the adult modules is appropriate and accessible for adult learners.
- **LGBTQ+ INCLUSIVE** - LiFT was not written specifically with or for LGBTQ+ youth or families, however LiFT is intentionally welcoming and supports and values LGBTQ+ participants. LiFT incorporates all gender and sexual identities throughout the curriculum, with the use of gender-neutral language and scenarios that include examples of same-gender couples.
- **THEORY-BASED** - LiFT considers how participants absorb, process, and retain knowledge to create an experience that uses a variety of effective strategies to engage participants and support learning. LiFT uses Understanding by Design, Positive Youth Development, and Adult Learning Theory to guide its teaching practices.

## WHAT THE LIFT PROGRAM DOES AND DOES NOT DO

LiFT is designed to be just one element of a larger comprehensive plan that would support the health of individuals and families in a community. It is important to communicate to participants both LiFT’s strengths and its limitations. The following table illustrates what LiFT does and does not address.

WHAT THE LIFT PROGRAM DOES	WHAT THE LIFT PROGRAM DOESN'T DO
Provide instruction on the correct use of condoms to prevent pregnancy and STI transmission.	Provide comprehensive youth sex education. Young people still need and deserve sex education on myriad additional topics beyond the scope of the LiFT program.
Introduce local resources and skill-building to help youth access sexual healthcare.	Remove the systemic barriers that young people face in accessing sexual healthcare. These barriers include distance, transportation, lack of confidentiality, lack of youth-friendly service providers, cost, language, and stigma, in addition to others.
Provide an opportunity for family members to spend time together and the necessary tools to further their connection and communication in the future.	Resolve family trauma or serve as a support or therapy group. During the program, participants may disclose information that would warrant a referral to further supportive services, such as mental health support services.
Spark further conversation on “tough” topics, such as sexual health, through encouragement and skill-building.	Force conversations to happen during the workshop or after the workshop is over. LiFT is a program of informed choice, and nobody should be forced to attend or have conversations if they feel unsafe.
Encourage facilitators to be culturally humble and culturally grounded in their approach and acknowledge intersectional identities. However, the content of this curriculum is grounded in white dominant culture.	Provide culturally specific or culturally rooted instruction for young people and supportive adults from communities of color; immigrant, refugee, or indigenous communities; participants and families that identify as LGBTQ+; or other identities.

# OUTCOMES & EVALUATION RESULTS

LiFT was rigorously evaluated using a Randomized Control Trial evaluation design. This evaluation was funded through the federal Office of Adolescent Health Teen Pregnancy Prevention Initiative. Due to this evaluation process, each LiFT workshop was implemented with fidelity to the entire program curriculum. No major site-specific adaptations to the program activities were made during the course of the evaluation.

The LiFT study was implemented from 2015 to 2018, with data collection follow-up extending 12 months after the last enrollment in the study. The evaluation used a cluster randomized control trial design involving 747 family units (886 youth aged 12-19 and 779 adults) in rural communities across the United States: Alaska, Washington State, Oregon, California, Utah, Idaho, Hawaii, New York, and Mississippi. Family units were randomly assigned to one of two conditions: (1) Treatment - the LiFT program or (2) Control - no programming. More than half (57%) of youth participants were female, 38% were white, another 38% Latinx, and the average age was 16. Most of the supportive adult participants were female (82%), white (43%) or Latinx (40%), who spoke English (70%) and/or Spanish (38%) in the home. Most adults were the youth's biological parent (84%). A quarter of the supportive adults had less than a high school diploma.

To assess the effectiveness of the intervention, self-report surveys (administered on paper, online, and by phone) were collected from youth participants three times during the study period: baseline (prior to randomization), three months after baseline, and 12 months after baseline. Surveys were collected from adult participants at baseline and three months after baseline.



## MAIN TAKEAWAYS

The surveys completed by youth and their supportive adults three months after LiFT workshop show that, compared to survey-only youth, LiFT youth:

- Communicate more frequently about sexuality values, thoughts, and feelings with their supportive adult.
- Are more likely to feel capable of preventing pregnancy.
- Are significantly less likely to have ever been pregnant or caused a pregnancy.

LiFT supportive adults, compared to survey-only supportive adults:

- Indicate a more positive relationship with their youth.
- Have a better quality of communication with their youth about sexuality.
- Communicate more frequently about sexuality and pregnancy with their youth.
- Are more comfortable with and more likely to support their young person seeking sexual healthcare.

Surveys completed by youth 12 months after the LiFT workshop show that, compared to survey-only youth, LiFT youth:

- Are significantly more likely to have a positive relationship with their supportive adult.
- Communicate more frequently about sexuality values, thoughts, and feelings with their supportive adult.
- Feel more comfortable in conversations with their partner.
- Are more likely to feel capable of preventing pregnancy.

## QUALITATIVE THEMES

During the booster call (3-5 weeks after the end of the workshop), supportive adults described how the things they learned and did in LiFT created greater openness and comfort in discussing tough topics and having more respectful, effective communication with their youth. Many shared how they are spending more quality time connecting with their youth since LiFT and are more actively encouraging the youth to feel secure in receiving support from them. Several expressed a greater sense of empathy and perspective, in both themselves and their youth. As a result, adults described strengthened relationships and greater trust with their youth.

Both adults and youth described similar impacts at three and twelve months after the program, with most highlighting improvements in the frequency, quality, and breadth of their communication, and describing a stronger connection to their family member.

# HOW TO SET UP SUCCESSFUL IMPLEMENTATIONS

---

- 1** SELECT FACILITATORS
- 2** PREPARE FOR THE PROGRAM
- 3** RECRUIT PARTICIPANTS
- 4** IMPLEMENT THE LIFT PROGRAM
- 5** POST-PROGRAM:  
REFLECT & LEARN

# 1

## SELECT FACILITATION TEAM & PLAN COLLABORATION

### SELECT FACILITATORS

LiFT requires two facilitators.

**Youth Facilitator:** This person facilitates the Youth Modules and some Together Times. This person should have more expertise and comfort working with youth and providing sex education.

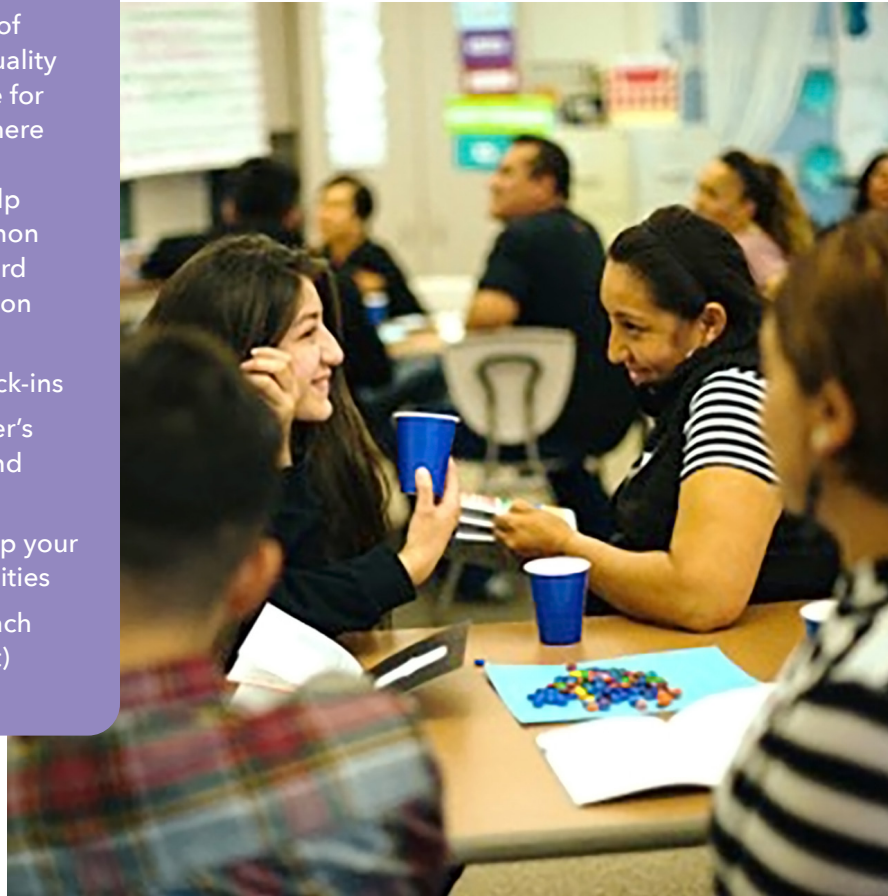
**Adult Facilitator:** This person facilitates the Adult Modules, some Together Times, and the booster call. This person should have more expertise and comfort working with adults and parents/caregivers.

Both facilitators will work together to help adults and youth integrate their learning during the Together Times. One or two additional support staff are also suggested to help with logistical support for set-up, greeting participants, meal preparation, Together Times, and closing.

### CO-FACILITATION

Successful co-facilitation of LiFT can lead to a high-quality and enriching experience for participants. Of course, there are also potential pitfalls. This guide is meant to help you avoid the most common pitfalls on your path toward a tremendous co-facilitation relationship!

- Implement regular check-ins
- Understand one another's strengths, weaknesses, and preferences
- Decide how to divide up your workload and responsibilities
- Find out how to give each other feedback (and do it)





# 1

## SELECT FACILITATION TEAM & PLAN COLLABORATION

### LIFT IS DESIGNED TO BE FACILITATED BY EDUCATORS WHO IDEALLY MEET THE FOLLOWING QUALIFICATIONS:

- **Highly skilled sex educators.** Facilitators should have sexual health education experience and strong facilitation skills. This includes educators who have training and experience with sexual health content for adolescents, answering questions, remaining values-neutral, giving clear instructions, facilitating participant-driven conversations, classroom management, setting and maintaining safe boundaries with participants, making critical decisions around self-disclosure, and accessing ongoing sexual health and sex education resources. For more information about sex educator skills, please refer to the Professional Learning Standards for Sex Education (<https://sexeducationcollaborative.org/resources/plsse>). See the Appendix for more sex education resources.
- **Utilize trauma-informed practices.** Facilitators should utilize this framework so they can appropriately address trauma and disclosures that are shared by participants, and actively mitigate re-traumatizing participants. See <http://www.cardeaservices.org/resourcecenter/guide-to-trauma-informed-sex-education> for more tools on using trauma-informed language during sex education.
- **Inclusive of LGBTQ+ participants.** Facilitators should use language that affirms sexual and gender identity, attractions, relationships, and behaviors of participants and community members.
- **Respect young people.** Facilitators should enjoy working with young people and supportive adults, hold their skills, knowledge, and life experiences in high regard, and treat them with the appropriate respect in educational settings.
- **Reflect participants.** Facilitators should be reflective of the participants and share some of the same lived experiences as participants; or have training, experience, and humility to facilitate in cultures and communities different from their own.
- **Familiar with local resources.** Facilitators should be knowledgeable about local resources available to both youth and adults in the community.
- **Well prepared.** Facilitators should complete the LiFT Training of Facilitators and thoroughly read the LiFT program manual and curriculum.

