We’ve Been Framed!
Advertising secrets that build public support for young people
3-8 hours (best as all-day session)
Audience: All members of the youth-serving community – health risk specialists (teen pregnancy prevention, Alcohol, Tobacco, violence, etc); youth development and afterschool programming practitioners, advocates, educators, volunteers, researchers, medical practitioners, parents, policy makers, civic leaders, public health/education/social services professionals, funders, etc.

Communication skills are not just for advocates and advertisers -- everyone working in youth services has a vital role to play in building public support for young people. And as advocates for young people, we know firsthand that many adults view teenagers as trouble. Media messages and human nature inevitably “frame” adolescents as a problem, which makes how we communicate about young people even more important.

This unusual workshop applies lessons learned from the world of advertising to the communications challenges of the youth serving community. Just like the companies that market cars and candy bars, we’ll analyze what our audiences think about young people and youth programming. Through discussions, worksheets and hands-on activities, participants will learn strategies that create receptive listeners and develop persuasive, audience-centric messages.

Session Objective:
Provide participants with the knowledge, skills and motivation to build public will for youth everyday.

Learning Topics:
1. How helping professionals can use communications strategies in their work building public will for youth and youth programs.
2. Why the link between public perceptions and effective advocacy efforts is vital.
3. How to apply this knowledge to print products, web sites, press interviews and day-to-day conversations.

Learning Objectives – Through this session participants will:
1. Assess personal communications capacity
2. Describe the concept of framing, why and how it works
3. Investigate the link between public perceptions /effective advocacy efforts
4. Process and analyze communications research about public perceptions of adolescents and sexuality.
5. Employ a framing tool to craft a persuasive, audience-centric message

Are you sending the right message?
A new vocabulary for teen pregnancy prevention
3-8 hours (best as all-day session)
Audience: All members of the teen pregnancy prevention community – sexuality educators, trainers, managers, advocates, volunteers, medical practitioners, board members, coalitions, policy makers, public health/education/social services professionals, funders, etc.
Despite public and scientific support, the goal of providing school-based sexuality education for all our young people remains unrealized. As members of the teen pregnancy prevention community, we have first-hand experience with the kind of attitudes and misperceptions about young people and sexuality – all too frequently created or reinforced by the media – that get in the way.

This unusual workshop applies lessons learned from the world of advertising to these challenges. Just like the companies that market cars and candy bars, we’ll analyze what our audiences think about young people and sexuality. From there, we’ll learn strategies that create receptive listeners, develop persuasive, audience-centric messages and craft a new vocabulary for teen pregnancy prevention.

Session Objective:
Provide participants with the knowledge, skills and motivation to build public support for young people and comprehensive sexuality education.

Learning Topics:
- How helping professionals can use communications strategies in their work building public support for young people and comprehensive sexuality education.
- Why the link between public perceptions and effective advocacy is vital.
- How to apply this knowledge to print products, web sites, press interviews and day-to-day conversations.

Learning Objectives – Through this session participants will:
1. Assess personal communications capacity
2. Describe the concept of framing, why and how it works
3. Investigate the link between public perceptions and effective advocacy efforts
4. Process and analyze communications research about public perceptions of adolescents and sexuality.
5. Employ a framing tool to craft a persuasive, audience-centric message
Working Session: Strategies to Change Attitudes about Sexuality
3 hours (2 minimum)
Audience: All members of the teen pregnancy prevention community – sexuality educators, trainers, managers, advocates, volunteers, medical practitioners, board members, coalitions, policy makers, public health/education/social services professionals, funders, etc.

Making sure that all young people receive the information they need to keep themselves safe and healthy is a shared, yet still elusive, goal. Among the many barriers to ensuring that all schools teach effective sexuality education are public attitudes about young people and sexuality.

In 2007, the ACLU’s Reproductive Freedom Project began a communications research project to examine how people think about sexuality and what gets in the way of embracing sexuality education. Their research shows that key components of the language we use in talking about teen pregnancy prevention inadvertently reinforce negative perceptions. Because these findings have profound implications for our collective work – implications that extend far beyond communications – this working session engages participants in the process of applying these research findings to their work and challenges participants to re-evaluate their own attitudes and perceptions.

Science-based Sexuality Education in Springfield, USA – A Selling Skills Immersion Lab
4 hours for <24 participants; recommend doing in conjunction with ½ of “New Vocabulary”
Audience: All members of the teen pregnancy prevention community – sexuality educators, trainers, managers, advocates, volunteers, medical practitioners, board members, coalitions, policy makers, public health/education/social services professionals, funders, etc.

