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Numbers to Narratives

*Using data to uplift stories, uncover needs, and build
community readiness for healing-centered and inclusive sex ed*



Implementation Guide

Numbers to Narratives Implementation Guide

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Suggested Citation

Brahm, C. B., Garrido, M., Max, J., Rolleri, R., Lloyd, L. (2025). Numbers to Narratives Implementation Guide. Healthy Teen Network. <https://www.HealthyTeenNetwork.org/Thrivology/Resources/Numbers-Narratives#Guide>

Acknowledgments

Numbers to Narratives was inspired by the innovative work of the Johns Hopkins Center for Adolescent Health (CAH) on Data Dives, a process that facilitates community sense-making of adolescent health data. To learn more about Data Dives, check out the [True You Maryland project](#), which has leveraged Data Dives to advance the sexual health and well-being of young people across six rural Maryland counties. You can also refer to Healthy Teen Network's blog post "[The Not-So-Top-Secret Mission to Improve Adolescent Health Outcomes](#)" for high-level instructions for leading Data Dives. Special thanks go to Dr. Annie Smith of CAH, who led the creation of the Data Dive process and provided invaluable insights throughout our journey.

We acknowledge the significant contributions of the Thrivology Research Alliance and CAH members whose insights were foundational to this resource. We are grateful to Dr. Arik Marcell, Jason Valdez, Katelyn Flaherty Doré, Rebecca Skinner, and Yolanda Famba for their crucial contributions during the conceptualization of this resource. We are especially grateful to our Thrivology Design Advisors, Dr. Jennifer Farmer and Caricia Catalani, for their extensive guidance and expertise throughout the design process. We also wish to thank our Thrivology Research Alliance members Justine Ang Fonte, Marlen Ramirez, Nefertari Sloan, and our collaborator Tammy Deloceanio for their critical perspectives and end-user feedback during the development phase.

We're grateful as well to our trauma-informed and medical accuracy reviewers: Jack Duroc-Danner, Lauren Lapointe, and Ryan Mateo Sharnbroich. We would like to thank Montrell Vass, Johns Hopkins Center for Adolescent Health, for coordinating the trauma-informed and medical accuracy review process.

We also extend our heartfelt thanks to our Healthy Teen Network teammates Mackenzie Piper and Emily Connor for their invaluable support in clarifying the direction of the resource and serving as a sounding board as ideas came to fruition, as well as Gina Desiderio and Nicholas Sufrinko for their feedback on branding and visual design. Finally, we are deeply grateful to our teammate Bianca Devoto for her dedicated support and encouragement, which enabled us to bring this resource to fruition.

About Thrivology

Every young person has a right to bodily autonomy and sexual health and well-being. To realize these rights, young people need access to sexual and reproductive health programs and services that are safe, honest, inclusive, affirming, healing-centered, and trauma-informed.

We see you—the teachers and educators, the counselors and clinicians, the caring adults—working hard every day to make this happen. With easy access to the latest research, along with practical, helpful opportunities and resources, we know you are better supported and able to provide young people with the very best care and education they deserve.

That’s why Healthy Teen Network and Johns Hopkins Center for Adolescent Health have partnered to create Thrivology.

Thrivology creates resources using the latest research on how to provide the very best sexual and reproductive health education and care, so young people may thrive.

Thrivology is a U.S. Health and Human Services Office of Population Affairs-funded research-to-practice center. In collaboration with our Research Alliance of experts in the field and Thrivology Youth Leaders, we work to expand the delivery of trauma-informed, healing-centered, and inclusive practices in adolescent sexual and reproductive health programming and care.

Learn more on our website, healthyteennetwork.org/thrivology/

About Healthy Teen Network

We are Healthy Teen Network.

We believe every young person has the right to be who they are and love who they love.

That means living in a world that affirms and celebrates them for who they are. That means having the agency, opportunity, and access to make decisions about their bodies, relationships, and futures. (And feel good doing it!) That includes decisions about if, when, and how to parent—or not.

And we see you—teachers and educators, counselors and clinicians, caring adults—helping them do this. Every day, providing honest, affirming care and education, and empowering the next generation to lead healthy, fulfilling lives.

At Healthy Teen Network, we know you do your best when you're connected to great opportunities, resources, and others working in sexual and reproductive health. That's the magic of the Network—and why we're here every day to help professionals learn, improve, create, and advocate.

Funding Acknowledgment

This project is supported by the Office of Population Affairs (OPA) of the U.S. Department of Health and Human Services (HHS) as part of a financial assistance award (1 PHEPA000006-01) totaling \$1,063,776.35 with 100 percent funded by OPA/OASH/HHS. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by OPA/OASH/HHS, or the U.S. Government. For more information, please visit opa.hhs.gov.

Preface



About Numbers to Narratives

Numbers to Narratives workshops act as a first step in increasing your community’s readiness for implementing healing-centered and inclusive sex ed in your schools.

When it comes to advancing adolescent sexual and reproductive health and well-being, you want all the support you can get. But how do you build community support?

Whether you're facing policy restrictions, concerns from families, a lack of prioritization for sex ed, or other challenges, Numbers to Narratives workshops get the conversation started and help you to gain buy-in for healing-centered and inclusive sex ed. Leading these workshops in your community can help you build support by uplifting adolescent health data and stories.

This process uses a healing-centered and inclusive lens by validating community members’ lived experiences and centering their needs and hopes when pinpointing opportunities for change and community healing. With this lens as a foundation, when schools are ready to expand sex ed, they can approach their efforts from a healing-centered and inclusive perspective.

The full package of Numbers to Narratives materials will prepare you to lead two workshops: an initial session with young people and a following session with school staff and potentially other key school community members. Numbers to Narratives workshop are recommended to last 3.5-4 hours, and activities are designed for a range of 15-20 total participants.

We recommend starting with a workshop with young people because, to really understand young people’s lived experiences, it’s crucial to hear from young people directly (HIPs, 2022). You will also receive suggestions for integrating young people's perspectives into the staff workshop.

Numbers to Narratives Materials

The Numbers to Narratives suite of materials includes the...

1. **Numbers to Narratives Implementation Guide**, which structures the process of planning and leading Numbers to Narratives workshops.
2. **Numbers to Narratives, In Real Life (IRL) Case Study**, which shares the stories of how other communities used a similar process to make sense of local data.
3. **Numbers to Narratives Data Storytelling Guide**, which contains suggested sources for pulling relevant data, a quick 101 guide to data visualization, and tips for storytelling through data visualizations.
4. **Numbers to Narratives Workshop 1 Session Guide**, which gives facilitators a script and instructions for leading an initial workshop with young people.
5. **Numbers to Narratives Workshop 2 Session Guide**, which gives facilitators a script and instructions for leading the follow-up workshop with school staff.

You can access all the resources at: <https://www.HealthyTeenNetwork.org/Thrivology/Resources/Numbers-Narratives>



About the Workshops

Numbers to Narratives workshops have three main sections:

1

Understanding community context

The first section gets participants talking about what resources already exist in their community to support young people's sexual and reproductive health. They identify what's already working and explore additional supports that young people wish existed.

2

Making sense of adolescent health data

In this section, participants work together to take a look at national and local data related to young people's sexual and reproductive health and the relevant social determinants that impact it.

3

Sharing young people's stories to prompt action

Finally, participants discuss stories of how an imagined young person in the community can care for their sexual and reproductive health. Young people create these stories in Workshop 1 based on their lived experiences. In Workshop 2, school staff review these stories to spark a conversation on areas of change to prioritize and possible actions.

We developed the Numbers to Narratives school staff workshop activities and guidance for how to plan and lead them in conversation with educators and community-based sexual health nonprofit workers. We designed activities for the workshop with young people in collaboration with Thrivology Youth Leaders, a group of 18-24 year olds who are passionate advocates for adolescent sexual and reproductive health.