# 2

## PREPARE FOR THE PROGRAM

### FINALIZE THE DATE(S), TIME(S), AND WORKSHOP LOCATION

LiFT can be facilitated in one session or in two sessions.

**One-Session Workshop:** Generally, one-day workshops are scheduled on a Saturday or Sunday over a six-hour timeframe. This includes time for arrival, breakfast, and lunch.

**Two-Session Workshop:** Two-day workshops can be broken up into two sessions no more than a week apart. These are typically scheduled for two evenings and each session lasts three hours. This includes times for arrival and dinner.

LiFT may be facilitated in different types of locations, including schools, community centers, community-based organizations, faith-based institutions, libraries, or other community locations.

The only requirement is that the location has at least two separate spaces for the youth and adults to break into their modules, and that one space is big enough for all participants to be in at the same time.

### QUESTIONS TO ASK YOURSELF WHEN CHOOSING A LOCATION:

- Does it have 2-3 large rooms to reserve? (One room for the youth, one room for the supportive adults, and a space large enough for Together Time and food.)
- Is there a rental fee or could they donate the space? How much does it cost per hour?
- How can the site help you recruit potential participants?
- Can LiFT facilitators get into the site the day before or two hours early on the day of the program to set up?
- Is the site well respected, or will people be embarrassed or feel stigmatized entering this space?
- Is the site centrally located and is there parking?
- Are the rooms accessible for participants who have disabilities?
- Is there a kitchen or area to store your food?
- How can you create a warm and welcoming environment in the space?
- How can you support the work that your site does to create a reciprocal relationship?

# 2

## PREPARE FOR THE PROGRAM

### PREP FOR YOUR WORKSHOP

Prepare in advance so you can facilitate the LiFT workshop with ease.

- **Create a detailed agenda:** This agenda will support you and your co-facilitator. The agenda should include the times of activities, who is responsible for facilitating different modules, who is responsible for set-up and clean-up, and who oversees putting out and cleaning up food. It's also helpful to schedule a 5-10 minute break for each facilitator to recharge during the day.
- **Site logistics:** Confirm rooms and set-up time with your workshop site, as well as details like restroom availability, who will lock and unlock doors, and clean-up instructions. To support an LGBTQ+ inclusive space, ensure that there are gender-inclusive restrooms close to the workshop space, or at minimum, place gender-inclusive restroom signs over the signage usually present.
- **Food:** Make sure you have enough for all participants and consider any dietary needs when you purchase. Don't forget about utensils, serving trays, serving spoons, cups, plates, napkins, tablecloths, and a cooler (if needed). Check out a sample shopping list in the appendix (page 53).
- **Childcare:** To decrease barriers to participation, we recommend offering childcare on-site, or giving families with small children a small gift card to help reimburse childcare costs.
- **Transportation:** To decrease barriers to participation, we recommend helping coordinate carpooling between participants or offering small gift cards to help participants take public transit or taxis/rideshares to the workshop.

### CHOOSING A LOCATION

Think about creative partnerships that would benefit the community when choosing a site. Here is how Grace did that:

*"I wanted to make sure we could support local, small businesses. We ended up hosting LiFT at a community multi-purpose space that had both an incubator commercial kitchen, emergency food pantry, as well as annual Thanksgiving turkey imu (Hawaiian oven) event. Some community members who attended LiFT had never known this amazing community resource existed. We were excited to support this organization and order special mochi (rice-cake) desserts from a entrepreneur vendor who had used the commercial kitchen to bake their products. We were also excited to see a participant inquire further about the commercial kitchen, as starting a small catering business was once her long held dream.*

*Beyond giving back, this intentional choice of location helped to deepen reciprocal relationships between organizations and ultimately strengthened community connection."*

# 3

## RECRUIT PARTICIPANTS

Recruitment presents both opportunities and challenges to authentically engage with partners and participants in new ways. Recruiting participants to LiFT requires facilitators to build authentic relationships while engaging in multiple types of recruitment activities.

### AUTHENTIC RELATIONSHIP-BUILDING

**Relationship building is the foundation of recruitment** – without solid and authentic relationships, community partners may be less likely to support your work, and participants may not feel drawn to participate.

**Relationship building is an ongoing process that requires time and investment.**

**Authentic Relationship-Building (ARB)** is a reflective practice you can use before and during recruitment to think intentionally about how you want to build relationships with individuals, partners, and the community. ARB allows you to share layers of yourself to form connections with others and helps you be aware of your own needs and the needs of your community members. It also helps facilitate effective conversations and navigate power dynamics while being aware of your own safety and how you are supported by your community. The layers of yourself you share may look different from relationship to relationship.

### LAYERS TO AUTHENTIC RELATIONSHIP-BUILDING:

**Who you are with others:** This is about how you choose to define yourself, including your identities, personality, culture(s), spirits, or character, when building relationships. Reflect on:

- What role(s) you hold?
- What relationships do you have or have had with the person you are talking to, and how you have tended to those relationships previously?
- What perceptions of your organization are present?
- What parts of yourself do you want to share?
- Are there parts of yourself that you do not want to share – for your own safety or personal needs?
- Are there parts of yourself that will be noticed regardless of whether or not you want to share them? What are ways you can feel safe and supported in these cases?

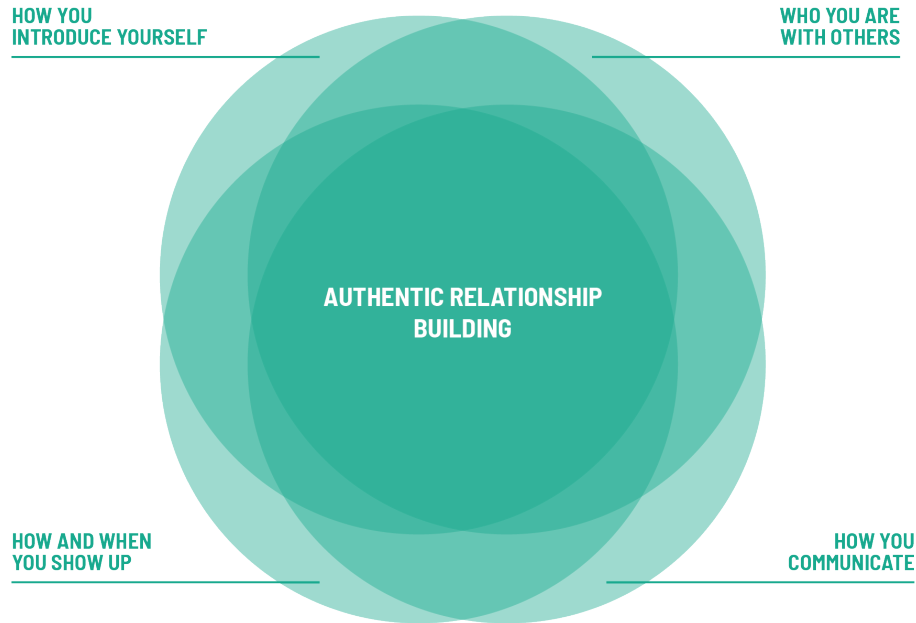
Authentic Relationship-Building was developed by two LiFT facilitators to help them think about which pieces of their own identities could help them connect with community members. Here is how Linda built authentic relationships before, during, and after LiFT recruitment.

**LINDA'S STORY:** *"I looked around the room at the 20 families from the community I was raised in, who were mostly there because of the recruitment support I received from Family Liaisons from four schools. I took a deep breath and felt comforted by my ability to deliver an awesome program for them in Spanish, a language they could understand and connect with. I could see the value behind taking the time to meet with the Family Liaisons, informing them about LiFT, and providing them with copies of fliers and sign-up sheets in Spanish to support me with recruitment. Because I recognized the importance to support their events too, without hesitation, I accepted their invitation to be a guest speaker at an event for Latinx high school students and share about my educational experience as a first-generation Latina from their community. My relationship building efforts truly made a huge difference in the amount of families that participated this day."*



# 3

## RECRUIT PARTICIPANTS



**How you introduce yourself:** This is about the immediate pieces of yourself you share to create connection. Consider:

- What values, identities, histories, or experiences do you share with this group that will lead to trust and connection right away?

**How you communicate:** Think about important aspects of the audience you are talking to. Connect with peers - internally and externally - for support ahead of time to plan and assess needs. Consider:

- Different learning styles
- Literacy levels
- Ages
- Culture(s), values, customs
- Language
- Trauma
- Accessibility considerations
- Other needs that the group may have

**How and when you show up:** Showing up on an ongoing basis for partners, participants, and the community can lead to a true connection and deepen relationships over time. This is about physically showing up to support community events, work, or advocacy needs, as well as being invested in other ways. Consider:

- How do you support the work your partners are engaged in on an ongoing basis?
- How do you continue to stay engaged beyond this specific project?
- How can you speak up for common goals or intersecting issues?
- Are there people or communities that are missing from your partnerships? In what ways can you begin to build authentic relationships with them?

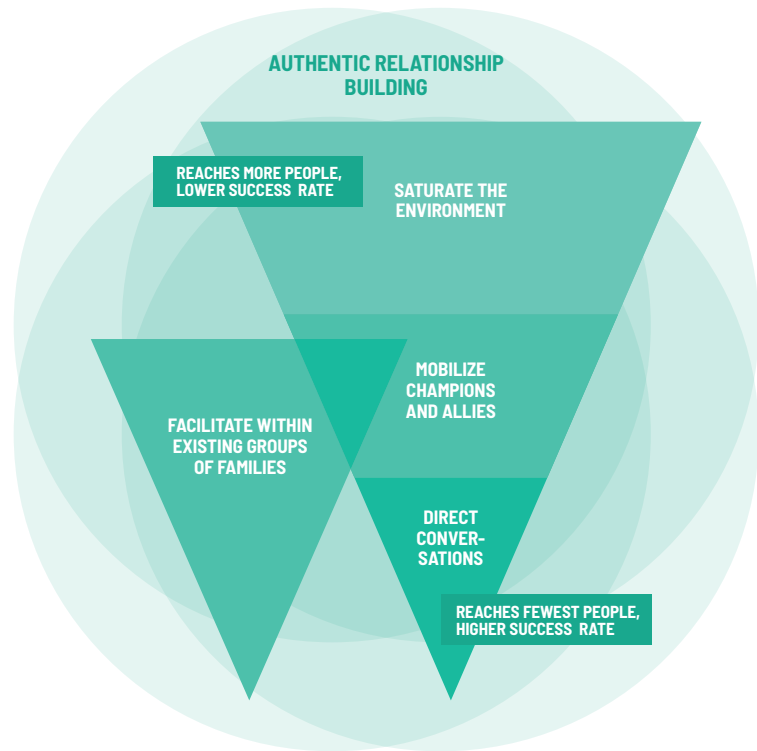
# 3

## RECRUIT PARTICIPANTS

### RECRUITMENT STRATEGIES

Authentic relationship-building is the foundation for recruitment. Once relationships exist, recruitment strategies can begin. We've identified three important components to successful recruitment: saturate the environment, mobilize partners and allies, and direct conversations.

