

# IN·clued Adaptations Guidance for the IN·clued Youth Workshop

Activity	✓ Green Light	● Yellow Light	✗ Red Light
<b>SECTION 1: Introductions and Warm-Ups</b>			
<b>INclusion Poem</b>	<ul style="list-style-type: none"> <li>✓ Enhancing the drama of the poem by using additional theatre techniques.</li> <li>✓ 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.</li> </ul>	<ul style="list-style-type: none"> <li>● Reducing the number of clauses/lines in the poem.</li> <li>● Having only one or two individuals read the poem.</li> <li>● Moving this activity to a different place within the first section of the workshop.</li> <li>● 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.</li> </ul>	<ul style="list-style-type: none"> <li>✗ Skipping a welcoming statement or poem.</li> <li>✗ Changing the language in the poem in a way that expresses shame-based or non-respectful messages about the identities represented.</li> </ul>
<b>Program, Agenda, and Introductions</b>	<ul style="list-style-type: none"> <li>✓ Increasing the interactivity of this activity, such as asking participants to read EQs out loud for the group.</li> <li>✓ 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.</li> <li>✓ Augmenting section with other information and disclaimers related to logistics or group.</li> </ul>	<ul style="list-style-type: none"> <li>● If co-facilitating with peer educators: giving peer educators sections assigned to adult facilitator, such as agenda overview.</li> <li>● Opting to not review the agenda out loud, and instead referring to it being posted on the wall.</li> <li>● Rearranging order of parts of this activity.</li> </ul>	<ul style="list-style-type: none"> <li>✗ Skipping introductions of facilitators and workshop.</li> </ul>

<b>Participant Introductions</b>	<ul style="list-style-type: none"> <li>✓ Lengthening intros by enhancing game component.</li> <li>✓ Changing the game/ request made for each participant to share to be more interactive and/or appropriate for the participant group.</li> </ul>	<ul style="list-style-type: none"> <li>• Doing introductions in smaller groups if participant group is especially large.</li> <li>• Removing the game component of the introductions to save time.</li> </ul>	<ul style="list-style-type: none"> <li>✗ Skipping this activity entirely.</li> <li>✗ Using a very high-risk introductory game to facilitate introductions.</li> </ul>
<b>Group Agreements</b>	<ul style="list-style-type: none"> <li>✓ Adding group agreements to the list, as requested by facilitators or participants; e.g. no taking pictures of participants without consent.</li> </ul>	<ul style="list-style-type: none"> <li>• Referring to ground rules already listed without asking for additional ones from group.</li> </ul>	<ul style="list-style-type: none"> <li>✗ Skipping this activity entirely, even if they are posted on the wall.</li> </ul>
<b>IN·clued Zine Introduction</b>	<ul style="list-style-type: none"> <li>✓ Eliciting ideas from participants about the significance of zines and other examples they know of.</li> </ul>	<ul style="list-style-type: none"> <li>• Asking participants to share zines with one another if there are not enough for the whole group.</li> </ul>	<ul style="list-style-type: none"> <li>✗ Skipping this activity.</li> </ul>
<b>Why Us?</b>	<ul style="list-style-type: none"> <li>✓ Augmenting conversations about data with additional follow-up questions and/or explanations, to further conversation and increase understanding.</li> <li>✓ Facilitators stepping in to provide additional knowledge and key takeaways (especially if group is struggling to do so).</li> <li>✓ Updating language on data cards to reflect new research, information and/or identities (requires program leadership approval).</li> <li>✓ Making this activity more interactive, such as adding movement or paired discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Shortening time by giving prompt questions to group without offering time to write in their zines.</li> <li>• Making this activity less interactive in general to save time.</li> </ul>	<ul style="list-style-type: none"> <li>✗ Skipping this activity.</li> <li>✗ Changing data cards to include inaccurate information or stereotypes of LGBTQ community.</li> <li>✗ Making this activity entirely lecture-based and providing no opportunity for participation from the group.</li> </ul>