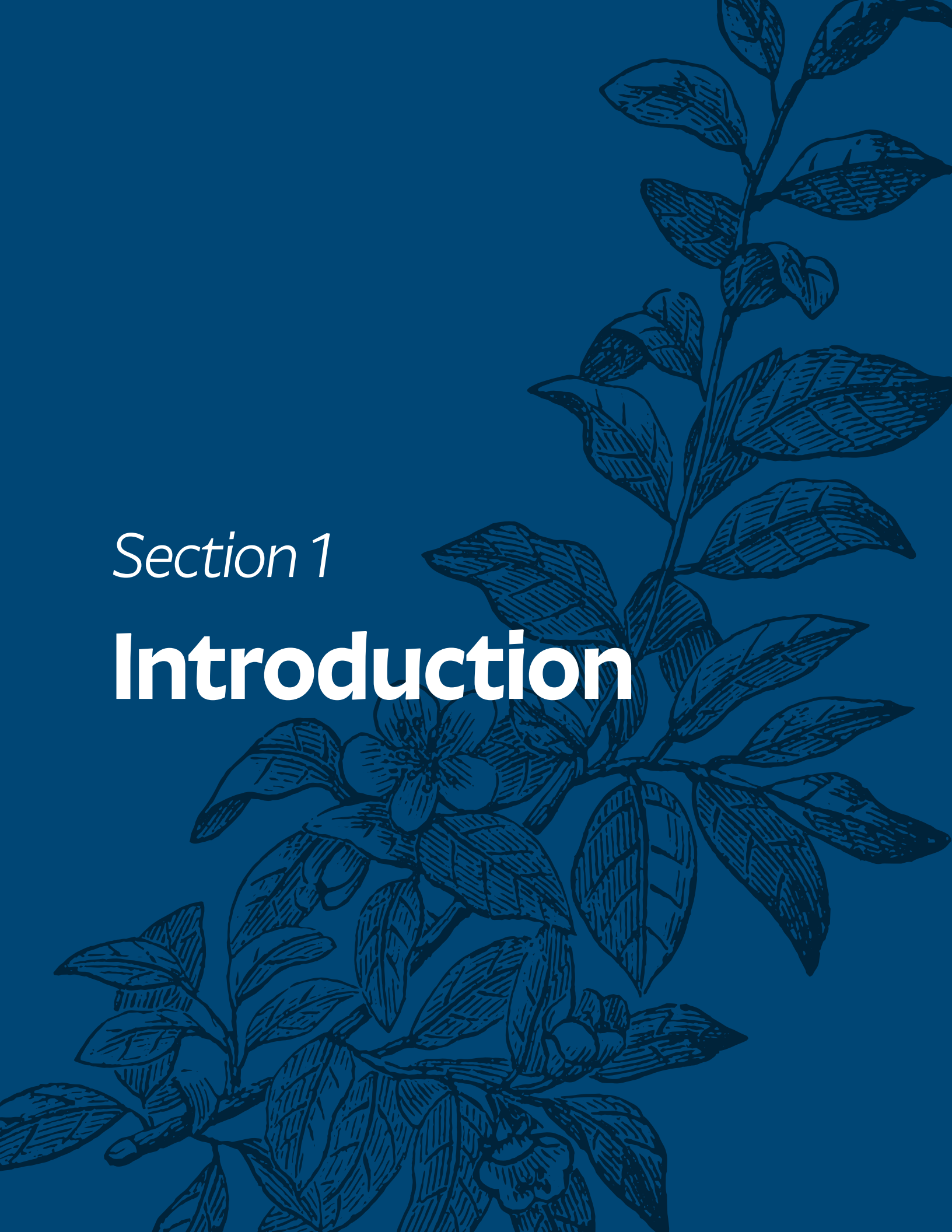
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Section 1

Introduction



1.1. About This Implementation Guide

The Numbers to Narratives Implementation Guide is an interactive, step-by-step workbook that structures the process of planning and leading Numbers to Narratives workshops. It helps you to:

1. **Reflect** on needs, challenges, and opportunities to support young people’s sexual and reproductive health in your community and **set goals** for the workshops.
2. **Consider your own perspectives**, strengths, and support needs and **identify key stakeholders** to collaborate with or include as workshop participants.
3. **Plan workshop logistics** including when and where you will host your workshops, how you will recruit participants, and what budget you will need.
4. **Prepare the data** you will include in your Numbers to Narratives workshops and how to talk about data with participants.
5. **Create a follow-up plan** for after your workshops.
6. **Lead workshops** with young people and staff in your community.
7. **Evaluate your workshops** and identify next steps.

1.2. Glossary

Let's start by defining some of the terms and frameworks you'll see throughout this guide.

Adolescent Sexual and Reproductive Health

When we're talking about sexual and reproductive health, we aren't just thinking of STIs and pregnancy. We mean it more holistically than that: it's a state of **"physical, emotional, mental and social well-being in relation to sexuality"** (World Health Organization, 2006). This includes supporting young people to make informed decisions and have pleasurable and safe sexual experiences.

Sex Ed

Healthy Teen Network defines sex education, or 'sex ed' for short, as giving **"young people age-appropriate, medically accurate, and culturally relevant information and answers to their questions about sex and relationships without being shamed or judged"** (2024). Sex ed isn't just about sex: it *"helps young people learn how to have healthy relationships, make informed decisions, love themselves for who they are, and have respect and compassion for all, including those who are different from them."* You will note that we do not use the qualifier 'comprehensive' because we firmly believe that *all* sex ed must be comprehensive, otherwise it cannot meet young people's needs.

Social Determinants of Health

Numbers to Narratives workshops go beyond just sexual and reproductive health data. They also talk about Social Determinants of Health, which the World Health Organization defines as **"the circumstances in which people are born, grow up, live, work and age, and the systems put in place to deal with illness [that are] shaped by a wider set of forces: economics, social policies, and politics"** (2013). Social determinants include "access to safe housing, institutionalized racism, and discrimination based on gender, stable employment, quality health services, and affordable and reliable transportation" (Garrido et al., 2018, p 270).

Healing-Centered Approach

A healing-centered approach is woven throughout Numbers to Narratives materials, including the workshops themselves. As with our view on sexual and reproductive health, a healing-centered approach is holistic. Dr. Shawn Ginwright writes that a healing-centered approach **“views trauma not simply as an individual isolated experience, but rather highlights the ways in which trauma and healing are experienced collectively”** (2018). He goes on to share that this approach “moves beyond ‘what happened to you’ to ‘what’s right with you’ and views those exposed to trauma as agents in the creation of their own well-being rather than victims of traumatic events.”

Numbers to Narratives centers a healing-centered approach in a number of ways. First and foremost, community members fully drive the process, from planning and facilitating workshops to participating in them. You all are at the center of your own healing, and this resource hopes to support you in that. Young people help to interpret data that is about them, and all participants get opportunities to share their own lived experiences. Additionally, throughout both the implementation guide and workshops, you’ll find a focus on identifying strengths and things to build upon before exploring challenges.

Inclusive Approach

Numbers to Narratives takes an inclusive approach by guiding you to **include a variety of perspectives throughout the planning process and during workshops**. In this implementation guide, we’ll invite you to start by considering your own perspectives and identifying collaborators with a diverse range of identities and experiences. You’ll also consider which groups of young people in your community are currently least served by existing resources and try to intentionally recruit from those groups. The guide also encourages you to include data that highlight disparities, rather than assuming all young people experience the same outcomes despite being impacted differently by broader systems.

By integrating healing-centered and inclusive approaches throughout your process of planning and leading Numbers to Narratives workshops, you ensure that these approaches are used by default when your school becomes ready to implement sex ed.

1.3. Using this Implementation Guide

Throughout this implementation guide, you'll find suggestions of things to consider when you want to plan and lead Numbers to Narratives workshops in your community.

The guide includes reflection questions and examples pulled from our conversations with educators. It is meant to be used with our [Numbers to Narratives session guides](#), which we suggest using to lead your workshops.

Treat this Implementation Guide as a starting point to structure your process, using what works for you and leaving the rest.

This workbook and the guidance you'll find in it for planning and leading workshops are meant to be a framework to build on, not a one-size-fits-all solution. Things like context, goals, and available resources mean that you and your community might have really different needs from others who are leading Numbers to Narratives workshops.

Remember that you're not required to answer every question you'll find in here. This guide is meant to be a support, not an assignment!

For example, if you're leading these workshops as part of a larger effort, you may not need to think as much about existing work, needs, and challenges, or who will be involved. If you have recently conducted other workshops in your community, you might decide to just skim a lot of the logistics section.

Below are some tips for how to use this implementation guide:

1

Start by skimming.

Looking through the entire guide can be really helpful for getting a sense of what the process looks like. We recommend quickly checking out each section before diving in to questions.

2

Get out of your head and onto the page.

As you go through the reflection questions, write out as much as you can in the response textboxes, and try to keep everything together in the workbook. Getting your thoughts written down can be helpful for staying centered on your goals throughout the process. Your written plan can also be helpful if you bring on more collaborators or decide to repeat the process in the future.

3

Begin with what you already know.

As you initially work through questions, don't worry if you don't have the answer to everything right away. We suggest starting by writing out what you do know and then returning to fill in previous sections as you gain additional clarity throughout the planning process.