The LiFT recruitment pyramid shows strategies that engage community members, and ultimately engage people in the workshop. Continue layering authentic relationship building throughout recruitment activities.



### PLAN YOUR RECRUITMENT STRATEGY

Recruitment can start early! Even if your workshop is in the distant future, engaging potential communities and partners with LiFT will help with your recruitment.

LiFT videos can be a helpful tool to use for recruitment. In planning your strategy, think about how these videos can help build support and recruit participants.

- English video filmed in Washington State featuring a Spanish-speaking family (subtitled in English) (<https://www.youtube.com/watch?v=P5v6cBeadjo&feature=youtu.be>)
- Spanish video filmed in Washington State featuring a Spanish-speaking family (<https://www.youtube.com/watch?v=Y1lv7SjKkQs&feature=youtu.be>)
- English video filmed in Hawaii featuring two English-speaking families (<https://www.youtube.com/watch?v=C4fOGQADsbk>)

# 3

## RECRUIT PARTICIPANTS

### Nervous about a partnership meeting? Here are some tips from Sara!

- Anticipate their concerns and prepare to respond. A lot of my schools are scared about starting conversations about sexuality, so it's been important for me to express understanding about their concern, be transparent about how LiFT defines sexuality, show that it's really not a big deal, and that it's gone over well with other partners – basically dispel their fears.
- *"I always talk about how I plan to answer questions or comments about potentially controversial values that may arise."*
- *"Share success stories from the community or similar communities – where else are you offering LiFT? Do you have partners that could write a short support letter? In the past, I've shared feedback forms from students who've participated in my programs."*
- *"I recommend bringing the curriculum for them to review. Spend time asking what they are looking for and how LiFT matches their needs. This way they can see the content and activities LiFT includes, and how it fits in with their goals and needs."*
- *"When I suspect people are viewing me as an outsider, I try to casually bring up something that's happening in the community that we can connect around. Once, I mentioned that I couldn't believe that the Sears in town was closing and everyone was like, "Me neither! Where am I supposed to shop now??" It was such a little thing but I noticed people were more comfortable with me after that."*



# 3

## RECRUIT PARTICIPANTS

### SATURATE THE ENVIRONMENT

The more familiar your community is with LiFT, the more likely they are to listen when they hear someone talking about LiFT. Saturation makes it more likely that folks will respond to the strategies on the lower levels of the pyramid. Saturation is important, but on its own it will push very few participants to enroll.

How can you spread the word to make sure as many people as possible see the logo, know who you are, and understand what LiFT is?

Examples include: radio announcements, social media campaigns, posting flyers, announcements on school intercoms, and blurbs in newsletters.

*“In my community, there are people who are considered super aunties and uncles – people who are like navigators between formal organizations and informal network of families and friends. People trust them because they are seen and valued for their presence. One such auntie took a great interest in LiFT due to her experience of raising her own kids, and wanted to make sure the next generation had sexual health information and communication skills. As an active member of the foster parent association, this auntie personally drove me to homes of other foster parent leaders in her network and helped to arrange a pool party and potluck to meet folks before our LiFT implementation. The kind of recruitment that holds authentic relationship building at the center can be at times consuming, but in the end this super auntie’s commitment ensured a successful, well attended workshop.”*

### MOBILIZE CHAMPIONS AND ALLIES

Finding a community champion and a great partner who will “put the stamp of approval” on LiFT is one of the best recruitment strategies you can use. Word of mouth and sharing personal LiFT stories are highly motivating to potential participants.

#### Who are the strongest champions?

- Previous LiFT participants
- Principals
- Counselors
- Teachers
- Religious leaders
- Direct service providers
- Medical providers
- Business leaders
- Coaches

#### What are the characteristics of a strong champion?

- Involved
- Passionate
- Trusted
- Respected
- Connected
- Enthusiastic
- Believes in LiFT



# 3

## RECRUIT PARTICIPANTS

### We can engage and support these champions by:

- Building long-term relationships and trust.
- Meeting with them in person for face-to-face time.
- Giving them printed or electronic information about LiFT.
- Making a specific request and giving them a time frame. This could include: "Could you discuss this with five or six families you think would be interested?", "Can you email this to your contacts or parent email group?", or "How can you help me recruit families for LiFT within the next four weeks?"
- Leaving some swag or incentivizing them with gift cards, coffee, or other goodies.
- Following up to ask how their outreach went and providing additional support or tools.
- Sending a thank-you note and sharing an outcome of their support.
- Building reciprocal partnerships – participating in, volunteering with, and uplifting the work they are doing.

### DIRECT CONVERSATIONS

Sharing your passion, stories, and knowledge of LiFT is one of the most successful way to get people in the door. Set up an engaging table, host a lunch-time pizza party with youth, or talk with larger groups and share pictures, treats, and lots of great stories about how LiFT can support the community. Don't forget to collect multiple methods to contact anyone who may be interested!

Examples of places to have conversations include: Back-to-school night or parent-teacher conferences, faith-based institution gatherings, sporting events with youth sports teams, community fairs, mini presentations in classrooms which consist of a short game and LiFT pitch to engage students, Boys & Girls Clubs, or parent resource centers.

### FACILITATE WITHIN EXISTING GROUPS

Another option is to facilitate a LiFT conversation within a group of families that already meets for another purpose. This is one of the most efficient way to recruit for LiFT.

Examples of places to have conversations include: Faith-based institutions, family support group gatherings, family events for extracurricular activities and team-sports, community-based or cultural organizations, LGBTQ+ support centers, and scout troops gatherings.

# 3

## RECRUIT PARTICIPANTS

### LIFT RECRUITMENT TALKING POINTS

Using the proven outcomes is a great way to talk about LiFT. Here are a few other pitches that we've found helpful:

#### Partners:

- LiFT helps families connect and communicate.
- We invite and encourage all families to participate, including families who come from different cultures, backgrounds, family types, or who have diverse values.
- LiFT doesn't impose a parenting philosophy or style. It's about giving some tools and opportunities to learn from each other.
- LiFT helps youth talk with their parents so that they can be open and honest with each other, and helps give supportive adults the time and space to meet other adults to talk about challenges and share ideas about having a high-school-aged youth.
- LiFT builds community and is a great way to bring new people into your organization.

#### Supportive adults:

- Have you ever had a tough time getting your youth to open up to you? LiFT can help you and your youth build your connection to talk about the tough stuff - things like sexuality and healthy relationships.
- LiFT is a family connection program for high-school youth and their supportive adults to help families build their bond and talk about the tough stuff - topics like sexual health and healthy relationships.
- It's really hard to find time to just be with your young person. LiFT provides time to build your bond, connect with each other, and learn new skills to keep connecting in the future.
- There aren't many places that adults of youth can be together, with only the adults, and be open about challenges, share ideas, and build a community together.
- We invite and encourage all families to participate, including families who come from different cultures, backgrounds, family types, or who have diverse values.
- LiFT doesn't impose a parenting philosophy or style. It's about giving some tools and opportunities to learn from each other.
- If a youth wants to sign up: Your young person told me they want to join LiFT - they really want to talk with you.

#### Youth:

- Have you ever tried to tell the adults in your life something and they just don't get it? It's like they aren't actually listening to you? Youth that come to LiFT say that their adults listen better and with less judgement than they did before LiFT.
- LiFT is an awesome way to spend time with your friends and also have your adults learn how to actually listen to you.
- You are important in teaching adults about you. LiFT gives you the chance for your adults to hear more about who you are - not only during LiFT, but also at home, in your family.
- This is a chance to get some basic sexual health information and get your questions answered.

# 3

## RECRUIT PARTICIPANTS

### INCENTIVES

Incentives can provide a hook to help some become interested in joining – but definitely aren’t a magic wand to get people to join. Incentives can include a cash incentive, gift cards, food, prizes, raffles, gas cards, gift baskets, and LiFT swag. Here are a few incentive strategies that have worked:

- Give a small gift card or swag item at the end of the workshop.
- Raffle off a family game package, movie night basket, or community experience at the end of the workshop.
- Give a small gift card for those families who bring other families to the workshop with them.
- Give a small gift card to past participants or partners who refer another family to participate in future workshops.
- Give swag to community partners as a thank-you for the recruitment work they’ve done.

#### **Nicole gauges participant interest and anticipates barriers by using some of the following prompts:**

- *“How likely are you to attend LiFT?”*
- *“I know that folks are busy! Are there any barriers that would make it hard for you to come?”*
- *“We will be ordering lunch for everyone, so we would like to have an idea of how many people to expect so we can make sure we have the right amount. What food requests/dietary needs do you have?”*
- *“Most folks ask us to text/email/call a few days before the workshop with a reminder. What type of reminder do you want from me?”*
- *“Text/call/email me back with your favorite candy and a Y/N to confirm that you’ll be there!”*

### THE SIGN-UP LIST AND FOLLOW-UP

You’ve made the pitch and gotten potential participants interested and wanting to sign up. Now what?! It’s time to keep in contact and keep them engaged!

Following up with interested participants is important and will increase participation on the day of the workshop.

A few tips:

- Keep a document for noting multiple methods to contact anyone who shows interest in joining.
- Shoot for 2-3 follow-up touchpoints through phone calls, text, or email. A final text, call, or email the day before the workshop is always a good idea.
- Gauge their level of commitment and set the expectation they will be there.

# 4

## IMPLEMENT THE LIFT PROGRAM

Congratulations! It's time to run the workshop. Here are some things to plan for in preparation for a great participant experience.

### LIFT COMPONENTS

LiFT is comprised of three main components: the in-person workshop, the text messages, and the booster call.

**1. Workshop:** The six-hour (including breaks) workshop is intended to: provide families time to connect with each other and gain skills so they can have effective Tough Talks in the future, teach youth new skills related to sexual health, and create space for supportive adults to share and connect with one another. The workshop is divided into three parts:

**a. Together Times (four modules):** These are modules that youth and adults participate in together. They are opportunities for sharing, skill practice, and fun with their family member.