You are the outreach coordinator for a newly formed teen pregnancy prevention organization based in the town of Springfield. Currently, sex ed at Springfield High consists of an abstinence only curriculum taught by an organization receiving federal funds to do so. There are several youth-serving organizations in town, but no one is using science-based sexuality education programs.

In this workshop, you will meet members of the Springfield community – chair of the PTA, Principal of Springfield High, Executive Director of a local youth-serving organization. Your goal: To successfully introduce a science-based sex ed curriculum to the young people of Springfield.

Can you interact successfully with these important characters and move towards your goal? This highly interactive workshop offers participants a chance to learn, enhance and practice selling and communications skills. An unforgettable experience!
Framing Disparities: Are you sending the right message?
3-8 hours (best as all-day session)
Audience: All members of the youth-serving community – health risk specialists (teen pregnancy prevention, Alcohol, Tobacco, violence, etc); youth development and afterschool programming practitioners, advocates, educators, volunteers, researchers, medical practitioners, parents, policy makers, civic leaders, public health/education/social services professionals, funders, etc.

It seems logical to believe that the compelling data about adolescent sexual health disparities would cause a public outcry. Inspire immediate action from policy makers. Shake up our systems and infrastructure. But this is not the case. As it turns out, promoting the very data we find so compelling may be having exactly the opposite effect.

Building the public will to tackle health disparities remains an enormous challenge. As members of the youth-serving community we all – as individual and organizations – have a role to play in shaping how people think about and work to eliminate health disparities.

This workshop will borrow strategies used by commercial advertisers, leverage the best thinking of cognitive linguists and apply findings from the latest communications research to inform and inspire new ways to discuss and present data about health disparities.

((Despite years of compelling health disparities data, progress remains slow. As it turns out, promoting the very data we find so compelling may be having the opposite effect. Join us to discuss and debate communications strategies to build the political will to illuminate structural racism and end disparities.

Session Objective:
Provide participants with the knowledge, skills and motivation to frame health disparities in a productive way.

Learning Objectives – Through this session participants will:
· Review the concept of framing, why and how it works
· Explore the link between public perceptions and effective advocacy efforts
· Process and analyze communications research about public perceptions of race
· Identify framing strategies that avoid reinforcing corrosive dominant frames and broaden the audience’s understanding of the issue
Understanding Adolescence: Seeing Through a Development Lens
6-8 hours (best as all-day session; abbreviated versions are available for 1-3 hour opportunities)
Audience: All members of the youth-serving community – health risk specialists (teen pregnancy prevention, Alcohol, Tobacco, violence, etc); youth development and afterschool programming practitioners, advocates, educators, volunteers, researchers, medical practitioners, parents, policy makers, civic leaders, public health/education/social services professionals, funders, etc.

The only way to effectively support young people – their health, their education, their future prospects – is by working from a real understanding and appreciation of the developmental processes at work in their lives. And while popular “healthy youth development” public health programs or “positive youth development” after school programs are based on the unique, underlying needs of adolescence, how well do we, as adults, see these developmental requirements and needs?

This workshop provides information about the stages of adolescent development and core developmental tasks then asks participants to apply this information to their own work on behalf of youth. Activities will harness the collective wisdom and experience of the group to enhance the science-based information presented. Participants will be challenged to see adolescents and their behaviors through a developmental lens, then use their new perspective to enhance their programs and projects.

Learning Objectives – Through this session participants will

1. Understand the stages and tasks of adolescent development.
2. Analyze the impact of the adolescent’s world on their development and the impact of their development on how they interact with their world.
3. Understand adolescent behavior from a developmental perspective.
4. Identify strategies that support and nurture adolescent development (healthy youth development strategies).
5. Determine how youth development strategies can be directly applied to one’s work with and/or on behalf of young people.

The Developmental Timeline: A tool for building engaging community and building staff capacity
1-1.5 hours
Audience: All members of the youth-serving community – health risk specialists (teen pregnancy prevention, Alcohol, Tobacco, violence, etc); youth development and afterschool programming practitioners, advocates, educators, volunteers, researchers, medical practitioners, parents, policy makers, civic leaders, public health/education/social services professionals, funders, etc.

Effectively supporting young people – their health, education, future prospects – means working from a real understanding and appreciation of who young people
are and what’s going on in their lives as they grow and develop through their adolescent years. Understanding adolescent and young adult development is a necessary first step that drives the implementation of evidence-based sexual health programs and policies in ways that effectively reach and engage youth. This developmental approach has been identified through research as a component of effective youth health programs.

In this session, participants will learn a simple developmental timeline activity that can be used to help program staff and community members better understand and apply adolescent development to their work. The timeline activity provides a fun and informative process to build a common understanding among a wide array of staff, volunteers and community members.

