



## **Bridging the Gaps: Eliminating Disparities in Teen Pregnancy and Sexual Health**

June 4-6, 2014

**“Reaching” vs. “Teaching”  
How to Connect with Youth in a Way that Changes Behavior**

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# Workshop Objectives:

- ◆ You will be able to differentiate between “reaching” students vs. merely “teaching” students about Sex-Ed and explain why “reaching” is the best for long-term behavioral change.
- ◆ You will see how two words can make a big difference in the impact you can have with students.
- ◆ You will be able to identify at least three effective teaching tools you can use in your program.
- ◆ You will learn the “Do’s” and “Don’ts” of reaching teens, according to them.

**Each generation pays  
for the previous  
generation's choices!**

# Inspiration with the Information

Information-based education is insufficient to influence teen decision-making.

**The most memorable messages in life are usually attached to the personal impact made by the messenger.**

*“The single biggest catalyst for change available to [educators] today is the connection we can make with a student when we engage them emotionally and intellectually.”*



~Andrew Robinson Consulting, LLC

*“In the two days you’ ve spent with us, my mindset has changed more than all of my other health classes combined. You are very relatable and down to earth and **you speak from the heart**. One thing a health class cannot do is reach someone’ s **emotions** and I believe you’ ve done that to many of us.”*

*~High School Student*

How To Make A “**Connection**”  
with Students In A Way That  
Changes Behavior.

**You Must Exhibit Some  
Level of Transparency**

# BENEFITS OF BEING TRANSPARENT...

***When you share personal stories:***

- They feel they know you
- You become relatable
- You become credible

# QUESTIONS TEENS WILL HAVE...

- Who are you?
- Why are you here?
- Why do you do what you do?
- What's your motive?
- Why should I trust you?
- Why should I listen to you?
- How do you know what you know?

Youth **MUST** Feel  
Your Passion!

*“ There are people in life who never make an **impact** in people’ s lives. Then there are those who do. What makes one **different** is the amount of **passion** in one’ s voice. I could hear that passion in your voice.”*

**-High School Student**

**They MUST  
Believe You CARE!**

You ***MUST*** Be Relevant  
and Know Their World!

*“What I liked best was how **you know this generation well and you knew a lot about modern culture.**”*

*~High School Student*

# HOW TO CONNECT WITH STUDENTS...

- Begin building rapport before class begins.
- Find as many commonalities as possible.
- Call them by name as often as possible.
- Let them know that you are genuinely interested in their lives.
- Must reveal your “humanness”.

# Why Do Teens Do What They Do?



We must recognize that most at-risk behavior is only a symptom of a much bigger issue...

**THEY ARE MEDICATING PAIN.**

We **MUST** Address  
the ***ROOT ISSUE.***

# What I've Learned...

There Must Be A  
“North Star”

*“The thing I liked most and thought that was very wise of you was the idea of having a **bigger “YES”** to keep yourself from saying **“YES”** to other more **temporary things.**”*

*~High School Student*

# What I've Learned...

Teens need to know that self-control and discipline are indicators of future success.

*Thank you for coming to teach us because you did something way **different** from what most people do. You talked about the **discipline of sex** and not ‘**sex is wrong.**’*

*~High School Student*

# What I've Learned...

Students need to know about the youth **brain development** and the importance of **adult guidance** to help them navigate through their teenage years.

# What I've Learned...

You ***MUST*** give specific  
instructions  
for behavior change

# What I've Learned...

It's easier to motivate youth by talking about the impact of their at-risk behavior on their future family than by talking about the current impact of their at-risk behavior on them (i.e. STDs, pregnancy).

# Challenge them as future spouses & future parents!



“Even when you change your behavior, you can’t change your history.”

“Will your future wife/husband or future children have to pay for your past?”

*“... Your presentation was **more about choices**, and not necessarily about the immediate impacts, but the **impacts on future relationships**, and the things you could spread to someone you love later. It had an **impact on me** and I plan to **keep in mind** what you presented for **years to come.**”*

*~High School Student*

# EFFECTIVE TEACHING STRATEGIES

## *Use of Humor...*

# EFFECTIVE TEACHING STRATEGIES

## *Use of Humor...*

- Make It Relevant.
- Keep It Short.