**b. Youth (two modules):** These are modules for youth only so they can have open and honest conversations with other youth. Youth modules include activities, skill-building, and practice for youth in: the importance of connection, communication skills to engage in Tough Talks, and basic information on condoms and accessing sexual healthcare.

**c. Supportive Adult (two modules):** These are for adults only so they can have open and honest conversations with other supportive adults. Adult modules include activities, skill-building, and practice for adults in: the importance of connection, methods to build connection with their youth, and skills to engage in Tough Talks about sexual health.

**2. Text messages:** During the workshop, participants can opt in to receive 12 follow-up text messages. These provide reminders of the skills taught in LiFT, conversation prompts, and resources.

**3. Booster call:** All supportive adults receive a booster call from a LiFT facilitator four weeks after the workshop date. The purpose of the booster call is to reinforce concepts discussed during the workshop, and provide additional support and resources as needed.



## ADAPTATIONS

Before starting to prepare your materials, think about what types of changes you need to make. This program has been proven to work as it is written. We understand some adaptations might be needed to meet the unique characteristics of the communities you work with, and encourage you to make such changes. We advise using the following adaptation guide if you want to duplicate the program's outcomes. It is important that these changes be made thoughtfully so as not to impact LiFT's core components.

### GREEN LIGHT - ENCOURAGED ADAPTATIONS

Green light adaptations enhance participant engagement, and make activities a better fit for the age, culture and context. These changes do not affect the core components of curriculum content or pedagogy. These changes are safe to make, and you are encouraged to make them to better fit the needs of the culture and participants within your community.

- Scripting: You do not need to read word-for-word from the curriculum. You can use your own words as long as it does not significantly change the content and still communicates the essence of what the curriculum states.
- Literacy level: You may read activities out loud, draw pictures, or invite participants to draw pictures instead of writing to ensure participants can fully participate regardless of literacy level.
- Customize examples or scenarios to reflect current issues or concerns voiced by participants.
- Change names in scenarios to reflect culture.
- Update or customize laws, statistics, etc. to reflect new medical knowledge and local information.
- Change the way an activity is facilitated due to group size or participant ability levels.

### YELLOW LIGHT - USE CAUTION

These are changes that may impact core components of content, pedagogy, or implementation. These changes should be made with caution and only when necessary.

- Modifying materials: You may be able to create your own material or use different material than is listed in the curriculum.
- Text messages: It is highly recommended to send the LiFT text messages for the 12 weeks after the workshop.
- Booster calls: It is highly recommended to call all supportive adult participants a month after the workshop.

### RED LIGHT

These changes compromise or eliminate a core component of the program. These changes should be avoided since they significantly change one or more of the core components of the program.

- Removing LGBTQ+ inclusivity: To ensure that LGBTQ+ identities are reflected in LiFT, you may not make changes to or remove the LGBTQ+ representation in provided scenarios.
- Skipping content or activities.
- Adding additional content, activities, or lessons.
- Changing the workshop length.
- Delivery by a facilitator who is not qualified.
- Changing the sequence of lessons or activities.

# 4

## IMPLEMENT THE LIFT PROGRAM

### PREPARE YOUR MATERIALS

Refer to the curriculum materials list and prepare all materials for the workshop.

A few helpful tips:

- Find out if there is any pertinent information to know before facilitating the program, either about community news, culture, or family dynamics that may come up.
- Bring some extra plastic bags or other containers so participants can take extra food home with them.
- 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.
- 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.

### CREATE THE CLIMATE

One of the most powerful elements of LiFT is the sense of warmth and community the workshop creates. Setting up a space where participants feel encouraged to be themselves and express their diverse identities is one of the privileges of facilitating this program.

To create this climate, consider doing the following things:

- Create a welcoming and trauma-informed physical environment: Take the time to add extra touches to make the space feel comfortable and safe. This can make all the difference in building community, especially for participants who may have experienced trauma. Bringing in pillows, blankets, flowers, tablecloths, and fidget toys is highly encouraged.
- Accessible space: To make the space and experience as accessible as possible, it's highly encouraged to assess participant needs and accommodate whenever possible. See the Appendix for a sample participant needs survey (page 52).
- Ensure the workshop space is wheelchair-accessible, with ample room for a wheelchair to navigate around tables and chairs, an elevator if needed, ramps in and out of the building, etc.
- Adapt activities as needed to accommodate all learners.
- Provide alternative language or graphics to accommodate a range of literacy levels.
- Have a quiet space where participants can go if they need a break.
- Know any dietary needs beforehand and make sure that all participants have food they can eat.
- Music: Play culturally appreciated and upbeat music that celebrates connection, family, and togetherness as participants arrive, during breaks, and at appropriate times during modules.
- Invite in local culture: Décor and food are great ways to invite local culture into the space. Serving foods that your community values and recognizes can prime your participants for a great start and help everyone feel comfortable in a new space.

# 4

## IMPLEMENT THE LIFT PROGRAM



### CREATE A PLAN FOR TEXT MESSAGES

Text messages are a highly encouraged component of the program. Their purpose is to prompt participants after the workshop to continue their connection and conversations with each other. Participants opt in to receiving texts during Together Time 3. Texts for both youth and adults are the same and can be found in the curriculum Appendix.

There are many options for setting up automated text messages to support the LiFT program. Program sites are welcome to do their own research and choose the option that makes the most sense for them. See the curriculum Appendix for three options of text message instructions.

### COMPLETE THE BOOSTER CALL

The booster call is a highly recommended part of the program for all supportive adult participants. The goal is to reinforce topics discussed during the workshop and provide additional support and resources to adult participants. The adult facilitator completes the booster call with each supportive adult participant about 3-5 weeks after the workshop ends. The booster call script can be found in the curriculum Appendix.

# 5

## POST-PROGRAM REFLECT & LEARN

Congratulations – you facilitated a high-quality and empowering LiFT workshop! Now what?

- Debrief with your co-facilitation team. Share stories and discuss what went well and what you want to change for next time.
- Make sure the adult facilitator has booster calls on their calendar.
- Send the action planning envelopes to participants a few days after the workshop.
- Begin planning your next LiFT workshop.
- Complete evaluation activities.

### EVALUATE YOUR PROGRAM.

There are lots of ways to evaluate your workshop. Here are some optional evaluation activities:

**Participant feedback:** Participant feedback surveys are a quick way to hear directly from your participants about what the experience was like from their perspective. This can help you improve facilitation skills and adapt activities. The more you continue to improve the quality of your program, the greater the impact and reputation of LiFT in the community. Feedback can also be used to support future recruitment, build or strengthen partnerships, and securing funding. You can use the participant feedback survey template provided (page 60) or create your own.

**Pre-Post test:** Conducting a pre-post test allows you to measure any changes in participants' knowledge, attitudes, beliefs, and confidence as a result of your program. This can be especially helpful in supporting conversations with future partners, funding applications, or reporting. You can use the pre-post test template provided (pages 54-59) or create your own.



# 5

## POST-PROGRAM REFLECT & LEARN

### Qualitative analysis:

- **Booster call:** Document the responses and stories shared on Booster calls. There are a number of different ways this qualitative data can be used – you can quote these stories in larger segments as case studies or you can review notes from all your calls and look for themes or trends in the stories shared. This can help you understand the impact LiFT had on families, and will continue to provide you with opportunities to improve future LiFT workshops. This will make recruitment easier in the future and is a powerful way to share LiFT information with future funders and partners. You can use the Booster Call Notes template provided (page 39).
- **Story sheets:** If your group gets along well, or if the group regularly meets for other reasons, you can ask them to write short stories about what they took away from LiFT or what they would tell someone else about LiFT. This can help you understand if the Enduring Understandings were achieved and how LiFT has impacted their family. These can be used as short vignettes to exemplify the results of the pre-post test or you can look across stories shared and look for trends or themes. You can use the story sheet template provided to collect stories.



# LESSONS LEARNED

---

While implementing and evaluating LiFT, we learned a few important lessons we want to share with you:

## **RELATIONSHIP-BUILDING IS RECRUITMENT – AND IT TAKES TIME.**

Recruiting for LiFT workshops in communities in which we didn't have previous relationships was a frustrating challenge. Recruitment was easiest in communities where the facilitator had long-term, established relationships with partners, and was already seen as a trusted person in the community. In LiFT, relationship-building and recruitment activities are often linked. This means that spending the time to create, build, enhance, and grow partnerships is key to LiFT recruitment. We encourage you to run your initial LiFT workshops in communities where you have many strong relationships and are trusted and relied upon. If you want to move into new communities or work with new partners, make sure to allow for the time it takes to build those relationships (1-5 years, in our case!) in your planning timeline. Whether you're working with a new or an existing community, make sure to include relationship-building time into workplans.

## **TAKE TIME TO PRACTICE FACILITATING, EVEN IF YOU ARE AN EXPERIENCED EDUCATOR.**

Facilitators reported how useful it was to practice facilitating the activities in the curriculum or script. The intention of this program is for the facilitators to be as "off script" as possible, where the instructions and messages written in the curriculum are voiced in the facilitator's own authentic voice, while still representing the content of the curriculum accurately. Spending a few hours practicing facilitation during the week before the workshop can help each educator achieve this intention.

## **RECRUIT BOTH ADULT AND YOUTH PARTICIPANTS.**

One mistake we made early on was to only focus recruitment efforts on adults. Once we started recruiting youth, our participant pool increased. We had adult participants drive long distances because their youth wanted to do this program with them, and many others who were nervous about joining LiFT only came because their youth encouraged them to join. However, if you are going to recruit youth, recognize that it may not be easy for them to tell their adult about LiFT. Here are a few ideas to recruit youth:

- Collect the youth's and the adult's contact information whenever possible.
- Create a letter that youth could just give to their adult with all the information needed.
- Ask previous youth participants to help you recruit.
- Talk to youth with whom you already have a strong relationship. They will be more likely to be excited about spending more time with you!

Lauren had a lot of success recruiting youth. She hosted pizza parties during school lunches. During the party, she talked with youth about LiFT, gathered youth and their adult's contact info, and gave them a flyer to take home, along with a letter for their supportive adults explaining the program. She followed up with youth who expressed interest, while at the same time contacting the adults whose contact information she had.

## **THE ADULT PARTICIPANTS WANT TO SHARE STORIES.**

Whether participants in the workshop are new to each other or are part of a close-knit community, adult participants frequently voiced that their favorite part of the workshop was getting to be around other supportive adults for a sustained period of time. It's important to give participants time to share and learn from each other and ensure that the curriculum content is covered. If the group wants to continue meeting, encourage them to exchange phone numbers or offer to host reunion groups in the future.