Objectives:
In this session, participants will:

• Engage with the development process across the lifespan, with a specific focus on adolescence and young adulthood, adolescent development and sexual health.
  o Participants will define three stages of adolescent/young adult development
  o Participants will identify developmental tasks and how they impact sexual health
• Investigate how factors external to young people impact their development and sexual health
  o Participants will identify at least 3 “external” factors that impact adolescent / human development and sexual health.
• Examine the process, requirements and skills needed to facilitate an adolescent/young adult timeline activity with intended audiences.

Strategic Communications Skills:
Selling up, Re-framing and Broadening the Circle
6-8 hours
Audience: All members of the youth-serving community – health risk specialists (teen pregnancy prevention, Alcohol, Tobacco, violence, etc); youth development and afterschool programming practitioners, advocates, educators, volunteers, researchers, medical practitioners, policy makers, civic leaders, public health/education/social services professionals, funders, etc.

How, when, where and why you chose to communicate about what you do is a strategic decision that can help your career, cause or program.

• Even the most casual conversation with your boss can strengthen – or weaken – your relationship.
• How you introduce yourself at a community meeting may make all the difference when it comes to recruiting volunteers.
• The way you describe your program can build support – or reinforce negative perceptions of teenagers.
This workshop offers youth serving professionals a chance to focus on and strengthen their own communications capacity. The group will explore communications strategies borrowed from the private sector and apply them to our unique situations. Participants will practice using these strategies and create their own implementation plans. This is NOT a lecture. Expect to talk, work, laugh and groan.

**Session Objective:**
Increase participant’s understanding of how to be strategic with their day-to-day communications.

**Learning Agenda:**
1. Communications self assessment
2. Effective communications with managers and decision makers
3. Framing techniques and insights specific to adolescents
4. Relationship building with external partners

**Strategic Communications Skills:**
Selling up: How bragging to your boss (and others) supports the sustainability of your program.

2-4 hours minimum

*Audience: All members of the youth-serving community – health risk specialists (teen pregnancy prevention, Alcohol, Tobacco, violence, etc); youth development and afterschool programming practitioners, advocates, educators, volunteers, researchers, medical practitioners, policy makers, civic leaders, public health/education/social services professionals, funders, etc.*

**Description:**
It might be awkward, uncomfortable and go against all your instincts, but regularly talking about what you do and how your program is succeeding is a strategic way to increase support for your work, change perceptions of young people and achieve your professional goals. Contrary to popular belief, bosses want and need the information and insights you provide by “bragging” about your work. This workshop offers youth serving professionals a chance to focus on and strengthen their own communications capacity. The group will explore communications strategies borrowed from the private sector and apply them to our unique situations. Participants will work through the barriers, learn framing and audience-centric communication techniques, practice using their new skills and make a plan to apply what they've learned.

**Learning Objectives:**
- Assess personal communications capacity
- Recognize and address personal and cultural barriers to self-promotion
- Review private sector/business world “best practices”
- Practice using a formula/worksheet to plan promotional interactions
- Document accomplishments, successes, results
- Simulate a promotional interaction
- Create a list of virtual promotional strategies
NEW: Effective Webinars: An audience-centric approach
(aka: 3 is a magic number)
Full-day required for scope identified below; could be segmented
Audience: Anyone who regularly conducts or plans to conduct webinars (presentations).
Special emphasis on public health and youth-serving professionals.

Effective presentations are those that touch the heart and soul of the audience – they provide ideas, answer questions, challenge beliefs, motivate and guide action. They make audiences think, ponder, question, conclude and act. At their core, effective presentations focus on what the audience needs - not what the speaker wants to say. Today's hot learning technology -- webinars -- create even greater challenges for engagement and interactivity!

This training offers participants the opportunity to explore an audience-centric approach and the strategies/techniques that support it. The group will grapple with presentation/webinar best practices for strategic content, visual approaches and high-impact delivery. Come prepared to work on an existing presentation or begin a new one.

Objectives:

In this session, participants will:
• Analyze the tension between participant engagement and content delivery.
• Recognize a realistic webinar goal in the context of a learning/adoption process.
• Critique webinar objectives, slides and presentation techniques.
• Apply webinar/presentation best practices pertaining to content, visuals and delivery to their existing or future webinar/presentation projects.
• Practice techniques designed to improve webinar content, interactivity, visuals and delivery.

Training Topics:

Webinar Content
• Knowing your audience & goals
• Mastering organization & structure
• Increasing interactivity

Visual Presentation
• Considering a visual approach
• Making content visual
• Converting text to visuals: a process

Delivery
• Mastering the technology
• Finding your words
• Using your voice

“The success of your presentation will be judged not by the knowledge you send but by what the listener receives.”
~ Lily Walters