*“I just wanted to let you know that you are a great influence on high schoolers. I think the reason is because **you were able to connect with us by making us laugh** and yet we actually paid attention to the things you taught.”*

*~High School Student*

# EFFECTIVE TEACHING STRATEGIES

## 1. Use of analogies

# EFFECTIVE TEACHING STRATEGIES

1. Use of analogies
2. Reference the student's world

*“It made a difference that you were able to connect to the audience with **“thirsty”** and **“World Star Hip Hop”** comments, because most speakers can’t do that.”*

*~High School Student*

# Teen Vocabulary...

## Thirsty

1. Too eager to get something (especially play)
2. Desperate

*(Boy running up) "Ay gurl whasup? Look, you lookin real nice, can I get that number?"*

*(Girl under breath) "Thirsty"*

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  - The Art of Storytelling
  - Where do you get stories?

*"The way you presented the information was different. I think it's because **stories** told by someone in front of you is much **more effective** than a dull video. Your reenactment was great. The stories were so **realistic** that I could picture them."*

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  - The Art of Storytelling
  - Where do you get stories?
6. Let them hear from other teens.

I learned so much from your visit and gained a new perspective of teenagers having sex. I **especially liked it when you read some of the letters** you'd received. It's nice to hear from real teenagers who are actually dealing with the consequence of teen sex. I especially liked the letter from the eighth grade girl who felt that she absolutely had to have sex in high school. Until you read that letter, I didn't realize that I used to think the same way she did. From all the shows I watched, I thought that was normal. Now I know it isn't.

~High School Student

*What Students  
Appreciate, in their own  
words!*

# What Students Appreciate...

## ***Being Treated as Young Adults & Not Kids***

*“I think that if more adults spoke to youth at the level that you spoke to us, we would be less rebellious.”*

*“I loved listening to you speak. I personally believe that I enjoyed it so much because **you spoke to us as if you were one of us and not someone better than us.**”*

# What Students Appreciate...

***Not Being Judged.***

*“Instead of condemning us, you lifted us up!”*

“Of all the years I’ve been in school no speaker has **motivated** or **inspired** me the way you have. I’ve often heard speakers talk about sex, its’ dangers, and the different consequences. However, none have done it like you. You **connected with us** and **told us the truth**. You **related to us** and made sure we fully understood our choices. You **did not judge us** for what we’ve done, but rather **inspired us to do better**. You even **had us thinking differently, more wisely**. **Words cannot express** how much I **appreciate** you and your program.”

~High School Student

# What Students Appreciate...

## ***Not Being Lectured***

*“It’s not easy to walk into a class of air headed upperclassmen and expect to get your point across but you did it. **You related to us and made yourself on our level instead of a teacher and made it a conversation not a lecture.**”*

# What Students Appreciate...

## ***Being Challenged & Expected to Do the Right Thing***

*“It is good to hear a different tone of challenge than condemnation. I also appreciate that you were down to earth in your manner of speaking.”*

# What Students Appreciate...

## ***Being Involved With the Discussion***

**“ I appreciate that *rather than lecture us from a textbook*, you used personal anecdotes, thought-provoking questions and engaging discussions that involved the students *as well. I really appreciate it.*”**

# What Students Appreciate...

## ***Being Listened To***

*“I remember you went to my middle school when I was in the eighth grade. I appreciated how straight forward you were. **You also did something that I really appreciated—you listened to what we had to say. For that, I’d like to say thank you.**”*

# What Students Appreciate...

## ***A Speaker Who is “REAL” and Doesn’t Sugar-coat Anything***

“As teenagers, we get the sex talk every day, but it’s most often **sugar coated**. The way you put it was **real**. You told us **cold hard facts** without worrying about hurting our feelings. **That’s what teenagers need**. All our lives, adults pass off our actions as being normal teen behavior. **It’s about time somebody slapped our faces** and told us how stupid the decisions are that we’re making. **Thank you for the slap**. It stung a bit, but we needed it. **I needed it!**”

# In Summary:

## ◆ BE

◆ passionate, real, relatable, relevant, humorous, engaging

## ◆ USE

◆ stories, analogies, videos, letters

## ◆ DO

◆ challenge, inspire, discuss, listen

## ◆ DON'T

◆ lecture, judge



# Stay In Touch...

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