Section 3: Facilitation and Inclusion Strategies

Training of Facilitators

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3.1: Introduction to Presentation Skills
TOF Structure

Welcome and Introduction to Re:MIX

Foundations of ASRH

Facilitation and Inclusion Strategies

Fidelity, Quality, and Reporting
After completing this module, participants will be able to:

- Describe and model select qualities of poor and strong presentations.
- Explain the importance of presentation skills for Re:MIX educators.
- Identify strengths and opportunities for growth as a presenter.
10 Tips for Good Presentations

1. Plan & Practice
2. Introduce Yourself & Your Topic
3. Stand Up Straight & Look at the Audience
4. Speak Slowly, Clearly & Loudly; Use Professional Language
5. Do Not Read Directly from Your Paper
6. Use Visual Aids
7. Do Not Worry about Making Mistakes
8. Ask the Audience for Questions
9. Thank the Audience
10. Be Yourself

Source: Youth Engaged in Leadership and Learning (YELL): A Handbook for Program Staff, Teachers, and Community Leaders by the John W. Gardner Center for Youth and Their Communities (JGC)
Presentation Practice and Feedback

Photo Credit: EngenderHealth/Re:MIX
Previous Presenter Hashtags

#Dude #Authentic #Personable #ShislikeABff

#Relatable and Engaging #KeepItReal #Caring
3.2: Roles and Stages of Facilitation
Learning Objectives

After completing this module, participants will be able to:
- Identify the three primary roles of facilitators.
- Describe the steps that should be taken before, during, and after each session of the Re:MIX curriculum for effective facilitation.
- Identify and describe personal feelings, strengths, and opportunities related to facilitating with groups.
- Describe routines and rituals that can be used with youth.
Linking Presentation and Facilitation

• How do you think presenting and facilitating are related?
• How do you think presenting and facilitating are different?
• When have you observed us (the trainers) presenting and when have you observed us facilitating?
Primary Roles of Facilitators

1. Make sure everyone has an opportunity to participate.

2. Create a safe and supportive learning environment.

3. Listen, question, and provide guidance.

Photo Credit: EngenderHealth/Re:MIX
Facilitator Role Play
Three Images (Option A)

Photo Credit: ErikaWittlieb

Photo Credit: holdentrils

Photo Credit: Johann Siemens
Three Images (Option B)

Photo Credit: Bruno Nascimento

Photo Credit: Daniel Hjalmarsson

Photo Credit: rawpixel
3.3: Managing Participants
After completing this module, participants will be able to:

- Identify common types of participant behaviors, including challenging behaviors.
- Match participant behaviors with strategies—and implement those strategies—for increased comprehension, engagement, inclusion, and safety.
Emotion Party

Photo Credit: Adam Whitlock
Rituals and Routines

- Remembering Names
- Welcoming Students and Getting Started
- Recognition
- Wrapping Up Class
Facilitation Challenges
3.4: Avoiding Power Struggles and Encouraging Discussions
Learning Objectives

After completing this module, participants will be able to:

- Identify the qualities of effective teachers.
- Identify and utilize basic strategies for avoiding power struggles with students.
- Identify and utilize methods for encouraging and supporting student discussion.
3.5: Co-Facilitation Strategies
Learning Objectives

After completing this module, participants will be able to:

- Describe and demonstrate strategies and best practices for successful co-facilitation.
- Build a strong rapport with co-facilitators and begin developing a co-facilitation philosophy.
Mingle with one another as you circulate around the room, reading the different statements.

When you see a statement that appeals to you more than the one you have, ask the person to consent to trade it with yours. Likewise, if someone asks for yours, you have the option to consent to giving it to them or to keep it for yourself.

You can trade statements as many times as you want—and everyone must keep circulating—until the time is up.
Co-Facilitation Best Practices

- Build a positive relationship with your co-facilitator and model it in every session.
- Openly discuss likes/dislikes and make agreements about your teaching dynamic.
- Proactively leverage each other's strengths and talents.
- Build and reinforce a classroom management plan together.
- Support each other in managing logistics during each session.
- Regularly check in with each other during sessions and share the stage.
- Thoughtfully debrief after each session, practicing active listening strategies and acknowledging each other's perceptions and feelings.
Co-Facilitation Checklist

Photo Credit: Glenn Carstens-Peters
3.6: Trauma-Informed Care
Learning Objectives