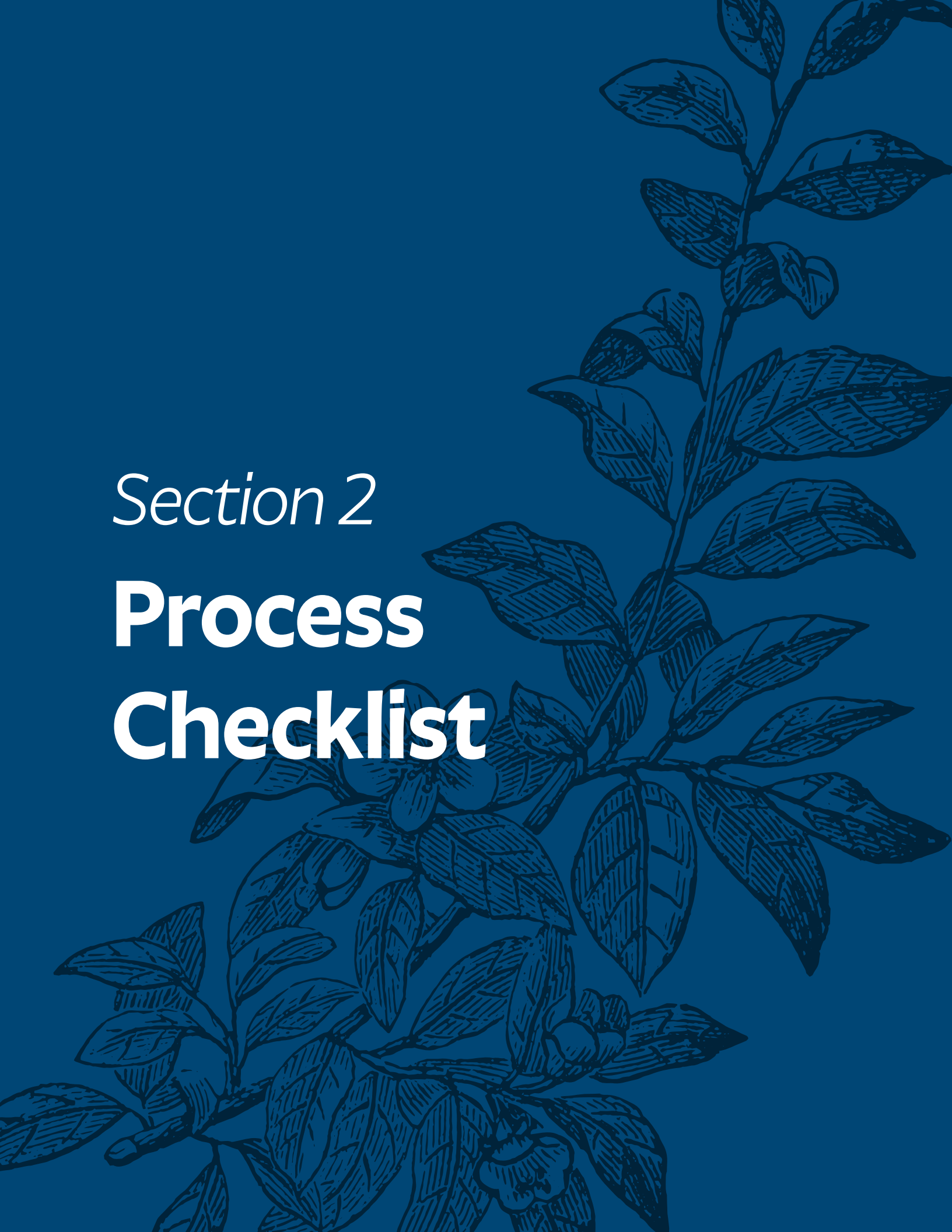
4

Remember what's right with you.

You have a lot of care for and knowledge about your community. That is deeply important for bringing the right people to the table and building buy-in. Take it slow, bring in support where needed, and know that you don't have to do everything perfectly to help your community move towards being more ready to implement healing-centered and inclusive sex ed. You got this!

Section 2

Process Checklist



2. Process Checklist

The following checklist is meant to help you visualize and organize all the tasks that will go into your process for implementing Numbers to Narratives workshops in your community.

The checklist breaks down suggested tasks by section, including planning, executing, and following-up afterwards. Since every process is different, you may find that you do not need to do all the items listed in this checklist.

The checklist has space for you to track each task's status, add deadlines, list who is in charge, and add brief notes. It also includes some blank rows for you to add in your own tasks that you want to track.

We suggest taking a quick look at the checklist before starting to work through the guide, then returning to it as you go.



Starting Reflection

Done?	Task	Section	Deadline	Task Lead	Notes
	Identify existing work to leverage	3.1			
	Identify needs and challenges in your community	3.2			
	Clarify goals for your Numbers to Narratives workshops	3.3			

Who is Involved

Done?	Task	Section	Deadline	Task Lead	Notes
	Reflect on perspectives you bring to this work	4.1			
	Recognize your strengths as a planner and/or facilitator	4.2			
	Identify what supports you may need	4.2			
	Create a list of stakeholders	4.3			

Who is Involved (Continued)

Done?	Task	Section	Deadline	Task Lead	Notes
	Create a list of stakeholders	4.3			
	Identify additional groups of participants	4.3			
	Reach out to possible collaborators	4.3			

Workshop Logistics

Done?	Task	Section	Deadline	Task Lead	Notes
	Determine how much money you have available	5.1			
	Determine how much time you have available	5.1			
	Identify additional resources at your disposal	5.1			
	Decide how many workshops you will lead	5.2			

Workshop Logistics

Done?	Task	Section	Deadline	Task Lead	Notes
	Come up with a plan to make sure the workshops are accessible	5.3			
	Decide on a time and place for the workshops	5.4			
	Come up with a recruiting plan	5.5			
	Decide what incentives to offer participants	5.5			

Workshop Logistics (Continued)

Done?	Task	Section	Deadline	Task Lead	Notes
	Recruit young people to participate in workshop 1	5.5			
	Recruit school staff to participate in workshop 2	5.5			
	Create a budget	5.6			
	Follow through on your plan for participants to make accommodation requests	5.3			

Workshop Logistics (Continued)

Done?	Task	Section	Deadline	Task Lead	Notes
	Distribute materials in advance of your workshops	5.3			

Additional Workshop Logistics

Since every context is unique, we suggest using the below space to track any logistical tasks you find you need to do that our guide doesn't include.

Done?	Task	Section	Deadline	Task Lead	Notes

Preparing Data

Done?	Task	Section	Deadline	Task Lead	Notes
	Review session guides to understand Fact Puzzle and Data Tour activities	6			
	Identify sexual and reproductive health data topics to focus on	6.1			
	Identify social determinants of health data topics to focus on	6.2			
	Review tips for framing conversations about data	6.3			

Post-Session Planning

Done?	Task	Section	Deadline	Task Lead	Notes
	Create a plan for saving artifacts from planning and leading workshops	7.1			
	Create a plan for evaluating the workshops	7.2			
	Create a plan for follow-up communications with participants and stakeholders after the workshops	7.3			

Leading Workshops

Done?	Task	Section	Deadline	Task Lead	Notes
	Review session guides to get comfortable with the workshop format	8			
	Tailor workshop structure to your participants' needs	8			
	Plan in advance how to take observations during workshops	8			

Next Steps

Done?	Task	Section	Deadline	Task Lead	Notes
	Make needed modifications to your follow-up plan	9			
	Save all artifacts from your workshops	7.1			
	Get feedback from participants	7.2			
	Summarize takeaways from both workshops to share	7.3			

Next Steps (Continued)

Done?	Task	Section	Deadline	Task Lead	Notes
	Follow up with participants and stakeholders	7.3			

Additional Next Steps

We suggest using the next couple pages to track the specific next steps that come out of your Numbers to Narratives workshops.

Done?	Task	Section	Deadline	Task Lead	Notes

Additional Next Steps (Continued)

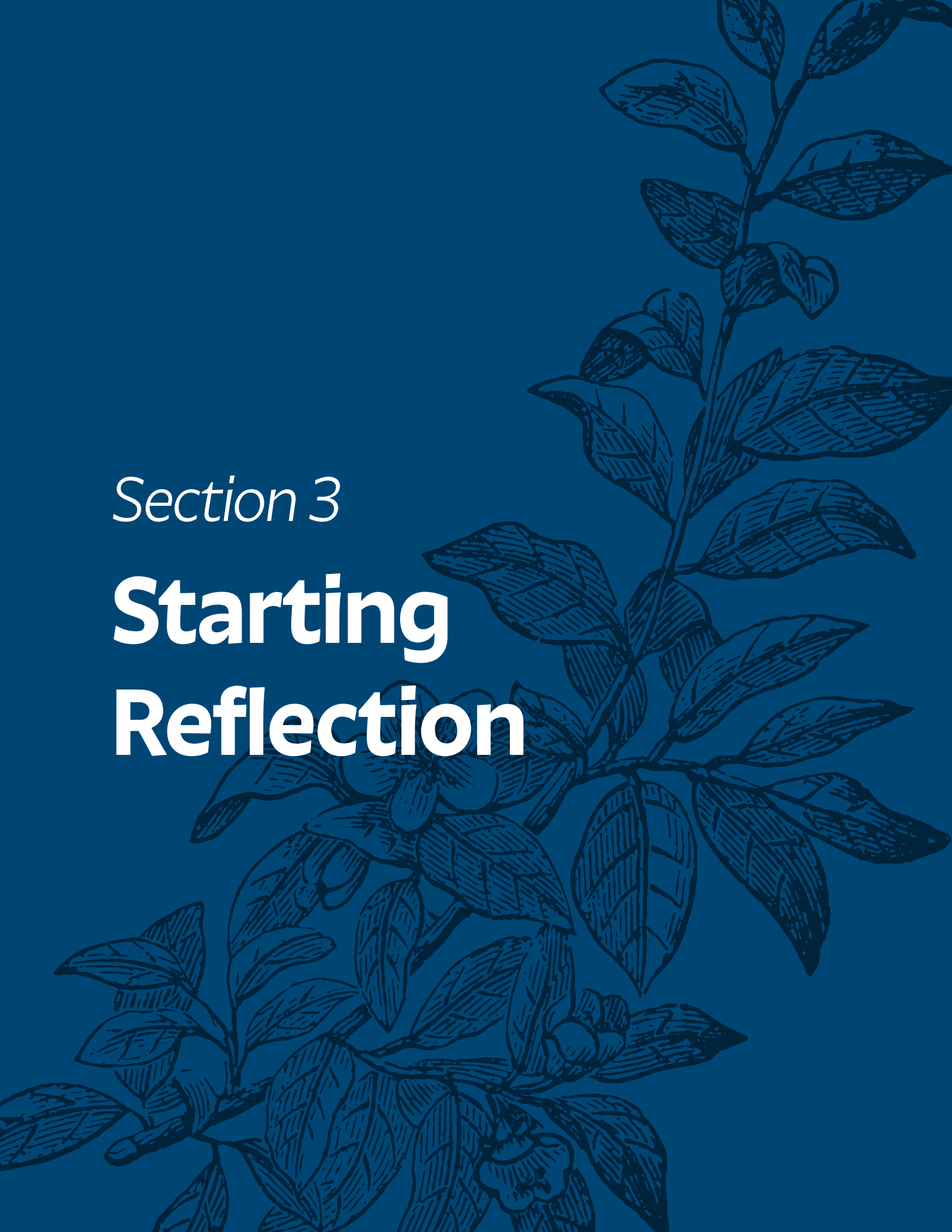
Done?	Task	Section	Deadline	Task Lead	Notes