While we love when participants share stories, think ahead of time about how you will make space for **all** participants to share if they desire. Here are a few tips to steer the conversation back when needed:

- Use the key concepts as an easy way to steer the conversation back to the module.
- It is okay to gently interrupt dominant participants and remind the group of any group agreements that address frequency of verbal participation.
- At the beginning of the day, remind participants that your job is to move the group through the day's topics. To do this, you may need to interrupt conversations to ensure the group has the time to get through the workshop.
- During a break, thank the dominant participant for all they have shared and how they have contributed to the group so far. Ask that they help make space for others to ensure that everyone has their needs met during the workshop.

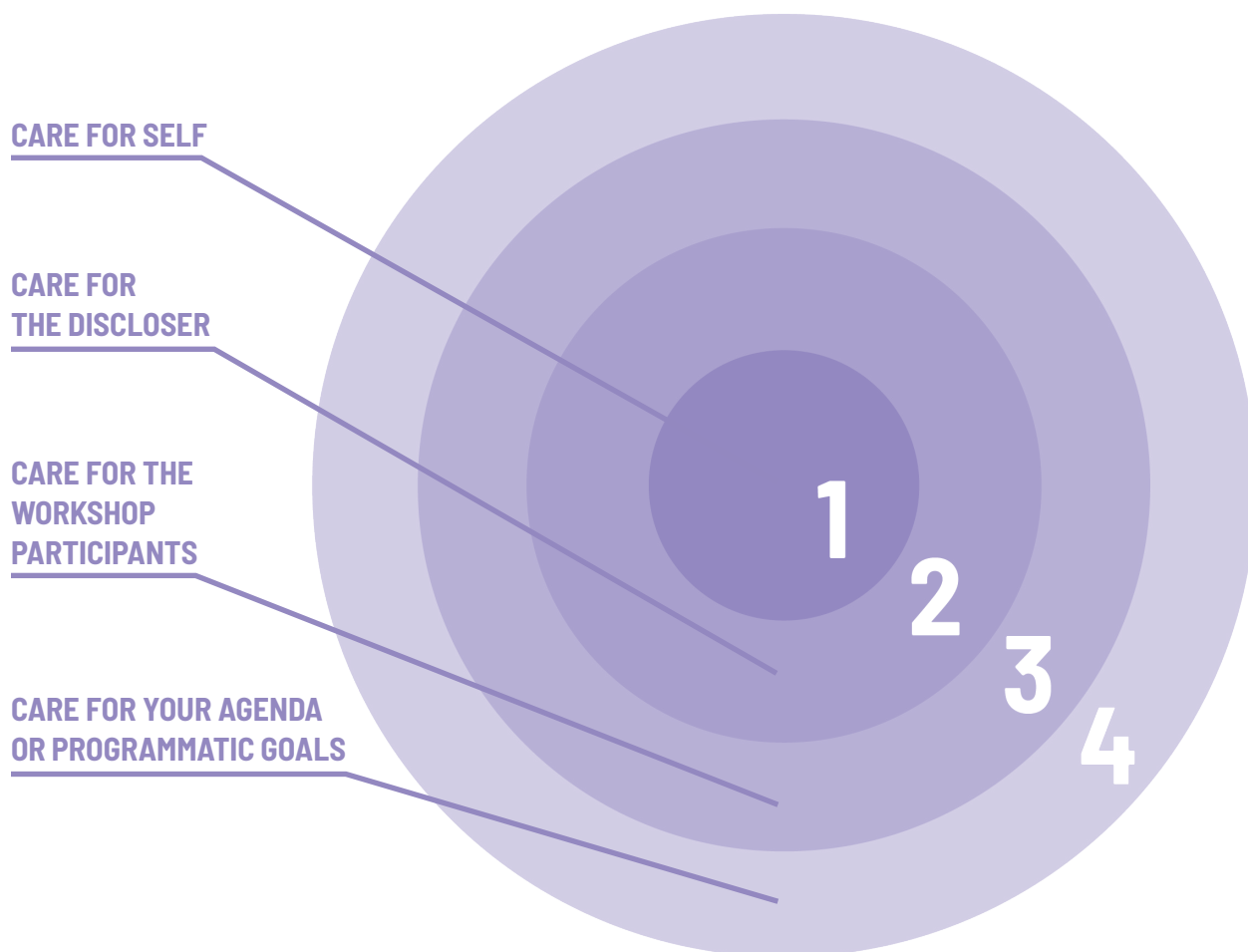
## **MANY YOUTH HAVE HAD VERY LITTLE PRIOR SEX EDUCATION.**

LiFT is not a comprehensive sex education program; however, it discusses topics of sexuality and provides an introduction to some sexual health content, including healthy relationships, consent, condoms, birth control, and healthcare access. You may need to spend additional time explaining some of these topics and providing additional resources if youth participants have not received comprehensive sex education.

# CIRCLES OF CARE

## PARTICIPANTS WILL DISCLOSE TRAUMA.

Due to the personal nature of the topics LiFT addresses, it is not uncommon for a participant to disclose a traumatic or very personal life experience. When this happens, it is crucial for the LiFT facilitator to respond with warmth and compassion, as well as tactfully returning the conversation back to the LiFT agenda. We have developed a simple model, Circles of Care, to guide a facilitator in navigating these moments.



**TONE MATCHING** is when you adjust your vocal tone and body language to match the tone, word choice, and body language shared by participants. Some disclosers may sound empowered or nonchalant. Others may cry when sharing a story. By matching the tone of the discloser, you can respond to their needs more effectively and with greater empathy. One last tip - tone matching doesn't necessarily mean tone mirroring! While we want to respond in an appropriate tone, completely mirroring a participant's tone by showing intense emotions could place the focus on you and cause participants to become concerned about how you are feeling. Likewise, mirroring a "doesn't bother me" attitude could make others in the room feel unseen if they have been through a similar experience. Tone matching is a great skill to practice to continue building your facilitation skills!

# 1

## CARE FOR SELF

- Prepare. Know the kinds of things that can be triggering or upsetting.
- Show direct compassion towards yourself by recognizing it is okay to feel triggered or upset.
- Remind yourself of your resources: When and with whom can you debrief this moment? Make time to connect with a supportive person at the next break, or make time later.
- Use your favorite quick relaxation and centering technique: a deep breath, positive self-talk, or an affirmation.

# 2

## CARE FOR THE DISCLOSER

- Extend appreciation and compassion.
- Validate: "You are not alone."
- Match their tone.

# 3

## CARE FOR THE WORKSHOP PARTICIPANTS

- Acknowledge the feelings that may have come up from others hearing the disclosure.
- Affirm that others in the room or their loved ones may have had a similar experience.
- Offer resources or to talk more at the next break.

# 4

## CARE FOR YOUR AGENDA OR PROGRAMMATIC GOALS

- Set a boundary and explain why that boundary needs to be held.
- Gently transition back to the topic you were discussing.

**Example:** "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."

### 1. Care for self

Think to yourself:

- i. I know I get triggered when folks disclose intimate partner violence. Particularly young people.
- ii. It is normal and even good that this is upsetting. I am sensitive, and love people who have had violence in their family.
- iii. I am going to touch base with my work best friend right after the workshop. I am going to text her at the break to see if she is available.
- iv. Three deep belly breaths.

### 2. Care for the discloser:

Tell the discloser (while matching their original tone):

- i. I am so sorry that you have experienced violence in your relationship. And it is so brave to bring it up and important to talk about it with folks who can understand.
- ii. Intimate partner violence is very common, and you are not alone.

### 3. Care for the workshop participants.

Tell the group:

- i. I imagine there are others in this room who can relate to what [participant name] just described.
- ii. I am writing this phone number for the national domestic violence hotline on the board. There are other resources for folks as well. We can talk later or at lunch if you would like further resources.

### 4. Care for your agenda or programmatic goals.

Tell the group:

- i. Today we are here for LiFT and we have limited time. It is my role to keep us on time so that we can all experience the benefits of this wonderful program together. So, I am going to direct us back to our agenda. But, again, I want you to know that I am available to chat at the break, and to point you towards some resources in our community. Will that work for you?



# HOW TO USE THIS CURRICULUM

## THE LiFT CURRICULUM CONTAINS THE FOLLOWING:

**Foundation:** Contains the Enduring Understanding (EU) and Essential Questions (EQ), agenda examples, materials, and preparation.

**Modules (Together Times 1-4, Youth Modules 1 & 2, and Adult Modules 1 & 2):** Each module contains the following three sections: overview, detail, and summary. See examples below for more information about each section.

**Appendix:** The appendix contains instructions about the LiFT text messages, the booster call script, and the works cited list.

## MODULES

**Overview:** This is a brief snapshot of each module.

TOGETHER TIME 1 OVERVIEW: WELCOME & SETTING THE STAGE				
<b>Audience:</b> Youth and Adult participants			<b>Time:</b> 35 minutes	
TOPICS	KEY CONCEPT(S)	TIME	ACTIVITIES	MATERIALS
Welcome to the Program and Introductions	<ul style="list-style-type: none"> <li>Hearing each other's voices and learning each other's names are a great way to build our LiFT community.</li> <li>Sexuality is in almost every part of our lives, including our relationships, identities, bodies, and values, and it is continually shaped throughout our lives.</li> </ul>	15 minutes	<ul style="list-style-type: none"> <li>Build Community</li> <li>Welcome &amp; Introductions</li> <li>Name Juggle</li> <li>Sexuality Definition</li> </ul>	<ul style="list-style-type: none"> <li>Participant Guides</li> <li>Three (six, if there are more than 15 participants) balls or other soft objects for tossing</li> </ul>
Setting the Stage	<ul style="list-style-type: none"> <li>Respecting and talking about the similarities and differences</li> </ul>	15 minutes	<ul style="list-style-type: none"> <li>We Are Welcome Here Poem</li> </ul>	<ul style="list-style-type: none"> <li>We are Welcome Here poem slips</li> </ul>

### TOPICS

Topics are sections of content to give you an idea of the learning happening during the module.

### KEY CONCEPTS

Key concepts provide the main take-away 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. You can see how key concepts map back to the EQs and EUs in the beginning of the curriculum.

# HOW TO USE THIS CURRICULUM

**Module Detail:** This is the fully scripted curriculum. All scripting is italicized.



## Together Time 1: Welcome & Setting the Stage

Time: 35 min

### **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, pick up a participant guide, and have 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 on the page 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 moment for all facilitators to quickly introduce themselves. Include:

- Your name, where you work, the type of work that you do, and your role in the group today.
- Your pronouns (if safe/comfortable). You can give a disclaimer; something like “I share my pronouns and it’s an open invitation to others who would like to share, but it’s not a requirement. I know this might be new for some folks, so thank you for coming here with an open mind.”
- A short personal story about your connection to this work and why you are passionate about working with families in this community.
- A description of what you hope the group will accomplish today.