After completing this module, participants will be able to:

- Explain why trauma-informed practices are important in sex education programs.
- Understand and apply trauma-informed care to facilitation.
- Demonstrate improved skills in diffusing behaviors linked to trauma.
Understanding Trauma

Trauma encompasses powerful experiences of danger that overwhelm children’s capacity to manage and regulate emotion. Examples include:

- Abandonment or neglect
- Accidents
- Community violence
- Chronic illness
- Death of family members and/or caregivers
- Domestic violence
- Physical or sexual abuse

“At the moment of trauma, the victim is rendered helpless by overwhelming force… Traumatic events overwhelm the ordinary systems of care that give people a sense of control, connection, and meaning.”

Source: Trauma and Recovery: The Aftermath of Violence—From Domestic Abuse to Political Terror by Judith Lewis Herman
Types of Trauma and Toxic Stress

- **Acute trauma:** Trauma resulting from exposure to a single, sudden, extraordinary event (e.g., car accident, rape)

- **Chronic/complex trauma:** Trauma, often of an interpersonal nature, resulting from extended exposure to traumatizing situations (e.g., repeated molestation, war)

- **Developmental trauma:** Persistent trauma that occurs early in life, negatively affecting important brain development (e.g., abuse, neglect, witnessing violence)

- **Toxic stress:** Persistent and continued experiences of stress and physical stress responses, often leading to negative effects on the brain and body (e.g., abuse, caregiver substance abuse, persistent economic hardship)
TBRI® is an attachment-based, trauma-informed intervention that is designed to meet the complex needs of vulnerable children.

TBRI® uses Empowering Principles to address physical needs, Connecting Principles for attachment needs, and Correcting Principles to disarm fear-based behaviors.

Source: Texas Christian University, Institute of Child Development
TBRI®: Trust-Based Relational Intervention®

Source: Texas Christian University, Institute of Child Development
Where Do We Stand?

Photo Credit: Rabie Madaci
Three Pillars of Trauma-Informed Care

1. Safety
2. Connections
3. Managing Emotions

Photo Credit: Christoph Schmid
TBRI® Levels of Response

- Level 1: Playful Engagement
- Level 2: Structured Engagement
- Level 3: Calming Engagement
- Level 4: Protective Engagement
Make a Fist!

Photo Credit: Erwan Hesry
Secrets

Photo Credit: Kristina Flour
Reflection and Discussion

- What do you think might trigger you while you are facilitating Re:MIX (e.g., behavior, history, language)?

- What types of behaviors do you think would be most challenging to manage in the classroom?

- For those of you raising children, how do you deal with similar behaviors with your children?
Takeaway Messages and Actions

- When dealing with disruptive behaviors, remember that a student may be experiencing or processing trauma or stress outside the classroom.

- Refer to the Levels of Response chart to deal with disruptive behavior in ways that are helpful, not hurtful.

- Practice applying this knowledge inside and outside the classroom.

How will what you learned in this session change how you facilitate sessions in the future?
3.7: Strategies for Reaching LGBTQ+ Youth
After completing this module, participants will be able to:

- Describe why LGBTQ+ youth are at risk for becoming pregnant and contracting STIs.
- Describe at least three techniques for creating a safe and inclusive environment for LGBTQ+ youth.
- Address homophobic (and similar) statements made in the classroom.
Gaps in Traditional Sex Education Programs

- Abstinence-only programs often:
  - Encourage traditional gender roles and norms
  - Teach youth to wait until marriage to be sexually active and regard sex as strictly an activity between a married man and woman
  - Fail to discuss healthy relationships as a component of sexuality education

- Mainstream sex education programs, while helpful in demystifying sex for heterosexual youth, often focus solely on heterosexual relationships and fail to respond to the needs of LGBTQ+ youth.
Brainstorming Sexual Acts

Photo Credit: You X Ventures
Risky behaviors—such as binge drinking and illegal drug use—as well as barriers to healthcare make LGBTQ+ youth especially vulnerable to HIV, other STIs, and unintended pregnancies. LGBTQ+ youth are more likely than their heterosexual peers to be sexually active and to have four or more sexual partners during adolescence. They are also less likely to use condoms or other forms of contraception.

Source: US Health and Human Services, Office of Population Affairs
People apply different strategies to avoid or cope with stigma.