Additional Next Steps (Continued)

Done?	Task	Section	Deadline	Task Lead	Notes

Section 3

Starting Reflection



3. Starting Reflection

This section helps you get started with your Numbers to Narratives workshop preparations by thinking through the big picture.

In each sub-section, you'll find guidance and examples that are based on our discussions with educators and community-based nonprofit workers who care about young people's health. You'll also get the chance to work through reflection questions that can help you think about your approach and context.

It's especially important to make sure that everyone involved in planning and leading your workshops is aligned on goals. If you're already collaborating with others, we recommend working through this section together. Otherwise, start by clarifying your own understandings and then return and revise your reflection after collaborators join.

3.1. Recognizing Existing Work

Since Numbers to Narratives workshops aim to get everyone involved thinking through a healing-centered lens, let's start by considering what already exists to support young people's health within your community! Healing-Centered Engagement takes a strengths-based approach (i.e., what's working) instead of focusing on deficits (i.e., what's missing). This perspective can help you to build on current efforts, programs, and resources when planning and leading your workshops. You'll see this kind of healing-centered, strengths-based approach woven throughout this guide, including in Numbers to Narratives workshops themselves.

On the next page, you'll find some questions to get you started thinking about what your community already has going for it. We'll invite you to come back to your answers to these questions in later sections, such as identifying key stakeholders, selecting a time and place, and tailoring your workshops to work for your specific community.

Has any work already been done towards collecting information to understand what support young people need for their sexual and reproductive health, and what resources are available in your community?

Information gathered through community needs assessments or even informal feedback can be a helpful starting point for figuring out what you need to focus on in the workshops.

Are there any groups or individuals in your school community that are already advocating for improvements to adolescent health programming and services?

Existing Advocates	Description

What resources already exist in your school community to support young people’s sexual and reproductive health?

These resources might include things like some degree of sex ed, a school-based clinic that provides free STI testing to people of all ages, a GSA, or peer health educators.

Resource	Description

What resources already exist in your school community to support young people’s overall health?

These resources might include things like mental health services or free meal programs.

Resource	Description

3.2. Needs and Challenges

While it's helpful to recognize what's working, it can also be important to identify where young people need more support. In your first Numbers to Narratives workshop, you'll hear in-depth directly from young people about their perceptions. However, it can also be helpful to start your planning process by getting clear on what understanding you currently have of needs, challenges and opportunities in your community.

From your experience, what do young people in your community need from your school system to support their sexual and reproductive health?

What do you think the main challenges and gaps are in your school and community when it comes to programs, services, and education that support young people’s sexual and reproductive health?

For example, staff may not get trained on sex ed that meets young people's needs.

If your school doesn’t already offer all the sexual health education and services young people need, what barriers are standing in the way?

Barriers you may be facing could include restrictive legislation, opposition from parents and school board members, or simply not making it a priority.

3.3. Workshop Goals

Now that you've identified some strengths and opportunities within your community, let's transform those into goals for your Numbers to Narratives workshops.

Writing down goals is really important because they will guide all your planning decisions. Start by writing down what you already know that you hope to achieve. You might find it helpful to refer back to the previous two sections on Recognizing Existing Work as well as Needs and Challenges while thinking through your goals in the following questions.

Don't worry if you're not sure about all your goals yet. As you go through this workbook, check back now and then to update your goals as you figure things out.

As you're thinking through goals, remember that we encourage you to think about Numbers to Narratives workshops as a starting point for conversations around young people's health. These workshops are a way to structure potentially sensitive conversations so they stay based in facts and lived experiences.

While these workshops are just a starting point, it can still be really helpful to identify larger outcomes you're working towards. We've created this resource with the general intention of building communities' readiness to implement healing-centered and inclusive sex ed in their schools. But you might have big goals of your own.

Below are a list of possible actions that a school might work towards following Numbers to Narratives workshops in their community:

1

Implement healing-centered and inclusive sex ed.

Building community readiness and support for implementing healing-centered and inclusive sex ed in your school is a primary goal of Numbers to Narratives. These workshops can help to get people on board who are decision-makers or who can act as bridges to people who may currently be resistant to sex ed.

2

Share what you learned from the workshops.

You might do this by presenting workshop findings to your school-board, Parent-Teacher Association, or during a city council meeting. You could also spread awareness of key focus areas that emerged during the workshops by engaging families and community members with educational efforts including quotes and ways that young people need more support.

3

Continue deepening your community's understanding.

Following your workshops, you might realize that there are still gaps to fill in the information that's been collected about the needs and experiences of young people in your community, especially around sexual and reproductive health. One way to address this is by conducting a needs assessment survey that has inclusive questions which allow your community to gather more data on young people who are underrepresented in existing databases. Additionally, you might engage existing school associations and clubs like the Gender and Sexuality Alliance (GSA), School Health Advisory Council (SHAC), Student Government, Student Council, sports teams, and other clubs to continue hearing directly from young people.

4

Connect young people with additional resources.

Depending on what you hear during Workshop 1 with young people, it's possible there may be an urgent need to connect young people in your community with a specific type of resource to support their sexual and reproductive health. This might look like providing access to free condoms, dental dams, lubricant, and other supplies for safer sex. Additionally, you could create a referral list of community resources, including clinical services for adolescent sexual and reproductive health, listing school counselors, and the Title IX coordinator. You could then distribute the list to school staff, young people, and families. You might do this by including the list on the school or district bulletin board or including it in a newsletter.

5

Create more education opportunities for staff.

After your workshops, you might have more buy-in to engage school staff with professional development activities related to providing trauma-informed and inclusive programming and services. For the basics on teaching sex ed, check out Healthy Teen Network's ["Sex Ed 101 for Educators."](#) Once people have a solid foundation, you can look into resources like Cardea Service's ["Guide to Trauma-Informed Sex Education."](#)

What short-term outcomes do you hope Numbers to Narratives workshops can contribute towards in your community?

Some short-term goals include deepening educators' understanding of young people's needs, creating a broader base of support for improving sexual and reproductive health education, and collecting stories from young people to use for advocacy.

What longer-term outcomes do you hope Numbers to Narratives workshops can contribute towards in your community?

Some larger goals could be getting more clinics and confidential teen services set up, seeing a certain percentage reduction in adolescent STI rates, and young people knowing what resources they have access to and how to use them.

Now that you've come up with some goals based on what you already know, how can you refine them to make sure they're aligned with community needs?

If you identified any needs or resource assessments in Section 3.1, start there! Additionally, is there anyone in your community who is really involved in young people's health who you could discuss goals with? Do you have any personal relationships with young people in your community who you could talk to and get input?

What negative consequences, if any, are you concerned might occur during or as a result of these Numbers to Narrative sessions?

In some cases, adult participants without proper guardrails might unintentionally use data to blame young people for outcomes. Maintaining confidentiality could also be a concern, since young people may share sensitive information. If you're in an area with more resistance to sex ed, you might also face concerns around backlash from parents.



Section 4

Who is Involved

4. Who is Involved

In this section, you'll be guided first to think through your own perspectives, strengths, and areas where you need support in planning and leading Numbers to Narratives workshops.

As you move through this implementation guide and learn more about the process of planning and leading workshops, you might want to return to add new strengths and support needs.

You'll then build on this self-reflection to identify key stakeholders to involve as collaborators in planning and leading your workshops, or as participants.



4.1. Perspectives You Bring

Inclusivity is a big focus of this resource. To get started, we invite you to get clear with yourself on what perspectives you're bringing to the table.

If you are already working in a team, answer the first two reflection questions individually, then come together and discuss. If you add more collaborators later, make sure to come back to this section and revise your answers.

Before getting started on our reflection questions, we suggest taking a moment to check out Just1Voice's article, "[Wheel of Privilege and Power](#)," which breaks down these concepts and the different areas of life they show up in. It uses a wheel labeled with different identities. At the center are identities that hold more power in society, and further towards the outside of the circle are identities that experience systemic oppression.