After all facilitators have introduced themselves, give a brief overview of the agenda, make sure participants know where the restrooms are located, 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 the activity:

#### **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. That way they are still included and hear everyone’s names, but don’t need to actively participate.

- 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, throw it to one of the participants, and say: “Here, [Participant’s Name].”

#### **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 TIPS**

Facilitator tip boxes are situated next to the relevant activities. The goal of these tips is to alert the facilitator of specific situations, provide ideas and adaptations, and assist facilitators in delivering a high-quality experience for participants. You will see these blue boxes throughout the curriculum.

# HOW TO USE THIS CURRICULUM

**Summary:** The module detail is followed by a module summary. The summary contains a synopsis of the curriculum without the full scripting, and is designed for facilitators who are familiar with the full curriculum. It is not intended for use by facilitators who do not have this familiarity. The module summary is included to help experienced facilitators – who are familiar with the Essential Questions and key concepts – deliver the program using their own warmth and personality, and with their own words and unique style.

In this column, you can easily glance back to find the topic and key concepts. This will help you stay on track with the curriculum as you are facilitating.

**Together Time 1:**  
Welcome & Setting the Stage

Time: 35 min

TOGETHER TIME 1 SUMMARY: WELCOME & SETTING THE STAGE	
<p><b>Audience:</b> Youth and Adult participants</p> <p><b>Time:</b> 35 minutes</p>	
TOPICS	ACTIVITIES & INSTRUCTIONS
<p><b>Welcome to the Program and Introductions</b></p> <p><b>Time:</b> 15 minutes</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Three (six, if there are more than 15 participants) balls or other throwing objects</li> <li>• Participant Guides</li> </ul> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Hearing each other's voices and learning each other's names are a great way to build our LiFT community.</li> </ul>	<p><b>Build Community:</b> Welcome participants. Participants do "Ask Me" questions found in their guides.</p> <p><b>Introductions:</b></p> <ul style="list-style-type: none"> <li>• Name, gender pronouns (if you wish)</li> <li>• Where you work and your job</li> <li>• Your role in the group today</li> <li>• Personal connection to LiFT in the form of a brief story</li> <li>• A description of what you hope the group will accomplish today.</li> </ul> <p><b>Name Juggle:</b></p> <ul style="list-style-type: none"> <li>• Let's start building connections with one another by hearing and saying each other's names.</li> <li>• Form 1-2 circles depending on group size.</li> <li>• "Here, ____." "Thanks, ____."</li> <li>• Reveal: Remember the pattern. Repeat the pattern several times adding more balls (or other easy-to-catch items).</li> </ul> <p><b>Sexuality Definition:</b></p> <ul style="list-style-type: none"> <li>• You may be wondering what other kinds of things we'll be doing here today.</li> <li>• Some of the day will be spent talking about sexuality. This is more than just sex – Sexuality is all the ways that your sex, gender identity, sexual orientation, sexual interests, and sexual behaviors shape and are shaped by your emotional, physical, social, and spiritual life. Sexuality is influenced by your family and the social norms of your community, as well as by who you are, and it can expand/evolve/grow/change over time. <sup>[3]</sup></li> <li>• In short, sexuality includes pretty much every aspect of our lives, which is why it's so important to talk about it.</li> <li>• Refer to guide for a visual definition of sexuality.</li> </ul>

© Copyright PPGNHAIK. Do not distribute outside affiliate without express written consent. 21

# APPENDIX & RESOURCES

---

# LIFT CHECKLIST

SUGGESTED TIMEFRAME	TASK	PURPOSE & TASKS	WHERE TO FIND MORE INFO
Ongoing	<b>Build relationships</b>	Build reciprocal and authentic relationships with partners and community members.	pg 26-33
6 months before workshop	<b>Understand LiFT</b>	Read this program manual and attend LiFT Training of Facilitators.	
4-6 months before workshop	<b>Select facilitators</b>	Choose two facilitators who meet the ideal qualifications.	pg 22-23
Ongoing	<b>Schedule and hold team meetings</b> with the facilitation team	<p>Planning meetings with your LiFT team to ensure that everyone is on the same page and feels confident and prepared. During meetings, discuss:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Childcare and transportation needs</li> <li><input type="checkbox"/> Facilitation responsibilities</li> <li><input type="checkbox"/> Set-up and preparation needs</li> <li><input type="checkbox"/> Material preparation</li> <li><input type="checkbox"/> Site logistics</li> <li><input type="checkbox"/> Pertinent information about your community's needs and strengths</li> <li><input type="checkbox"/> How to best support each other during the workshop</li> </ul>	pg 24-25
4-6 months before workshop	<b>Secure your site</b>	Select a site that is known, accessible, and respected in your community. Make sure it has 2-3 rooms big enough for your group.	pg 24-25
Ongoing	<b>Recruit participants</b>	Recruitment is an ongoing process that you can start early! Make sure to saturate the environment, engage community champions, and have direct conversations.	pg 26-33
2-4 months before workshop	<b>Check your calendar</b>	Avoid having a busy schedule during the 1-3 weeks before your LiFT program. You will need this time to review the curriculum, prepare materials, and recruit participants.	



# LIFT CHECKLIST

SUGGESTED TIMEFRAME	TASK	PURPOSE & TASKS	WHERE TO FIND MORE INFO
1-2 months before workshop	<b>Confirm childcare or transportation options</b>	Decide how you will decrease barriers to participation, including transportation and childcare.	pg 24-25
1-2 months before workshop	<b>Brainstorm, purchase, and prep</b>	Decide if having recruitment or participation incentives will be helpful, and which will be most enticing for your participants. Gift cards? Raffle baskets? swag? Plan how and when you will award or raffle them and purchase any needed prizes or giveaways.	pg 26-33
2-4 weeks prior to the workshop	<b>Create detailed agenda</b>	Agenda should include: exact times of different activities; who is responsible for facilitating each piece of content; who is responsible for set-up and clean-up; who is responsible for putting out breakfast, lunch, snacks, etc.	pg 34-37
1-4 weeks before workshop	<b>Review &amp; practice curriculum</b>	<p>Once you know your facilitation responsibilities, put time on your calendar to practice so you can add your own voice and facilitation style. Make sure that everyone on your team feels confident. Hold at least one dress rehearsal that includes running through segments of the program out loud and giving and receiving feedback.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Schedule practice sessions with facilitation team.</li> <li><input type="checkbox"/> Practice your facilitation pieces independently.</li> <li><input type="checkbox"/> Practice as a team and provide feedback to each other.</li> </ul>	pg 34-37, 44-46
1-4 weeks before workshop	<b>Prepare materials</b>	Have all materials purchased and prepped at least a week before the program date to make sure you haven't forgotten anything. Use the materials checklist in the beginning of the curriculum as a guide. Create a friendly environment by ensuring your materials are fun, colorful, and have a professional appearance.	pg 34-37, 44-46

# LIFT CHECKLIST

SUGGESTED TIMEFRAME	TASK	PURPOSE & TASKS	WHERE TO FIND MORE INFO
1-4 weeks before workshop	<b>Prepare evaluation materials</b>	Decide what, if any, evaluation activities you want to complete, and prepare a plan to capture data.	pg 38-39
1-4 weeks before workshop	<b>Prepare text message plan</b>	Create your plan to send LiFT text messages, and make any necessary preparations.	pg 37
1-3 weeks before workshop	<b>Confirm logistics with site</b>	Make sure to confirm: What time can you enter? Can you set up the day before? Who will unlock and lock the doors? What should you do with trash?	
1-2 weeks before workshop	<b>Order and purchase food</b>	Make sure that you have enough food for all participants, and that you consider dietary restrictions in your selection. Order lunch or dinner ahead of time, so you don't need to run out and pick it up or worry about delivery while facilitating. Don't forget about bowls, serving spoons, cups, plates, napkins, tablecloths, and a cooler to keep stuff cool.	
1 week before workshop	<b>Create signage</b>	Make any signs that are needed to direct participants to your site or rooms. <input type="checkbox"/> Create "Welcome to LiFT" sign. <input type="checkbox"/> Create any additional signs needed.	pg 34-37
1-2 weeks before workshop	<b>Confirm attendance with participants</b>	Check in with participants at multiple points to confirm attendance. We also recommend making one last call or sending a text the day before the program.	

---

## WORKSHOP DAY!

---

# LIFT CHECKLIST

SUGGESTED TIMEFRAME	TASK	PURPOSE & TASKS	WHERE TO FIND MORE INFO
1-4 days after workshop	<b>Debrief, submit forms, and schedule the next touchpoints.</b>	<p>Debrief as a facilitation team and put time on your calendar for booster calls.</p> <p>Debrief with co-facilitator and other LiFT teammates.</p> <ul style="list-style-type: none"> <li>• Share photos and “warm fuzzy” stories.</li> <li>• What went well during the planning and recruitment period? What were the challenges?</li> <li>• What strengths did you each bring? What do you want to bring forward into future LiFT programs?</li> <li>• What are the lessons learned from the program, and areas of growth for yourself as you facilitated?</li> <li>• What do you want to change or adapt for future LiFT programs?</li> <li>• How will you keep participants engaged in the future as program ambassadors?</li> </ul>	pg 38-39
1-4 days after workshop	<b>Mail action planning envelopes</b>	Mail the action planning envelopes that participants completed during Together Time 4.	
<b>3 days after program, and weekly during the next 12 weeks</b>	<b>Send text messages</b>	Follow your text message plan to send out the 14 LiFT text messages.	pg 37
3-5 weeks after program	<b>Complete booster calls</b>	Connect with the parenting adult participants to provide encouragement, support, and additional resources. Note themes and trends, and ask permission to share any LiFT impact stories during future recruitment or partnership building.	pg 37
1-5 weeks after program	<b>Analyze evaluation results</b>	If you completed any evaluation activities, analyze your evaluation results, and use this data to support future implementations, partnership activities, and funding needs.	pg 38-39



# PARTICIPANT SURVEY

Name: \_\_\_\_\_

Gender Pronouns (ex. she/her, he/him, they/them): \_\_\_\_\_

**Dietary Needs:**

- None
- Vegetarian
- Vegan
- Gluten-Free
- Dairy-Free
- Other: \_\_\_\_\_

<p><b>Favorite snacks:</b></p>          
--

Allergies: \_\_\_\_\_

We want to make LiFT as comfortable as possible in the space and with other participants. Is there anything we can do to help you have a great LiFT experience? (For example: microphone, earplugs, wheelchair access, scent-free space, padded chairs, etc.):

---

---

---

---

# SHOPPING LIST EXAMPLE

This is an example of a shopping list used for a one-day Saturday workshop with approximately 40 people in attendance.

