

## **EBP Booster Webinar 9/21/16— Ideas from the Chat Box**

### **How do you already incorporate a youth-positive approach in your program?**

Always having time to answer questions.

Create a safe place

I listen to them and try to meet them where they are.

Goals and dreams activity (youth discuss goals in future)

Youth leadership council, to help guide project

We talk about it. We specifically have a practice here that is sex positive and youth positive

Empower young people to make informed decisions.

I believe youth are capable of good choices.

I give them positive feedback on their answers and ideas.

Have youth involved in choosing curricula. Go through and adapt all of the youth negative language in the existing curricula!

I ask them to tell me more rather than jump in with criticism and advice.

Provide youth-affirming service provider resources available to them and emphasize they have a choice in what services they will use and where.

Use motivational interviewing when talking to young people

Elicit youth-positive group agreements

Using intentional language that eliminates stigma

Allowing their voice to be heard

Talk with your youth advisory group about your approach

### **What does a trauma-informed approach mean?**

Past choices do not mean you can't make different new informed future choices

Create a positive environment

Be sensitive, have a plan

Sensitivity to past circumstances

Incorporating sensitive language, and also offering participants strength-based strategies

Understanding others might have experienced trauma and sensitivity to trauma

Understand that rape may be happening with family or friends

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### **How can you support youth who don't want to participate due to trauma?**

Check in with the youth in private

One on one counseling or coaching

Youth work in pairs to support normalizing the activity

If students are comfortable walking thru steps and allowing a peer/educator to do demonstration as opposed to hands on

I think as a facilitator it's important to protect that individual and make that individual feel safe

Allow them to observe activity if they are comfortable - ensure they know if they change their minds they can join in the activity - making a general statement vs. calling student out

When having the students do a condom demo, one student could handle the model and if one is uncomfortable, they could read the steps to correct use. Always have the option to pass and not make a big deal out of it

Have "you have the right to pass" as a group agreement

Always give them the option to step out and always remind them that they are in a safe space. Be available afterward to the student.

Validate the youth and not make them feel singled out for not participating. Allowing them to simply watch or excuse themselves from the room during that time. Check back in with them afterward and make yourself available after the lesson

Have a prepared back-up if you do encounter this problem

Announce that the following week you will be doing condom practice and what it will entail. Give them the option to pass by not attending that week. But give resources that may help them get the knowledge.

Work as a team rather than one facilitator so that if child needs to remove self they can exit and have an ear ready to listen and support

This offers a great chance to discuss the topic of consent.

Have alternatives such as "socks on feet" using the same steps

Understand needs of youth in that moment—meet them where they are. Let go of insistence on skill practice if young person needs support.

### **Why is it important for programs to be inclusive of LGBTQ youth?**

Because then the program is reflective of the community we live in.

Because they are in our classroom

Because all teens regardless of their sexuality if engage in unprotected sex, can contract STD's

You don't want the message lost because LGBTQ youth think that the risks don't apply to them

LGBTQ youth have some of the highest risk factors for suicide, depression and homelessness



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### **What does inclusivity look like?**

Don't make assumptions.... treat everyone equitably.

Non heteronormative language

Don't make assumptions about family structure (e.g., one father, one mother)

Make sure examples include a range of differences.

General atmosphere of respect in classroom.

Provide condom demo with conversation focused on "partner and mate"

Creating a safe space, everyone is important, be kind

Everyone needs the prevention information

Never assume a female has a male partner or a male has a female partner, etc.

It means changing the language in which you speak to address all.

Comfortably discuss sexuality in all of its forms

Use language that is sensitive to and inclusive of all participants; don't assume youth sexuality

Use vocabulary that applies to all students.

Use language that doesn't gender certain things. Say "all genders." Use "partner" rather than boyfriend/girlfriend. Talk about internal and external condoms vs male and female condoms

Treating students equally

Understanding the diversity of who you are working with

Inclusivity means a healthy message is provided to all youth no matter their personal choices

I always explain that I will not be using girlfriend or boyfriend, but instead partner because some are attracted to same sex and some to opposite sex.