What identities or lived experiences of yours most affect how you approach this work?

These identities might include things that help you empathize with young people who need the most support or are least served by current resources. Alternately, you might also list identities that could help to build trust with school staff and community members who feel resistant to implementing sexual health education and services.

What biases and privileges might you bring to the conversation?

If you want to dig deeper into understanding your own biases, take the Southern Poverty Law Center's quiz, ["Test Yourself for Hidden Bias."](#)

What strategies can you think of to address your internalized biases and privileges while planning and leading Numbers to Narratives workshops?

Some ways to do address your biases and privileges might include looking into anti-bias training professional development opportunities or checking out justice-oriented certification programs. These may focus on taking a critical look at biases related to race, gender and sexuality, and ability. In Section 4.3 you'll also identify key stakeholders to collaborate with, and we encourage you to include people with alternative perspectives who you trust to give you honest critique.

4.2. Strengths and Support Needs

Everyone comes to this process with different backgrounds and skills. Being clear about yours can help guide decisions about who else needs to be involved in the planning process and where you might need to devote the most time for preparations.

Below, check out some of the skills that might be useful in the process of planning and leading Numbers to Narratives workshops:

1. **Working out logistics**, including creating a budget and finding funding, managing timelines, identifying times and places to host your workshops
2. **Spreading the word** and using strong relationships within your school to help recruit participants
3. **Connecting with people or organizations** outside your school for additional support
4. **Pulling together relevant data** and making sure visualizations are easy to understand
5. **Creating a comfortable and accessible environment** during your workshops
6. **Drawing on previous advocacy experience** to guide how you're engaging with participants during recruiting and workshops themselves
7. **Facilitating the workshops**, including leading activities, helping people interpret data, and re-directing people if they are interpreting data in ways that blames young people
8. **Following up with participants** after your workshops and keeping them engaged in next steps towards healing-centered and inclusive sex ed in your school

Luckily, you likely don't have to do everything yourself! After you clarify your strengths and support needs below, Section 4.3 contains guidance that helps you to identify collaborators with complementary skills who could plan and lead Numbers to Narratives workshops alongside you.

As you think through the questions below, remember that it's ok if you aren't yet able to identify all your strengths and areas of support. We'd encourage you to return to this section as you work through the rest of the implementation guide preparations and gain a clearer understanding of what the process entails.

What areas of planning or leading Numbers to Narratives workshops are you most confident in?

4.2. STRENGTHS AND SUPPORT NEEDS

How could you leverage the areas you are confident in during this process?

In what areas of planning or leading Numbers to Narratives workshops do you think you will need the most support?

4.3. Identifying Stakeholders

At this point, you've had the chance to at least do a first pass at identifying your goals, the perspective and potential biases you bring, your strengths and support needs, and other people or organizations in your community who are also advocating for supporting adolescent health. Now is a great time to ask yourself who are the stakeholders that should be involved in your Numbers to Narratives workshops, and what role each of them should play in the process. These roles could include collaborating on planning and leading Numbers to Narratives workshops, or being involved as a workshop participant.

Before beginning to identify key stakeholders, start by considering who in your community needs to intentionally be included.



What demographics and perspectives are important to center in your Numbers to Narratives workshops, and why?

Honoring young people's culture and identities can play a crucial role in creating a supportive environment for healing. Consider the makeup of your school community members' cultures, racial and ethnic backgrounds, languages, religions, and socioeconomic statuses. We also highly encourage you to think of what young people might need the most support or be the least reached by existing resources, which might include LGBTQ+, BIPOC, and disabled young people. If your community has conducted a needs assessment, now is a great time to leverage that!

At the end of this section, you will find a table that aims to help you structure your process of identifying stakeholders. On the next page, find suggestions to help guide you in filling out that table.

Begin by filling in what you already know or assume; you will likely want to update this table later when you reach out to recruit potential collaborators and hear from them directly.

- 1. Start by adding names of people in your school community that are invested in, or whose work impacts, young people’s health.**

These people might include school staff, community nonprofit workers, board members, students, or their families. Depending on your community, people of faith or religious individuals might also be important supports or potential gatekeepers. A good place to start could be looking over Section 3.1 Recognizing Existing Work to see any groups or individuals you’ve identified in your school community that are already advocating for improvements to health programming and services.

- 2. Write out what each person’s role is within your school community and their relationship to young people and staff who may participate in your Numbers to Narratives workshops. You might think of additional people as you fill this column out, and we’d encourage you to add them in as well.**

It is useful to think about what degree of trust and influence potential collaborators and participants have within your school. Is anyone a longstanding member of your community who has earned people’s respect? Are they in a leadership position within your school, meaning that they may have the power to directly make change following your workshops? Are they a community health worker or sexual health educator who has an established relationship with your school? Are they a student or recent graduate who is already doing some advocacy work around teen health?

“The person delivering a message is often more impactful than the message itself. People trust and listen to spokespeople who are perceived to share similar values, or who are respected and honored because of the role they play in a community. These messengers can open the door for people to truly listen to the need to improve students’ sexual health, and can disarm the fear and defensiveness that some people may feel about the subject.” (Healthy Teen Network, 2017)

- 3. Next, try to identify each person's stance on healing-centered and inclusive sex ed in schools. One way to frame your thinking is to ask whether they are currently actively advocating for it, in support, neutral, resistant, or actively advocating against it.**

It's important that all the folks who are planning and leading your Numbers to Narratives workshops are invested in improving services and programming to support young people's health. They may have different ideas about how to do that, and their main focus may not be sexual and reproductive health. However, they do need to be onboard with the main goal of Numbers to Narratives: advancing healing-centered and inclusive sex ed in your schools to help young people thrive. If it's been a while since you've looked at Section 3.3 Workshop Goals, we recommend re-reading them before answering the following questions to make sure you stay grounded in your specific intentions for these workshops.

That said, there is room in this process for people with a range of perspectives to be involved! You may also want to consult with people who are more resistant or neutral during your planning process. Participating in a Numbers to Narratives workshop can also be a great way to change someone's perspective in favor of healing-centered and inclusive sex ed in your school. If you decide to involve people who are advocating against sexual health education as participants in your workshops, carefully consider how you will keep the sessions on track and productive.

- 4. Try to identify what perspectives, identities, and experiences each person brings. If new people come to mind at this point, add them in as well! It's especially helpful to note any that align with the voices that most need to be represented based on your community's makeup and the young people who need the most support.**

It's important to integrate voices throughout the planning process and in your workshops that represent your school community and especially young people who need the most support. Refer to your answer at the beginning of this section about perspectives that are important to center in your Numbers to Narratives workshops.

Remember that some identities are not visible or public information. As you engage with potential collaborators, we suggest making space for them to share what perspectives, identities, and experiences they hold.

5. Identify what level of engagement could make sense for each person. Some potential forms of engagement are:

- Co-Lead: make shared decisions
- Collaborate: partner in each aspect of decision-making
- Involve: check in throughout to ensure their concerns and suggestions are consistently understood and considered
- Consult: obtain feedback on specific elements of the process
- Inform: keep them in the loop as you plan and lead Numbers to Narratives workshops
- Participate: try to recruit them to join a workshop as a participant

6. Finally, for each person who you'd like to co-lead, collaborate with, or involve, add in any relevant skills they might have that could help when planning or leading Numbers to Narratives workshops. At this point, we suggest taking another look at Section 4.2 Strengths and Support Needs to figure out what might be most helpful.

In addition to more specialized skills, you may also want co-facilitators who can help take notes, manage any technology, keep time, and engage with participants in their primary language.

4.3. IDENTIFYING STAKEHOLDERS

Name	Role in the Community	Values, Identities, and Perspectives	Relevant Skills	Level of Engagement

4.3. IDENTIFYING STAKEHOLDERS

Name	Role in the Community	Values, Identities, and Perspectives	Relevant Skills	Level of Engagement

4.3. IDENTIFYING STAKEHOLDERS

Name	Role in the Community	Values, Identities, and Perspectives	Relevant Skills	Level of Engagement

Now that you've identified key stakeholders, we suggest starting to reach out to anyone who you'd like to be involved in planning and leading your workshops. After getting folks on board, make sure to revisit previous sections of the implementation guide together, especially the goals you identified earlier. It's important that everyone is on the same page about what you hope to achieve.

As you can see in the Implementation Checklist in Section 2.1, you don't necessarily need to begin recruiting workshop participants until you're further along in planning logistics. However, it is still helpful to figure out at this point who you would want to involve as participants.

Our suggested workshop activities are built for between 15-20 participants, so you likely will want to identify additional groups to recruit from in addition to the specific key stakeholders you've listed above. Consider the questions on the next page as you decide who else should be in the room during your two Numbers to Narratives workshops.

At the beginning of this section, you identified demographics and perspectives that are important to center in your workshops. Are there existing organizations within your school or community that you can leverage to specifically recruit young people from these groups?