> For LGBTQ+ youth, this may include engaging in heterosexual dating and sexual practices to avoid being identified as LGBTQ+ and facing the related stigma. Increased substance use and abuse, which is another coping mechanism employed for dealing with LGBTQ+ stigma, can lead to unintended and unprotected sexual activities.

LGBTQ+ youth are disproportionately represented among runaway, homeless, and street-involved populations. These youth report higher rates of sexual exploitation or survival sex as well as heightened challenges with negotiating contraception.

Source: “Stigma Management? The Links between Enacted Stigma and Teen Pregnancy Trends among Gay, Lesbian, and Bisexual Students In British Columbia” by Elizabeth M. Saewyc, Colleen S. Poon, Yuko Homma, and Carol L. Skay
Creating a Safe Space for LGBTQ+ Youth

Photo Credit: Sharon McCutcheon
3.8: Storytelling for Peer Educators
Learning Objectives

After completing this module, participants will be able to:

- Know what constitutes a compelling story.
- Craft personal stories from their own life experiences that relay health content to peers.
- Feel comfortable sharing their stories in small group settings.
- Create sample story shares for upcoming Re:MIX sessions.
Introduction

What experience do you have with storytelling?

What do you hope to gain from this session?
Ice Breaker: Group Juggle
Agenda

- Introduction
- Storytelling 101: Basics of a Good Story
- Crafting Your Story
- Sharing Stories
- Refining Your Story
- Sharing Refined Stories
- Closing
Stories have power. They delight, enchant, touch, teach, recall, inspire, motivate, and challenge. They help us understand. They imprint a picture on our minds. Want to make a point or raise an issue? Tell a story.

Source: Janet Litherland
Stories serve as connections to real-life experiences.
Stories can convey important messages in memorable ways.
Storytelling is a key part of many cultures and can be a great learning and teaching tool.
Storytelling Methods

- Spend time thinking about and developing your story.
- Practice sharing your story.
- Share your story with confidence.
- Make and maintain eye contact with your audience.
Peer Educator Digital Stories

Source: EngenderHealth/Re:MIX
Discussion Questions

✍️ What is storytelling, according to the video?
✍️ What made this story memorable to you?
✍️ What are some techniques you can use to engage your audience?
✍️ What is the message that you would like your audience to take away from your story?
Crafting Your Story

Consider the following questions as you craft your story:

- How old were you when you became a parent? What was happening in your life at that time?
- How did you tell your parent(s)? How did they react? How did their reaction make you feel?
- What was your healthcare experience like? How did providers and/or other staff treat you? What do you remember the most?
- How did becoming a parent affect your school, sports, and social lives? What changed (for better or worse) and what stayed the same?
Find another peer educator to be your partner. Share a story you have written and listen to their story.

After both of you have shared your stories, provide constructive feedback to each other.

Repeat the steps above until you have shared your story with, and heard a story from, all of the other peer educators.
What did you find challenging about writing and sharing your story?

Did you change your story as you repeated it to different peers throughout the exercise?

How did it feel to give and receive feedback?
What challenges did you face while crafting your story?

What do you think you can add to your story to make it more exciting?

Is there anything that you can omit from your story to deliver it in a more timely manner?

What are the punchlines to your story? In other words, what do you want your audience to remember from your story?
Sharing Refined Stories

Listen and write down the following:

- Something you appreciated about the story
- Something you would suggest adding or changing
- Something you think that others can learn from the story
Closing Reflections

- What is one thing that you learned today?
- How do you feel about sharing your story with youth?
- What other preparations do you need to do before sharing your story in the classroom?
3.9: Answering Youth Questions
Learning Objectives

After completing this module, participants will be able to:

- Recognize and utilize effective strategies to address five key types of questions.
- Identify the difference between values-based and non-values-based questions.
- Demonstrate the proper protocol for answering values-based questions.
- Demonstrate the purpose and use of the notecard knowledge box.
Five Types of Questions

- “Am I normal?” questions
- Factual questions
- Permission-seeking questions
- Personal questions
- Provocative questions
Values and Teen Pregnancy Prevention Programs

- Just as values are ever present in our society, values are ever present in our sharing of knowledge and education.

- Values-based questions must be answered carefully.