BREAKFAST	LUNCH	SNACKS & MISCELLANEOUS	DRINKS & BEVERAGES
<ul style="list-style-type: none"> <li>• 1 fruit tray with cream cheese dip</li> <li>• 18 ct. Danishes</li> </ul>	<ul style="list-style-type: none"> <li>• 2 veggie trays with ranch dip</li> <li>• Hummus</li> <li>• Mayonnaise</li> <li>• Mustard</li> <li>• 2 family size packs of Chips Ahoy</li> <li>• 2 family size packs of Oreos</li> <li>• Catering tray of 16 mini croissants (ordered from grocery store)</li> <li>• Catering tray of 16 signature café sandwiches (ordered from grocery store; 1/3 to be made vegetarian)</li> <li>• Catering tray of 16 party pinwheels (ordered from grocery store)</li> </ul>	<ul style="list-style-type: none"> <li>• 2 bags of ice</li> <li>• Coffee cups</li> <li>• Plastic drinking cups</li> <li>• Paper plates (~100)</li> <li>• Plastic silverware</li> <li>• Napkins</li> <li>• 2 bags of candy</li> <li>• 48 packs of fruit snacks</li> <li>• Mixed nuts</li> <li>• Raisins</li> <li>• 3 bags of assorted chips</li> <li>• Trash bags</li> </ul>	<ul style="list-style-type: none"> <li>• Apple juice</li> <li>• 48 bottles of water</li> <li>• 12-pack of Pepsi</li> <li>• 12-pack of Sprite</li> <li>• Iced tea</li> <li>• 48 packs of hot cocoa</li> <li>• Coffee</li> <li>• Tea</li> <li>• Creamer</li> <li>• Sugar</li> </ul>



# PRE-POST SURVEY INSTRUCTIONS

One way to understand the immediate impact of LiFT on participant’s knowledge, attitudes, and intentions is to measure the difference, or change, between responses to the same survey taken before and after LiFT.

### Pre-Post Survey Instructions:

- Print two surveys for participants. Participants will complete one prior to the workshop (pre) and one after the workshop (post).
- Ask all participants to complete the first survey before the start of LiFT. Make sure to give the adult participants the Pre-Post Survey for Adults, and the youth participants the Pre-Post Survey for Youth.
  - You can ask them to do this immediately before the workshop, or within the two-week window prior to the workshop.
  - Offer to read the survey aloud to support those participants who may have a harder time reading.
- Ask all participants to complete the second survey at the completion of the workshop.
- Score pre-post surveys using the instructions below.

### Scoring Pre-Post Surveys

To understand if LiFT impacted participants’ attitudes and intentions you can calculate the difference between the pre survey score and the post survey score for each question.

#### Step 1

Assign a number value for each response option, with more desirable responses getting the higher score.

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE
1. I know how to help my youth’s brain continue to develop.	0	1	2	3	4

# PRE-POST SURVEY INSTRUCTIONS

## Step 2

Enter responses into an Excel spreadsheet.

In the below example of the supportive adult survey, you can see that each survey question is a column and each survey taken is a row. This example shows that, for the first survey entered, the participant said they “Strongly Disagree” that they know how to help their youth’s brain continue to develop (Question 1) and that they “Neither agree nor disagree” that they know ways to make their relationship with their youth stronger (Question 2).

	A	B	C	D	E
1	<b>Participant Number</b>	Question 1 Brain Development PRE	Question 2 Relationship PRE	Question 3 Communication Skills PRE	Question 4 Communication Intentions PRE
2	<b>1</b>	0	2	2	3
3	<b>2</b>	2	2	2	4
4	<b>3</b>	1	1	1	3
5	<b>4</b>	3	3	2	2
6	<b>5</b>	1	4	3	4
7	<b>6</b>	0	1	1	3
8	<b>7</b>	0	2	1	2

## Step 3

Calculate average or mean scores.

Averages, or means, are calculated by adding all the scores for a given question together and dividing that sum by the number of survey responses. Excel will do this for you automatically if you type **=average(B2:B8)** into an empty cell and press “Enter”. This example equation averages all the scores in column B, rows 2 through 8. The letter indicates the column while the number indicates the rows.

	A	B	C	D	E
1	<b>Participant Number</b>	Question 1 Brain Development PRE	Question 2 Relationship PRE	Question 3 Communication Skills PRE	Question 4 Communication Intentions PRE
2	<b>1</b>	0	2	2	3
3	<b>2</b>	2	2	2	4
4	<b>3</b>	1	1	1	3
5	<b>4</b>	3	3	2	2
6	<b>5</b>	1	4	3	4
7	<b>6</b>	0	1	1	3
8	<b>7</b>	0	2	1	2
9	<b>Mean/Average Score</b>	<b>1.00</b>	<b>2.14</b>	<b>1.71</b>	<b>3.00</b>

# PRE-POST SURVEY INSTRUCTIONS

## Step 4

Repeat all the previous steps for the post survey.

	A	G	H	I	J
1	<b>Participant Number</b>	Question 1 Brain Development POST	Question 2 Relationship POST	Question 3 Communication Skills POST	Question 4 Communication Intentions POST
2	<b>1</b>	1	3	3	3
3	<b>2</b>	3	3	3	4
4	<b>3</b>	2	3	2	3
5	<b>4</b>	4	4	3	3
6	<b>5</b>	1	4	4	4
7	<b>6</b>	1	2	2	3
8	<b>7</b>	1	3	2	2
9	<b>Mean/Average Score</b>	<b>1.86</b>	<b>3.14</b>	<b>2.57</b>	<b>3.14</b>

## Step 5

Calculate the score difference.

A positive or desirable change would be an increase in score from before to after. The bigger the difference in score before and after the program, the greater the change in that attitude or intention.

The difference is calculated by subtracting the PRE score from the POST score, which Excel can calculate for you if you type **=G9-B9** and press "Enter". This is the average score for question 1 on the POST survey minus the average score for question 1 on the PRE survey.

	A	B	C	D	E	F	G	H	I	J
1	<b>Participant Number</b>	Question 1 Brain Development PRE	Question 2 Relationship PRE	Question 3 Communication Skills PRE	Question 4 Communication Intentions PRE		Question 1 Brain Development POST	Question 2 Relationship POST	Question 3 Communication Skills POST	Question 4 Communication Intentions POST
8	<b>7</b>	0	2	1	2		1	3	2	2
9	<b>Mean/Average Score</b>	<b>1.00</b>	<b>2.14</b>	<b>1.71</b>	<b>3.00</b>		<b>1.86</b>	<b>3.14</b>	<b>2.57</b>	<b>3.14</b>
10										
11	<b>Score Difference</b>	<b>=G9-B9</b>								
12	<b>Percent Change</b>									

# PRE-POST SURVEY INSTRUCTIONS

In the below example, you can see the greatest difference, as calculated in points, was in adults knowing ways to make their relationship with their youth stronger, which increased by an average of 1 point. So you could say, on average, participants had a 1 point increase in knowledge of ways to strengthen their relationship with their youth. The smallest difference, with an average change of 0.14 points, was in the adults' intentions to talk to their youth even it's hard or uncomfortable.

	A	B	C	D	E	F	G	H	I	J
1	<b>Participant Number</b>	Question 1 Brain Development PRE	Question 2 Relationship PRE	Question 3 Communication Skills PRE	Question 4 Communication Intentions PRE		Question 1 Brain Development POST	Question 2 Relationship POST	Question 3 Communication Skills POST	Question 4 Communication Intentions POST
8	7	0	2	1	2		1	3	2	2
9	<b>Mean/Average Score</b>	<b>1.00</b>	<b>2.14</b>	<b>1.71</b>	<b>3.00</b>		<b>1.86</b>	<b>3.14</b>	<b>2.57</b>	<b>3.14</b>
10										
11	<b>Score Difference</b>	<b>0.86</b>	<b>1.00</b>	<b>0.86</b>	<b>0.14</b>					

You would also calculate percent change, by dividing the difference you just calculated by the pre survey average for that question.

	A	B	C	D	E	F	G	H	I	J
1	<b>Participant Number</b>	Question 1 Brain Development PRE	Question 2 Relationship PRE	Question 3 Communication Skills PRE	Question 4 Communication Intentions PRE		Question 1 Brain Development POST	Question 2 Relationship POST	Question 3 Communication Skills POST	Question 4 Communication Intentions POST
8	7	0	2	1	2		1	3	2	2
9	<b>Mean/Average Score</b>	<b>1.00</b>	<b>2.14</b>	<b>1.71</b>	<b>3.00</b>		<b>1.86</b>	<b>3.14</b>	<b>2.57</b>	<b>3.14</b>
10										
11	<b>Score Difference</b>	<b>0.86</b>	<b>1.00</b>	<b>0.86</b>	<b>0.14</b>					
12	<b>Percent Change</b>	<b>46%</b>	<b>47%</b>	<b>50%</b>	<b>5%</b>					

In this instance, you can say that, on average, adult participants had a 47% increase in knowledge of ways to strengthen their relationship with their youth.



# PRE-POST SURVEY FOR ADULTS

Thanks for taking part in LiFT. We ask everyone to answer these honestly at the beginning of the program and again at the end to help us understand how the program impacts people.

Your answers are anonymous and will help us make LiFT better.

Put an "X" to show how much you agree with each of the following statements:

	<b>STRONGLY DISAGREE</b>	<b>DISAGREE</b>	<b>NEITHER AGREE NOR DISAGREE</b>	<b>AGREE</b>	<b>STRONGLY AGREE</b>
1. I know how to help my youth's brain continue to develop.					
2. I know ways I can make my relationship with my youth stronger.					
3. I know ways to talk with my youth about topics that may be tough to talk about – like sexuality and relationships.					
4. I will talk to my youth about something important to me, even if it's hard or uncomfortable.					
5. I can share my values with my youth, while staying open to their point of view.					
6. I know how to show my youth that they can talk to me about anything.					
7. I am comfortable with my youth getting sexual health care.					

**Thank you!**





# PRE-POST SURVEY FOR YOUTH

Thanks for taking part in LiFT. We ask everyone to answer these honestly at the beginning of the program and again at the end to help us understand how the program impacts people.

Your answers are anonymous and will help us make LiFT better.

Put an "X" to show how much you agree with each of the following statements:

	<b>STRONGLY DISAGREE</b>	<b>DISAGREE</b>	<b>NEITHER AGREE NOR DISAGREE</b>	<b>AGREE</b>	<b>STRONGLY AGREE</b>
1. I want to spend time with my adult.					
2. Talking openly and honestly with my adult helps me meet my goals.					
3. My adult could be a good person to go to for information and advice.					
4. I know ways to talk with my adult about awkward topics, like sexuality and relationships.					
5. I will talk to my adult about something important to me, even if it's hard or uncomfortable.					
6. If I was going to have sex, I would use a condom.					
7. I know at least two places to go to for sexual health information or services.					
8. I know what to expect if I were to see a sexual health care provider.					