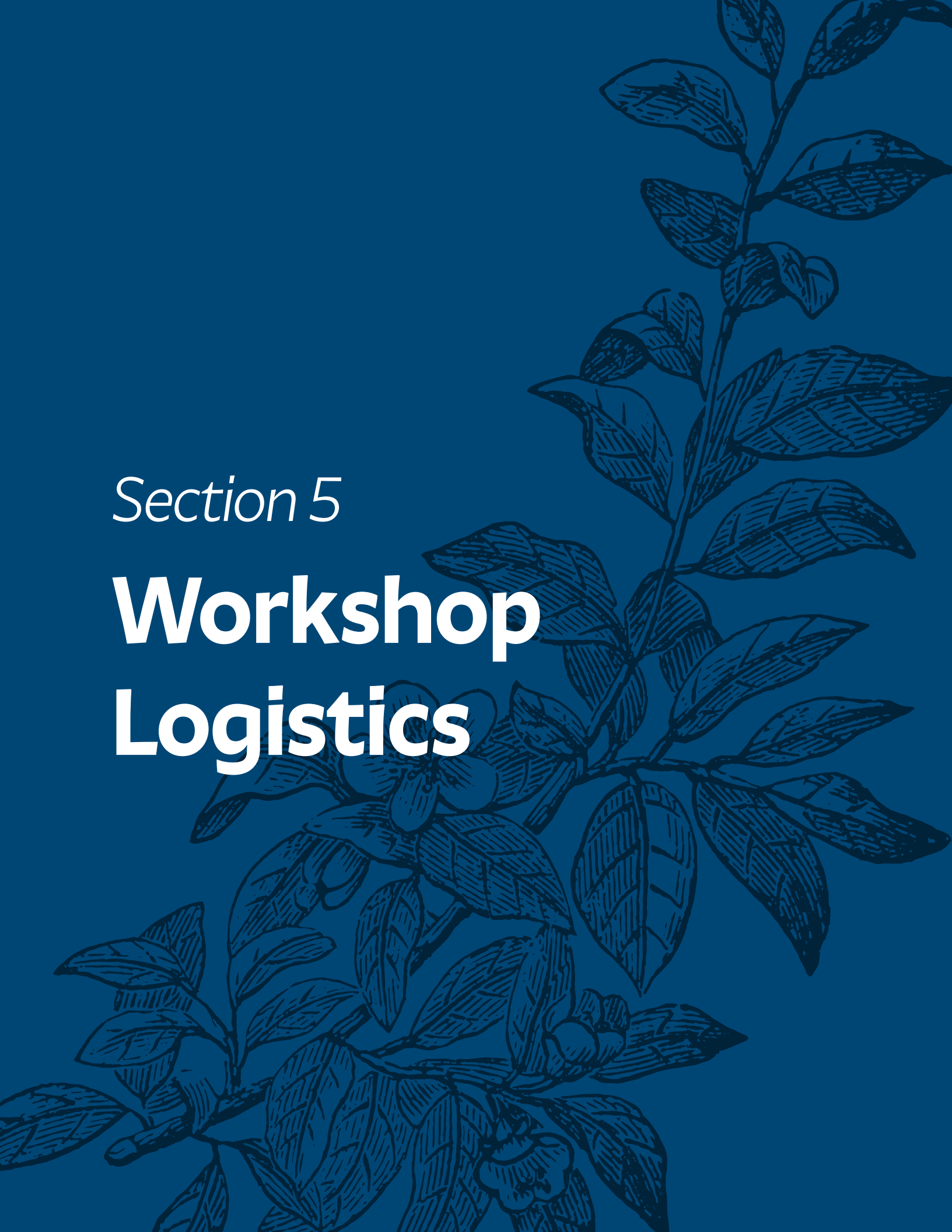
Examples might include a Gender and Sexualities Alliance (GSA), organizations for students of color, or disability advocacy groups.

In addition to the stakeholders you’ve already listed, who needs to be involved in order to have impact towards your goals?

You may find it helpful to refer back to Section 3.2 Needs, Challenges, and Opportunities, where you identified barriers and challenges that are standing in the way of your school offering healing-centered and inclusive sex ed. Your answer here might also include people who may not be able to make direct changes themselves, but who could act as a bridge to other school staff or community members who are resistant to implementing changes to sex ed.

Section 5

Workshop Logistics



5. Workshop Logistics

In this section, you'll create a plan for how to make your Numbers to Narratives workshops happen. Remember, you don't have to have all the information right away—start with what you know, and you can always come back and make changes as you gain more clarity on the process.

You'll begin by identifying resources you have at your disposal—money, time, and additional assets.

In the remainder of this logistics section, you'll work through decisions around how many workshops to lead, where and when to host them, how to ensure they are accessible, and what strategy you'll use for recruiting and incentivizing participation.

Finally, you'll bring all this information together to create a budget and high-level timeline. As you continue through your planning process and finalize your logistics, you'll likely return to make updates to your budget and timeline.

5.1. Available Resources

Getting clear on what resources you have access to is a useful starting point to guide your planning decisions for hosting workshops. As mentioned earlier, the Numbers to Narratives process is meant to be flexible, so there's not a specific amount of money or time you need to pull it off. Identify what you have access to, think about what you need, and then adjust your process in the remaining Workshop Logistics sections accordingly.

Available Resources: Money

What budget, if any, do you already have available for planning and leading Numbers to Narratives workshops?

Check out Section 5.6. Budget to see some possible expenses that you may want to keep in mind as you're preparing. In many cases, your school or organization may already cover the cost of workshops related to feedback and school improvements. Additionally, you may be able to pull funding from existing project initiatives.

If your organization will not cover all of the costs to lead Numbers to Narratives workshops, are there any ways you might secure additional funding?

Potential ways to gain funding are partnering with local organizations or foundations.

Available Resources: Time

Do you have a target date that your Numbers to Narratives workshops must be completed by?

If not, you may find it easier to skip the remainder of this section and instead work backward based on your budget and the number of workshops you plan to lead.

How much time are you able to spend on this process?

If working with collaborators, we encourage each person to think through their own time capacity. When deciding how much time collaborators will need to commit to this process, refer back to Section 2. Implementation Checklist to get a sense of all the steps.

Available Resources: Other

Time and money can both be important factors, but they're not the only assets that will help you in this process. Additional assets might include (Leanlab Education, 2022):

Social assets

Social assets are individual people and groups with gifts, skills, and knowledge to contribute. You have likely already identified some in Section 3.1 Recognizing Existing Work and Section 4.3 Identifying Stakeholders. These might include access to an interpreter, people to provide food, and people who are willing to spread the word within their network to help recruiting.

Physical assets

Physical assets are places or structures you have access to. We suggest using this opportunity to brainstorm where you might be able to host your workshops. Some locations could be your school itself, a community clubhouse, a nonprofit office, a library in a central location, or even a place of worship.

Technological assets

Technological assets include hardware and software. An example would be having access to a social media account that can help with recruiting. It could also be having available presentation technology such as a computer, projector, and a microphone for sound amplification.

What other resources and assets do you have available?

How could you make use of these assets when planning and leading Numbers to Narratives workshops?

5.2. Number of Workshops

Our session guides are built around a suggestion of hosting two workshops that each last 3.5-4 hours: an initial workshop with young people and a follow-up workshop with staff or other adult members of your school community. However, we encourage you to tailor these workshops based on your context!

If you aren't time-limited, you might choose to dive deeper into discussions over multiple workshops with the same group, conduct follow-up workshops to assess changing perspectives, or host more sessions with different groups of people. For example, it might make sense to include recent alumni, staff from surrounding schools, school board members, or families and other community members.

If you're working with limited time and resources, you could split up sessions into multiple shorter chunks. If absolutely necessary due to restrictions about what can be discussed with students, you might even choose to forego an initial workshop with young people and instead conduct a survey to inform the adult workshop.

Before answering the questions below, we'd suggest taking a look at our Numbers to Narratives [session guides](#) for workshops with young people and school staff.

Do you want to host any workshops with groups aside from young people and school staff? If so, how would involving these additional people work towards your goals (Section 3.3) and within your constraints (Section 5.1)?

What is the time range for how long a workshop could last in your community?

Think through the ideal, shortest, and longest times that would work for your context. These answers can help guide decisions around whether to break workshops up into multiple parts. You may also find it helpful to come back to this question after answering questions in Section 5.4 Time and Place. For example, if your school has existing one-hour student or staff gatherings that can be leveraged, you may want to split up your workshops across multiple shorter sessions.

Based on your goals and answers to the previous questions, how many separate workshop sessions make sense based on your resources, constraints, and community needs?

5.3. Accessibility

To really ensure an inclusive approach, you not only need to recruit a diverse set of participants, you must fully consider their access needs so they can engage meaningfully.

“When it comes to accessibility, two things ring true: plan for accessibility from the very beginning and always ask people what their access needs are. In all communication about the meeting, make it clear what accommodation is available and who to contact if someone needs to put in a request. By advertising the available accommodation, you create space for people to communicate their needs. Following through with the accommodation establishes equity and access for disabled individuals during in-person meetings” (Barringer, n.d.).

Does your school or organization have any existing policies in place around accessibility requirements?

Is there anything you are required to do for accessibility? Is there anything you are not allowed to do for accessibility reasons?

In addition to whatever guidelines your school or organization has, on the next page you can find some additional accessibility considerations to keep in mind (Barringer, n.d.)(ASAN, 2011).

