## Activity

<table>
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<tr>
<th>✓ Green Light</th>
<th>• Yellow Light</th>
<th>✗ Red Light</th>
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### SECTION 1: Introductions and Warm-Ups

#### INclusion Poem

- Enhancing the drama of the poem by using additional theatre techniques.
- Updating the language in the poem to reflect new identities, use more up-to-date language, or reflect real young people known to the facilitators.

#### Program, Agenda, and Introductions

- Increasing the interactivity of this activity, such as asking participants to read EQs out loud for the group.
- Lengthening facilitator introductions to increase personal connection with the participants; e.g. share a meaningful (and appropriate) story about why this workshop matters to them.
- Augmenting section with other information and disclaimers related to logistics or group.

- Reducing the number of clauses/lines in the poem.
- Having only one or two individuals read the poem.
- Moving this activity to a different place within the first section of the workshop.
- Replacing this poem with an alternative welcoming statement that meets the same goal of creating a warm, inclusive and safe space for LGBTQ young people.

- Skipping a welcoming statement or poem.
- Changing the language in the poem in a way that expresses shame-based or non-respectful messages about the identities represented.

- If co-facilitating with peer educators: giving peer educators sections assigned to adult facilitator, such as agenda overview.
- Opting to not review the agenda out loud, and instead referring to it being posted on the wall.
- Rearranging order of parts of this activity.

- Skipping introductions of facilitators and workshop.
## Adaptations Guidance for the IN-clued Youth Workshop

| **Participant Introductions** | ✓ Lengthening intros by enhancing game component.  
✓ Changing the game/ request made for each participant to share to be more interactive and/or appropriate for the participant group. | ✓ Doing introductions in smaller groups if participant group is especially large.  
✓ Removing the game component of the introductions to save time. | ✗ Skipping this activity entirely.  
✗ Using a very high-risk introductory game to facilitate introductions. |
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<tr>
<td><strong>Group Agreements</strong></td>
<td>✓ Adding group agreements to the list, as requested by facilitators or participants; e.g. no taking pictures of participants without consent.</td>
<td>✓ Referring to ground rules already listed without asking for additional ones from group.</td>
<td>✗ Skipping this activity entirely, even if they are posted on the wall.</td>
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<tr>
<td><strong>IN-clued Zine Introduction</strong></td>
<td>✓ Eliciting ideas from participants about the significance of zines and other examples they know of.</td>
<td>✓ Asking participants to share zines with one another if there are not enough for the whole group.</td>
<td>✗ Skipping this activity.</td>
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| **Why Us?**                  | ✓ Augmenting conversations about data with additional follow-up questions and/or explanations, to further conversation and increase understanding.  
✓ Facilitators stepping in to provide additional knowledge and key takeaways (especially if group is struggling to do so).  
✓ Updating language on data cards to reflect new research, information and/or identities (requires program leadership approval).  
✓ Making this activity more interactive, such as adding movement or paired discussion. | ✓ Shortening time by giving prompt questions to group without offering time to write in their zines.  
✓ Making this activity less interactive in general to save time. | ✗ Skipping this activity.  
✗ Changing data cards to include inaccurate information or stereotypes of LGBTQ community.  
✗ Making this activity entirely lecture-based and providing no opportunity for participation from the group. |
### SECTION 2: LGBTQ Sexual Health

#### Let's Talk About Sex
- ✓ Making this activity more interactive.
- ✓ Taking time to provide additional sexual health-related information to group if knowledge is lacking; e.g. a review of relevant sexual and reproductive anatomy.
- ✓ Adding additional discussion of consent.

  - Having facilitators read activities/behavior on sticky notes out loud to expedite activity and avoid reading duplicates.
  - Having entire group stay seated while asking 1-2 participants to come up to the cards to read out loud.

  - Reacting to activities/behaviors on sticky notes with negative reactions, judgment or even sarcasm.
  - Using language that stigmatizes those who have had or currently have STDs, or are or have been pregnant.

#### IN-clued Video and Video Debrief
- ✓ Updating slides or flipchart paper with list of activities that can transmit an STD or cause a pregnancy to include additional appropriate and inclusive activities or images.
- ✓ Asking participants to read activities off slide or flipchart paper.

  - If there are audio/visual technology issues, skipping the video, and providing STD/Pregnancy risk mini-lecture instead, while still taking time to discuss the questions and answers in the debrief.
  - Not taking time to read through each activity listed.
  - Shortening allotted time for reflecting in zines (if running long).

  - Skipping this activity.
  - Watching the video and not taking time afterward for any discussion or debrief.

#### Safer Sex and Me
- ✓ Updating language, materials, and techniques in demonstrations to be inclusive and up to-date.
- ✓ Increasing interactivity; e.g. having facilitators facilitate the demonstrations to small groups of participants to increase participants’ ability to practice and ask questions.
- ✓ Using best judgment to decide which materials to pass out and when.

  - Rearranging order of demonstrations.
  - Referring to Pro Tips in zines and not post them on the wall.
  - Not handing out lubricants to participants.

  - Skipping this activity.
  - Not handing out materials to participants.
  - Not demonstrating in front of room and only giving verbal explanations.
### SECTION 3: Navigating the Health Care System, Rights, and Closure

#### Introduction and Chat Groups

- Having more than one facilitator in each breakout group.
- Providing follow-up questions for facilitators to use in breakouts to facilitate conversation, including potential responses.
- Changing number and size of breakout groups based on size of group, and number/ability/comfort level of facilitators.

#### Exam Room Practice

- Using props and wardrobe changes to help improve skit.
- Modeling how to choose a mistake before prompting participants to do role-play.
- Instead of practicing responding to a “mistake,” a participant practicing explaining their needs on a Q card if desired.
- Changing the names and colloquialisms in role-plays so they sound more realistic.
- Adding movement and interactivity; e.g. lining up the group in two rows facing each other to practice.

- Giving participants less time to work in zines.
- Facilitating this content in the large group format.
- Skipping filling out Q cards if time doesn’t permit.

- Reducing amount of time given to participants to prepare for their own role-play.
- Changing the role-play instructions.

- Skipping this activity.
- Taking out interactive pieces of this activity and only delivering information in lecture-like way.

- Skipping this activity.
- Not explaining the importance of avoiding triggering scenarios/mistake for provider to make in their role-play.
- Asking participants to play one of the roles in the skit.
- Moving this activity to another section of the workshop.
- Skipping paired practice.
Adaptations Guidance for the IN-clued Youth Workshop

| Debrief and Workshop Reflection |  ✓ Adding other questions to group debrief to gauge where group is and address challenges. |  ● Spending time writing and reflecting in zines only, and not soliciting group responses. |  ✗ Skipping this activity.  
  ✗ Drawing attention to prompts in their zines, but not offering time to fill them out. |
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<td>Anonymous Questions and Texting</td>
<td>✓ If time allows, reviewing and addressing anonymous questions before end of workshop.</td>
<td>● Skipping answering anonymous questions, but offering to come back at another time to address them.</td>
<td>✗ Skipping text messaging service overview.</td>
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| Know Your Rights and Closure   |  ✓ Enhancing interactivity of this activity.  
  ✓ Adding discussion of the Rights listed.  
  ✓ Handing out local rights information on a handout. |  ● Highlighting where Bill of Rights is in zines without reading out loud.  
  ● Keeping participants in seats when reading Bill of Rights. |  ✗ Not sharing information about local services and rights/policies.               |