**Thank you!**



# FEEDBACK SURVEY

**Thank you for joining us today! Telling us about your experience will help us make the program better.**

**Was the program fun?**  Yes  No

**Did you learn things that will help you connect with your family member?**  Yes  No

**Would people from all backgrounds feel welcome in LiFT?**

Yes  No, because \_\_\_\_\_

**The facilitator made me feel (circle all that apply):**

Excited      Nervous      Welcomed      Confident  
Important      Overwhelmed      Confused      Other: \_\_\_\_\_

**How can LiFT and similar family programs better meet the needs of you and your community?**

---



# FEEDBACK SURVEY

**Thank you for joining us today! Telling us about your experience will help us make the program better.**

**Was the program fun?**  Yes  No

**Did you learn things that will help you connect with your family member?**  Yes  No

**Would people from all backgrounds feel welcome in LiFT?**

Yes  No, because \_\_\_\_\_

**The facilitator made me feel (circle all that apply):**

Excited      Nervous      Welcomed      Confident  
Important      Overwhelmed      Confused      Other: \_\_\_\_\_

**How can LiFT and similar family programs better meet the needs of you and your community?**

# QUALITATIVE IMPACT BOOSTER CALL

**Step 1:** During Booster Calls, note conversations, quotes, or stories you hear in the table starting on page two. Use a new row for each supportive adult. (English prompts on page 2-12; Spanish prompts on pages 13-20)

**Step 2:** After you have completed all the Booster Calls, review your notes looking for patterns or common ideas that come up across several of your conversations. Document these trends or themes in the Booster Call Summary table below. This can help you understand the impact that LiFT had on the connection, communication, and sexual health of your participants.

### Booster Call Summary

<b>Connection &amp; relationship themes identified:</b>	
<b>Communication themes identified:</b>	
<b>Sexual health themes identified:</b>	
<b>Other themes identified:</b>	

Participant	Stories about connection, relationship, or SCOPE	Stories about communication, Tough Talks, or being askable and approachable	Stories about general workshop, texts, Action Steps	Other
<p>Name:</p> <p>Ok to share story in future funding, evaluation, or recruitment activities?</p> <p><input type="checkbox"/> Yes, identify me as:</p> <p><input type="checkbox"/> No</p>				

Participant	Stories about connection, relationship, or SCOPE	Stories about communication, Tough Talks, or being askable and approachable	Stories about general workshop, texts, Action Steps	Other
<p>Name:</p> <p>Ok to share story in future funding, evaluation, or recruitment activities?</p> <p><input type="checkbox"/> Yes, identify me as:</p> <p><input type="checkbox"/> No</p>				

# RESOURCES FOR FACILITATORS

## FOR PROFESSIONALS:

### **SparkED.net**

[www.sparked.net](http://www.sparked.net)

Sexual health training courses, fact sheets, assessments and resources for people who teach sex ed or staff from youth serving organizations who would like to become more comfortable providing medically accurate and inclusive sexual health information.

### **Healthy Teen Network**

<https://www.healthyteennetwork.org/>

Reproductive health capacity-building support for professionals and organizations, including free resources and e-learning.

### **Advocates for Youth**

<https://advocatesforyouth.org>

Reproductive and sexual health capacity building, resources, and training for professionals.

### **GLSEN**

<https://www.glsen.org/>

Advocacy, support, and resources to create a safe environment for all, regardless of sexual orientation, gender identity, or gender expression. Specific resources for supporting and facilitating LGBTQ+ inclusive sex education.

### **A Guide to Trauma-Informed Sex Education (Cardea)**

<http://www.cardeaservices.org/resourcecenter/guide-to-trauma-informed-sex-education>

Guide containing professional strategies for integrating a trauma-informed approach to sex ed programming.

### **The National Suicide Prevention Lifeline**

<https://suicidepreventionlifeline.org/>

Free and confidential emotional support to people in suicidal crisis or emotional distress, as well as resources for professionals.

# RESOURCES FOR FACILITATORS

## FOR YOUTH:

### Planned Parenthood

[www.plannedparenthood.org/teens](http://www.plannedparenthood.org/teens)

Schedule an appointment, chat, and find quizzes, articles, and information just for youth about your body, birth control, STIs, sex, LGBTQ+ issues, dating, friends, and family.

### Sex, Etc.

[www.sexetc.org](http://www.sexetc.org)

An online magazine with videos, blogs, and games about written by youth and for youth, about birth control, pregnancy, your body, LGBTQ+, relationships, violence, and sex.

### Scarleteen

[www.scarleteen.com](http://www.scarleteen.com)

An online magazine with blogs and articles about identity, relationships, reproduction, birth control, STIs, and more.

### Love is Respect

[www.loveisrespect.org](http://www.loveisrespect.org)

Quizzes and information about relationships. Get help if you or someone you know is in an unsafe relationship.

### The LGBT National Help Center

[www.lgbthotline.org](http://www.lgbthotline.org)

Provides peer support, communication, connections, and information to people regarding sexual orientation and/or gender identity. Call 1-888-843-5464 or visit their website.

### Spot On

Spot On is a period tracking app run by Planned Parenthood. You can use it to track your period and record what you notice about your body, mood, and activity. The best part? It's not gender specific.

### Roo

[www.plannedparenthood.org/learn/roo-sexual-health-chatbot](http://www.plannedparenthood.org/learn/roo-sexual-health-chatbot)

A free and private chat bot that will answer all of your awkward questions about sexual health, relationships, growing up, and more.



# RESOURCES FOR FACILITATORS

## FOR SUPPORTIVE ADULTS:

### Planned Parenthood

[www.plannedparenthood.org/parents](http://www.plannedparenthood.org/parents)

Information for parents, quizzes, games, and videos about how to talk to your youth, pregnancy and STI prevention, self-esteem, body image, drugs and alcohol, communication, and relationships.

### Advocates for Youth

[www.advocatesforyouth.org](http://www.advocatesforyouth.org)

The Parents' Sex Ed Center includes resources, information, tips, and research for parents to help communicate with their youth.

### PFLAG

[pflag.org/](http://pflag.org/)

Local and national support, advocacy, information, and tips for anyone looking to support LGBTQ+ loved ones.

### AMAZE

[amaze.org](http://amaze.org)

Videos and resources to build the skills of supportive adults to better communicate with their children about sexuality. Also has videos for youth.

### Healthy Children

[Healthychildren.org](http://Healthychildren.org)

Information on all aspects of growth and development from birth through adolescence from the American Academy of Pediatrics.

### Center for Parent Information & Resources – Sex Education for Youth with Disabilities

<https://www.parentcenterhub.org/sexed/>

Information and resources for youth who have a physical or intellectual disability, or chronic illness, and their supportive adults.

### NAMI

[www.nami.org](http://www.nami.org) or 800-950-NAMI (6264)

Information and support for those impacted by a mental health condition.

### Kids-ask.org

[kids-ask.org](http://kids-ask.org)

A lot of adults aren't sure exactly what to say to their kids about sexuality – this website will give you some ideas and will even help you build a script to talk about sexuality with kids ages 0-12.

### Sex Positive Families

<http://sexpositivefamilies.com/reading-list-1/>

Information and a book list for kids ages 0-18, along with more resources for supportive adults.

### The LGBT National Help Center

[www.lgbthotline.org](http://www.lgbthotline.org) or 1-888-843-5464

Provides peer-support, communication, connections, and information to people regarding sexual orientation and/or gender identity.

### Love Is Respect

[www.loveisrespect.org](http://www.loveisrespect.org) or 1-866-331-9474

Information and support about healthy, unhealthy, and unsafe relationships. Chat online, call, or text. Text LOVEIS to 22522.

### American Academy of Child & Adolescent Psychiatry Facts for Families

[www.aacap.org](http://www.aacap.org)

100+ fact sheets on topics including: adolescent development, bullying, social networking, LGBTQ+ adolescents, media, mental health, sexual communication, and the adolescent brain.

### Keep Connected

<https://keepconnected.searchinstitute.org/bringing-out-the-best-in-your-family/>

Activities, quizzes, and ideas with tools to build connection with your children and youth. Also includes developmental ages and stages to understand how your youth is developing.

# BIBLIOGRAPHY

- [1] Catalano, R. B. (2004). Positive youth development in the United States. Research findings on evaluations of positive youth development programs. *The ANNALS of the American Academy of Political and Social Science*, 591, 98-124.
- [2] Gavin, L. C. (2010). Positive youth development as a strategy to promote adolescent sexual and reproductive health. *Journal of Adolescent Health*, 46, S1-S6.
- [3] Hamilton BE, R. L. (2016). *Teen birth rates for urban and rural areas in the United States, 2007–2015*. NCHS data brief, no 264. Hyattsville, MD: National Center for Health Statistics.
- [4] Huberman, B. & Alford, S. (2005). *Are You an Askable Parent?* Retrieved from Advocates for Youth: <https://advocatesforyouth.org/wp-content/uploads/storage//advfy/documents/askable.pdf>
- [5] Lezin, N. R. (2004). *Parent-Child Connectedness: Implementations for Research, Interventions, and Positive Impacts on Adolescent Health*. ETR Associates.
- [6] Ott, M. R. (2011). Community-level successes and challenges to implementing adolescent sex education programs. *Maternal Child Health Journal*, 169-177.
- [7] Pekel, K. R. (2015). *Don't forget the families: The missing piece in America's effort to help all children succeed*. Minneapolis, MN: Search Institute.
- [8] Steiner, R.J., Sheremenko, G., Lesesne, C., Dittus, P.J., Sieving, R.E., et al. (2019). Adolescent connectedness and adult health outcomes. *Pediatrics*, 44 (1).
- [9] Stewart Ng, A. K. (2015). *Sex in the (Non) City: Teen Childbearing in Rural America*. Washington, DC: The National Campaign to Prevent Teen and Unplanned Pregnancy.
- [10] Warr, D. A. (1997). 'That's the problem with living in a small town': Privacy and sexual health issues for young rural people. *Australian Journal of Rural Health*, 132-139.



©2023 Planned Parenthood Great Northwest, Hawai'i, Alaska, Indiana, Kentucky. All rights reserved. This book is intended for use by LiFT facilitators and is not intended to be distributed or used outside of the LiFT program. LiFT was supported by Award No. TP2AH000026 from the Office of Population Affairs (OPA). Its contents are solely the responsibility of the authors and do not necessarily represent the official views of OPA or HHS.