Are there any health and safety guidelines that you must follow?

Guidelines might include requirements around COVID testing or masking. When you identify a space to host the workshops (Section 5.4), check its policies as well.

How will you enable participants to make accommodation requests before the workshops?

You might consider providing your email or setting up a survey that is optionally anonymous. Examples of accommodation requests include offering childcare, having an interpreter present, ensuring the space is wheelchair accessible, and having the facilitator read everything aloud instead of asking participants to do individual reading.

How will you plan to distribute materials to participants in advance?

Sharing out an agenda and materials to review (for example, data and questions you'll be asking them) is important for participants who need extra processing time to feel prepared. If you are planning to distribute materials in advance, you will need to build in time to do so when figuring out deadlines in Section 2. Implementation Checklist.

What language(s) does the workshop need to be available in?

Will you need an interpreter? Will you need to translate workshop materials? If you will need some of these services, take a moment to update your budget.

What characteristics does the physical space need to have in order to be accessible for all participants?

Some physical access needs include whether there are wheelchair-friendly alternatives to stairs and if there are chairs that are made for larger bodies. We also encourage you to consider sensory access needs such as minimizing scents, avoiding harsh lighting, controlled noise levels. Even if you can't fully meet all access needs, you can use your answers here to identify what you need to warn participants of in advance. You may also need to return to this section after doing recruiting and hearing back from participants.

5.4. Time and Place

The following questions aim to get you thinking about when and where to host your workshop. While answering them, you might find it helpful to refer back to Section 3.1 Recognizing Existing Work and Section 5.1 Available Resources.

What timing will be most accessible to participants?

Keep in mind that some participants (both young people and adults) may have additional jobs or take care of children.

Are there existing gatherings for school staff where you might be able to lead a workshop?

An example might be existing professional development days.

Are there any opportunities that already bring young people together where you might be able to lead a workshop?

If you're planning to include other school community members such as families or school board members, are there other gatherings that these folks come to when you might be able to lead a workshop?

Are there any spaces in your community where you might be able to host one or more Numbers to Narratives workshops?

If you know of any costs associated with using these spaces, take a moment to check out Section 5.6 and update these lines in your budget.

5.5. Recruiting and Incentives

Who will lead and support recruiting efforts?

When answering this question, it's a great time to reference the resources you have at your disposal based on Section 4.3 Identifying Stakeholders.

How can you best reach the participants specified in Section 4.3 Identifying Stakeholders?

Are there social media channels or mailing lists you can use? Places to put up flyers around where these folks work, study, or hang out? Any clubs or associations that can help spread the word?

What will help incentivize young people to participate?

Have you noted anything that has successfully convinced young people to get involved in advocacy efforts or participate in other optional events? They might be looking for school credit or service hours, work they can tie into school projects, opportunities to advocate for subjects that they are passionate about, or simply a gift card or food.

What will help convince school staff and other adults you want to participate?

Consider whether you've seen anything that has successfully incentivized these adults to get involved in advocacy efforts or participate in other optional events.

This can be a good time to update your budget in Section 5.6 if you want to print flyers or have paid advertisements, or if you'll be offering tangible incentives.

5.6. Budget

Putting together a budget is crucial for making sure that you have everything you need for hosting Numbers to Narratives workshops.

We've pre-populated the below budget template with categories of possible expenses. We've also left some lines blank for additional costs that you need to lead Numbers to Narratives workshops in your specific community. Start by filling out what you already know, then add more as you finalize all your logistical details.

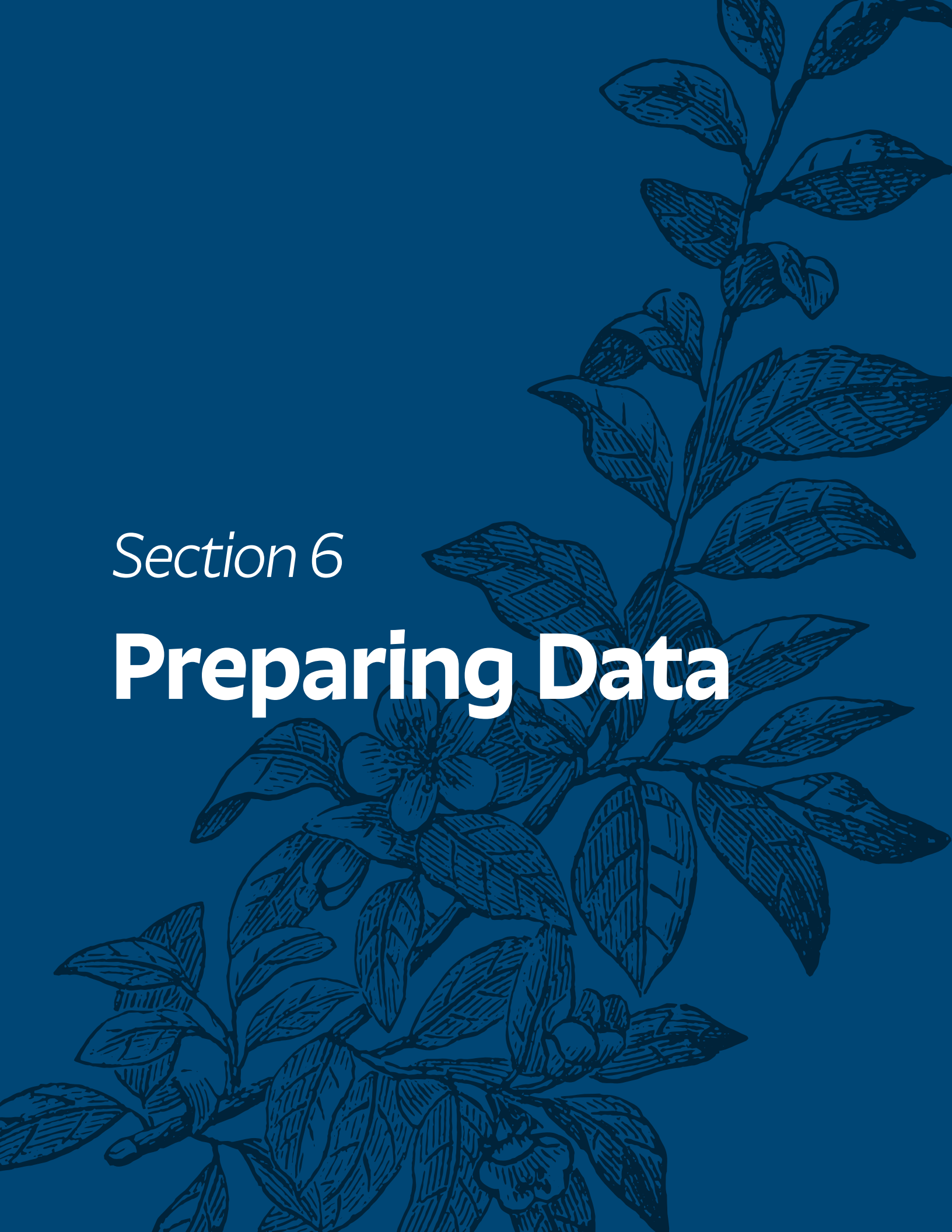
Item	Cost	Source	Usage Notes
Planning and facilitation labor (if outside of work)			
Location to host sessions			
Printing recruiting flyers			
Food and beverages during workshops			

Item	Cost	Source	Usage and Notes
Incentives for workshop(s) with young people			
Incentives for workshop(s) with staff			
Incentives for any additional workshops			
Interpreter (if needed)			
On-site COVID tests and masks			
Printing workshop materials			
Flipchart paper for workshops			

Item	Cost	Source	Usage and Notes
Additional workshop supplies (tape, name tags, markers, pens, and pencils)			
Total cost			
Funding you have access to			
Additional funding you need			

Section 6

Preparing Data



6. Preparing Data

At this point, you've worked through questions around your goals, who to involve, and the logistics of hosting your workshops. In this section, we'll guide you through reflection questions to prepare adolescent health data for your Numbers to Narratives workshops.

Local and national data about young people's sexual and reproductive health, alongside other factors that impact their wellbeing, is the foundation for one of the main activities in both workshops. In this activity, participants will collaboratively look at data on young people's health. They'll look for disparities in outcomes across different demographics and identities. Participants will also tie data back to their own experiences and perspectives.

Before going further in this section, we suggest taking some time to review the data activity in our [session guides](#) to get familiar with how the data will be used.

This section begins with tips on framing data and a note about trying to ensure gender inclusivity despite widespread gaps in research on transgender young people. Next, we'll dive into guidance on the materials you will need to create for the Numbers to Narratives workshops. Finally, we'll provide a bit more information about the data you'll need to pull on sexual and reproductive health and also social determinants of health, and pair this with reflection questions about what you think is most important to focus on in your community.

Check out our [Data Storytelling Guide](#) for more detailed guidance on what sources to use to find existing publicly available data and tips on how to create your own data visualizations.

6.1. Tips on Framing Data

It's important to make sure you're compiling data and framing conversations in ways that are relevant, inclusive, nonjudgmental, and easy for people with limited data experience to engage in. Below and on the next page are some tips on how to do this (Healthy Teen Network, 2017):

1

Local data are most convincing.