We focus on behavior, not the gender of the people engaging in it. We use non-gender language whenever possible.

Just because they are pregnant or parenting, do not assume that they do not identify as LGBTQ

All people have the right to protect themselves and include the information for all, acting as if it is all normal and without using judging tones

In my classes, inclusivity looks like placing the same level of emphasis on every kind of sexual behavior. Not making assumptions about WHO has WHAT kind of sex.

Use examples that have a variety of gender identities and sexual orientations

Recruitment materials show a variety of youth, not the typical male/female relationship or making the assumption that the program is only for heterosexual youth

Make it clear in the classroom rules that teasing etc. around LGBTQ topics will not be tolerated

Quickly addressing and stopping slurs or unkind comments.

Don't allow disrespect



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No "opinionated" statements

Provide scenarios of same sex relationships. Have processing questions that ask how the situation may be the same or different in a same sex relationship. Use gender-neutral pronouns and names.

Use a cut condom or dental dam for female-to-female intercourse to provide a barrier

Review sexual orientation, gender identity, gender expression, and biological sex at the beginning of the program

### **Do you address preferred gender pronouns?**

I'm trying not to use the word "preferred" / We use "gender pronouns" or just "pronouns" not "preferred"

We should be asking for pronouns (not preferred) because saying preferred implies that it is a preference or choice when their pronouns are for who they are

Be careful not to put youth on the spot and unintentionally "out" someone who doesn't really want to share

Asking for pronouns has been a very confusing practice for students, but it has been a fantastic way to open up the discussion for them

Lead by example. The respect you expect them to give to each other must also be modeled by the adults in the room.

### **How can you balance teaching refusal skills with the concept of affirmative consent?**

Thanks for consent changes. I worked in Domestic Violence and hate refusal skills sounding like victim blaming. I teach consent with the emphasis that you the both must respect the lesser of the limits always.

Anything other than a yes is not consent

I think it's important with the "yes means yes" movement to ensure that we're still telling students that even if they've said "yes" once or in the past, that they can still say no at any time in the future.

Emphasize communication. Encourage youth to identify what they will do AND what they won't do. And practice communicating both to their partner.

Stress the importance of reciprocal communication rather than focusing just on the person who's refusing.

Understanding how rigid and harmful gender norms affect our attitudes and behavior is fundamental

Incorporate a "permission to touch" expectation on a broader scope than just sexual activity.

Challenging teens when behaving a certain way with one another that both parties gave consent to such behavior.

Using positive language explaining a firm and enthusiastic yes when consenting to anything



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By incorporating into the Stop, Think and Act portion, how important it is for both parties involved to be sure and verbally state, “Yes they are willing. That is acceptable.”

It’s like sexuality pizza. Either you don’t want pizza or you want it but what kind is the discussion

Also think there are a few skills to teach here—giving consent, clarifying consent, accepting consent

Incorporate sexual pleasure being a part of the conversation and the idea that having a discussion about what types of sexual behaviors are agreed upon each time is acceptable and desired

Give examples of how someone can check in with a partner to make sure they are ready to have sex to make sure there is consent.

We also make a connection, when teaching in the Native American and Alaska Native community, that we ask permission when using the land and environment, this is much like the consent that we need to have from our sexual partners

Emphasis listening skills and respecting the answer

Ask youth if affirmative consent is present in the ineffective versions—the ones where someone gives in.

Have students model an affirmative yes in addition to an effective no (if OK/appropriate in your setting).

We emphasize that you must be sure that the person wants to participate, that it is OK to refuse and that others might not like to be refused but must accept it

Open communication throughout. There are no such things as mixed signals, teach kids to look at their partners’ body language and encourage them to always check in with their partners

Incorporate affirmative consent in the process of teaching as an example

Also show the Tea-Consent video and/or Al Vernacchio’s new sexual metaphor TedTalk