## SECTION 2: LGBTQ Sexual Health

<p><b>Let's Talk About Sex</b></p>	<ul style="list-style-type: none"> <li>✓ Making this activity more interactive.</li> <li>✓ 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.</li> <li>✓ Adding additional discussion of consent.</li> </ul>	<ul style="list-style-type: none"> <li>• Having facilitators read activities/behavior on sticky notes out loud to expedite activity and avoid reading duplicates.</li> <li>• Having entire group stay seated while asking 1-2 participants to come up to the cards to read out loud.</li> </ul>	<ul style="list-style-type: none"> <li>✗ Skipping this activity.</li> <li>✗ Reacting to activities/behaviors on sticky notes with negative reactions, judgment or even sarcasm.</li> <li>✗ Using language that stigmatizes those who have had or currently have STDs, or are or have been pregnant.</li> </ul>
<p><b>IN·clued Video and Video Debrief</b></p>	<ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ Asking participants to read activities off slide or flipchart paper.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Not taking time to read through each activity listed.</li> <li>• Shortening allotted time for reflecting in zines (if running long).</li> </ul>	<ul style="list-style-type: none"> <li>✗ Skipping this activity.</li> <li>✗ Watching the video and not taking time afterward for any discussion or debrief.</li> </ul>
<p><b>Safer Sex and Me</b></p>	<ul style="list-style-type: none"> <li>✓ Updating language, materials, and techniques in demonstrations to be inclusive and up to-date.</li> <li>✓ Increasing interactivity; e.g. having facilitators facilitate the demonstrations to small groups of participants to increase participants' ability to practice and ask questions.</li> <li>✓ Using best judgment to decide which materials to pass out and when.</li> </ul>	<ul style="list-style-type: none"> <li>• Rearranging order of demonstrations.</li> <li>• Referring to Pro Tips in zines and not post them on the wall.</li> <li>• Not handing out lubricants to participants.</li> </ul>	<ul style="list-style-type: none"> <li>✗ Skipping this activity.</li> <li>✗ Not handing out materials to participants.</li> <li>✗ Not demonstrating in front of room and only giving verbal explanations.</li> </ul>

## SECTION 3: Navigating the Health Care System, Rights, and Closure

<p><b>Introduction and Chat Groups</b></p>	<ul style="list-style-type: none"> <li>✓ Having more than one facilitator in each breakout group.</li> <li>✓ Providing follow-up questions for facilitators to use in breakouts to facilitate conversation, including potential responses.</li> <li>✓ Changing number and size of breakout groups based on size of group, and number/ability/comfort level of facilitators.</li> </ul>	<ul style="list-style-type: none"> <li>• Giving participants less time to work in zines.</li> <li>• Facilitating this content in the large group format.</li> <li>• Skipping filling out Q cards if time doesn't permit.</li> </ul>	<ul style="list-style-type: none"> <li>✗ Skipping this activity.</li> <li>✗ Taking out interactive pieces of this activity and only delivering information in lecture-like way.</li> </ul>
<p><b>Exam Room Practice</b></p>	<ul style="list-style-type: none"> <li>✓ Using props and wardrobe changes to help improve skit.</li> <li>✓ Modeling how to choose a mistake before prompting participants to do role-play.</li> <li>✓ Instead of practicing responding to a "mistake," a participant practicing explaining their needs on a Q card if desired.</li> <li>✓ Changing the names and colloquialisms in role-plays so they sound more realistic.</li> <li>✓ Adding movement and interactivity; e.g. lining up the group in two rows facing each other to practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Reducing amount of time given to participants to prepare for their own role-play.</li> <li>• Changing the role-play instructions.</li> </ul>	<ul style="list-style-type: none"> <li>✗ Skipping this activity.</li> <li>✗ Not explaining the importance of avoiding triggering scenarios/mistake for provider to make in their role-play.</li> <li>✗ Asking participants to play one of the roles in the skit.</li> <li>✗ Moving this activity to another section of the workshop.</li> <li>✗ Skipping paired practice.</li> </ul>

# IN·cluded Adaptations Guidance for the IN·cluded Youth Workshop

<b>Debrief and Workshop Reflection</b>	<ul style="list-style-type: none"> <li>✓ Adding other questions to group debrief to gauge where group is and address challenges.</li> </ul>	<ul style="list-style-type: none"> <li>• Spending time writing and reflecting in zines only, and not soliciting group responses.</li> </ul>	<ul style="list-style-type: none"> <li>✗ Skipping this activity.</li> <li>✗ Drawing attention to prompts in their zines, but not offering time to fill them out.</li> </ul>
<b>Anonymous Questions and Texting</b>	<ul style="list-style-type: none"> <li>✓ If time allows, reviewing and addressing anonymous questions before end of workshop.</li> </ul>	<ul style="list-style-type: none"> <li>• Skipping answering anonymous questions, but offering to come back at another time to address them.</li> </ul>	<ul style="list-style-type: none"> <li>✗ Skipping text messaging service overview.</li> </ul>
<b>Know Your Rights and Closure</b>	<ul style="list-style-type: none"> <li>✓ Enhancing interactivity of this activity.</li> <li>✓ Adding discussion of the Rights listed.</li> <li>✓ Handing out local rights information on a handout.</li> </ul>	<ul style="list-style-type: none"> <li>• Highlighting where Bill of Rights is in zines without reading out loud.</li> <li>• Keeping participants in seats when reading Bill of Rights.</li> </ul>	<ul style="list-style-type: none"> <li>✗ Not sharing information about local services and rights/policies.</li> </ul>