- There are some values that are appropriate for educators to express. However, expressing your own values may unintentionally hurt or offend a youth participant and/or their family.
Universal values are those shared by 95% of the population. Educators should feel comfortable with and responsible for teaching and reinforcing these values. Examples of universal values include:

- Forcing someone to have sex with you is wrong.
- Knowingly spreading disease is wrong.
- Caring for your reproductive health is important.
- Sex between children and adults is wrong.
- It is safest and healthiest for school-age kids not to have sex.
- Adultery is wrong.
Non-universal values are those without consensus in the community. Educators should never teach or express specific beliefs about non-universal values; doing so may hurt or offend others. Instead, a best practice is to acknowledge that there may be a variety of beliefs or opinions on an issue and emphasizing the importance of making healthy decisions and respecting one another. Examples of non-universal values include:

- Abortion
- Contraception
- Masturbation
- Sex outside of marriage
- Situation or age when sexual debut is acceptable
Responding to Values-Based Questions

- Acknowledge and affirm the question. > “That’s a great question!”
- Explain this is a value-based question. > “The answer depends on your beliefs.”
- Provide facts. > “Only abstinence is 100% effective in preventing pregnancies and STIs.”
- Explain that beliefs may vary. > “Some people think… Others think…”
- Encourage further exploration with trusted adults. > “You may want to ask your parents what they think.”
- Confirm you have answered the question and be open to additional discussion. > “Did that answer your question? Let me know if you would like to discuss further.”
Negotiating Personal Questions

“‘I’m not comfortable answering that question. Is there another question you can ask about ____ that I might be able to answer?’”

“‘That’s a personal question and I don’t answer questions about my own behavior/preferences/family.’”

“‘Whether or not something is okay is a question of values and depends on what an individual person believes. However…”

“I understand that you’re curious about me. But we’re here to provide information that helps you in your life. So let’s talk about…””
Other General Tips

- Acknowledge and validate questions and the youth asking them.
- Never provide guidance on sexual techniques.
- Be aware of your nonverbal communication.
- Use inclusive language.
- If you do not understand a question, ask for clarification.
- If you do not know an answer, that’s okay.
- Offer to speak with students privately, if appropriate.
- Have fun—remember, if you have fun, your youth will too!
Re:MIX Answers: Teen Sexuality and Pregnancy

Source: EngenderHealth/Re:MIX
3.10: Self-Disclosure
Learning Objectives

After completing this module, participants will be able to:

- Define self-disclosure and explain its purpose in professional settings, including Re:MIX.
- Understand and demonstrate approaches for implementing and monitoring self-disclosure during Re:MIX sessions and team gatherings.
Self-disclosure is a process in which one person purposefully communicates information about themselves to someone else.

The information shared can be descriptive or evaluative and can include:

- Aspirations and goals
- Failures and successes
- Hopes and fears
- Likes, dislikes, and favorites
- Thoughts and feelings
Understanding Boundaries

How would you define the term “boundaries”?

Why are boundaries important for educators?

What are your boundaries?

Photo Credit: Isaiah Rustad
Re:MIX: Adolescents and Self-Disclosure

Self-disclosure is key to Re:MIX because:
- The content includes sensitive topics.
- Storytelling is part of Re:MIX; one way youth learn is by hearing and sharing stories.
- We all have experiences to share (as well as experiences we should or might not want to share).

Remember, adolescents are:
- Curious
- Deciding which adults are trustworthy
- Exploring their own identities
- Looking for peer and role models
- Searching for their place in the world
- Testing boundaries

Which means:
- They may ask personal questions that adults would not ask.
- They can benefit from hearing your story.
## How Might Self-Disclosure Be Helpful?

- Helping students identify with educators
- Building rapport between educators and students
- Students learning from peer experiences

## How Might Self-Disclosure Be Harmful?

- Causing role confusion or reversal
- Leading to over-identification
- Reminding youth of negative experiences (triggering)
Mean Girls: I’m A Pusher, Cady

Source: Mean Girls
Questions to Consider

- How might my student interpret my self-disclosure? How will students benefit from this information?
- What are the reasons behind my wanting to share—to make me feel better or to help the student?
- Are there other ways that I can empathize with students without self-disclosing?
- Am I afraid that if I don’t share this information to answer my student’s question that the student will be upset with me?
- Is this question triggering me? Will sharing this story make me uncomfortable?
- What would my supervisor think or say if they knew I shared this information with my students?
When in Doubt…

Wait—and then talk to your team before deciding!