National-level statistics are broad enough that many professionals can disregard them, taking a 'not in my community' mentality. That is, believing that statistics apply to other communities and young people. That's why going through the effort of gathering data that is specific to your community is so important.

2

Find 'bright spot' data to include.

Including data that shows positive outcomes can encourage participants to acknowledge strengths in their community while still getting real about disparities (The Education Trust—West, p 2). This can help participants feel more excited to create change instead of getting stuck on problems.

3

Put data about your community in context.

"Create comparisons that show how your school or community compares to others. Instead of saying that your school has had nineteen homophobic bullying incidents this year, say that your school has had more homophobic bullying incidents than 70% of other schools in your district" (Healthy Teen Network, 2017).

4

When possible, use numbers that are easy to visualize.

Some of the numbers you find might be so big that it's hard for people to grasp the scale of them. It can be helpful for getting data to resonate if you're able to present it in different ways that are more relatable.

“For example, ‘\$300 for every student’ is more impactful than ‘\$3.7 million,’ which is impossible to picture. Likewise, ‘more people than an NFL stadium’ is more impactful than ‘81,000 people’” (Healthy Teen Network, 2017).

5

Be clear that young people’s behavior is largely determined by their experiences and environment—don’t blame them for outcomes.

“Messages about problems can [...] activate people’s assumptions of bad-behaving and out-of-control adolescents, and focus attention on individual behaviors. To keep people feeling motivated and capable of action, [...] focus on the environment in which young people exist – environments where they can or cannot access information, resources, and skills” (Healthy Teen Network, 2017).

Make sure to emphasize the landscape and reiterate throughout that disparities are not an indication of a young person's failings. Instead, we encourage you to invite people to question the ways that your community might not yet be meeting young people’s needs.

6.2. Gender Inclusivity in Data

When compiling data, it's crucial to make sure that the information you gather isn't unintentionally overlooking or excluding any groups of young people. Unfortunately, health research isn't always inclusive by default. Surveys may have questions that are crafted in ways that don't give space for people to accurately convey their identity, or they may not ask about certain aspects of someone's identity at all. The outcome of this is that some groups of young people do not have their experiences represented in general datasets. This underrepresentation especially affects minoritized people (Cyrus, 2017). Your Numbers to Narratives workshops can't be fully inclusive if you don't intentionally seek out data about the experiences of these groups or, in its absence, find other ways to include these young people.

Transgender, nonbinary, and gender-expansive young people are one such group that are frequently ignored in health research and deserve extra attention when planning and leading your workshops.

Transgender and gender-expansive young people "face unique barriers in receiving care" and yet "this subset population remains vastly under-researched" (Lunde et. al, 2021, p 2). The ways that questions about sexual orientation and gender identity are phrased in current studies generally does "not allow for identity fluidity and complexity, reducing inclusion and representation" (Lunde et. al, 2021, p 6).

In order to advocate for healing-centered and inclusive sex ed in your school, it is imperative to center LGBTQ+ young people's needs and experiences. As GLSEN's research brief on "Improving School Climate for Transgender and Nonbinary Youth" notes:

"Over 20 years of GLSEN's Research has established that schools are not safe or welcoming spaces for LGBTQ youth, who face hostile school climates due to their sexual orientation, gender, and gender expression. Further, our research has historically shown that transgender and nonbinary students (i.e., students whose genders do not align with the sex they were assigned at birth) experience especially hostile climates compared to their cisgender lesbian, gay, bisexual, and queer (LGBQ) peers."

6.2. GENDER INCLUSIVITY IN DATA

Early insights from the 2022 US Trans Survey (2024) give more detail into how difficult it can be to be a transgender young person:

"[N]early two-thirds of 16- and 17-year-old respondents (60%) who were out or perceived as transgender in K-12 experienced one or more form of mistreatment or negative experience, including verbal harassment, physical attacks, online bullying, being denied the ability to dress according to their gender identity/expression, teachers or staff refusing to use chosen name or pronouns, or being denied the use of restrooms or locker rooms matching their gender identity."

Clearly, LGB and especially transgender young people need and deserve more understanding and support. In this light, the lack of representation of transgender people in research is exceedingly harmful on both personal and systemic levels. As Jess Abercrombie shares in "Beyond the Binary: Expanding Gender Identity Representation in Data Collection" (2021):

"Without representation in data, it appears that we do not exist, or our identities are not valued enough to be counted. This can perpetuate the exclusion, discriminatory behavior, and gross misunderstanding we witness across our country."

Although the problem of research not representing the experiences of transgender, nonbinary, and gender-expansive young people applies to health data broadly, sexual and reproductive health data is often particularly fraught with assumptions of binary gender. There exist "pervasive measurement biases in sexual and reproductive health [...] research" due to inadequate or nonexistent questions to allow someone to express their gender identity and sexuality (Moseson et. al, 2020a).

Sexual and reproductive health research is only recently starting to include transgender, nonbinary, and gender-expansive young people, likely in part due to multiple calls to action (Moseson et. al, 2020b)(Winter et. al, 2016). Even now, it's highly inconsistent.

Take for example the Youth Risk Behavior Survey, one of the major comprehensive sources of information on young people's health outcomes. It piloted questions on gender identity in 2017; however, the 2021 national survey did not have questions assessing sexual orientation and gender identity.

These questions on sexual orientation and gender identity were added back in to the 2023 Youth Risk Behavior Survey, but data will not be released until the fall of 2024. For the years that do not include questions on gender identity, young people whose gender identity does not match their sex assigned at birth had to choose to either misrepresent their identity or simply refuse to take the survey. This means that the data cannot be fully inclusive and accurately representative of their experiences.

So, what can you do to include transgender, nonbinary, and gender-expansive young people in your Numbers to Narratives workshops?

We encourage you to do what you can to include transgender, nonbinary, and gender-expansive people throughout the process: from inviting people to help plan workshops to intentionally recruiting participants.

When compiling data for the workshops, intentionally seek out sources of data on transgender young people. Our [Data Storytelling Guide](#) includes some suggested national sources to get you started.

Even with intentionality, for some topics, it may simply be hard or impossible to find data about transgender and gender-expansive young people. For example, "[s]imilar to pregnancy research in [transgender and gender-expansive] youth, few data exist on abortions in this population" (Lunde et. al, 2021, p 4).

In the likely case that the data you find is not perfectly inclusive, we suggest being upfront with participants about gaps in the data they're looking at. Let them know that these perspectives are important to bring into the conversation, and even moreso if they are not currently represented well in data. You can also explain that this is another reason that the workshops focus on narratives, and not just numbers. Storytelling activities empower participants to share their lived experiences and needs.

Finally, keep in mind that transgender, nonbinary, and gender-expansive young people are not the only group that are often excluded from sexual and reproductive health research. We encourage you to refer back to Section 4.3 for additional demographics and perspectives to intentionally seek out when finding data for Numbers to Narratives workshops.

6.3. Creating Workshop Data Materials

Data about young people's sexual and reproductive health and relevant social determinants of health are central to Numbers to Narratives workshops. For your workshops, you will need to both pull data visualizations and create related fact statements. Below are suggestions for gathering data and creating workshop materials.

1

Choose topic areas to focus on.

Since you will be gathering a limited set of data, it's important to make sure the data focus on the sexual and reproductive health topics and related social determinants of health that are most relevant to your community. Refer to Sections 6.4 and 6.5 for guidance and reflection questions.

2

Compile data visualizations.

Guided by your focus areas, gather or create approximately 10 total data visualizations to use for the Data Tour in Workshop 2 with school staff. When possible, we suggest using visualizations that include both national and state or county-level state.

Try to have a mix of statistics about behavior and health outcomes related to sexual and reproductive health, as well as relevant social determinants of health.

You can find more guidance in our [Data Storytelling Guide](#) on suggested sources that include pre-made visualizations, as well as guidance on creating your own visualizations. The latter can be especially helpful if you have local data sources, for example through a needs assessment or community-based organization.

3

Create complementary fact statements.

For each visualization, create two relevant fact statements to use for the Fact Puzzles activity in Workshop 1 with young people.

A fact statement should simply state statistics about young people's sexual and reproductive health or related social determinants of health. Fact statements can be most powerful when they contain information that is directly relevant to pressing challenges in your community, highlight bright spots or opportunities for growth, or contradict people's assumptions. It can also be impactful when fact statements make comparisons over time, across geographical areas (such as your county vs. state vs. national), or across demographics. Try to keep your fact statements relatively short and easy to understand.

So, why do we suggest creating two fact statements to complement each data visualization? Creating 20 fact statements will ensure you have at least twice as many Fact Puzzles as teams of two to three, assuming you have 15-20 participants.

Look for data that feels most impactful and relevant to your community. Refer to your answers in Sections 6.1 and 6.2 to help guide your search, and keep the tips from Section 6.3 in mind.

4

Compile your fact statements into a handout.

Create a handout titled 'Facts about Adolescent Sexual and Reproductive Health' using whatever word processing platform you are comfortable with. This handout should contain a list of all 20 fact statements. You'll be sharing this handout during both workshops so people can briefly look over the data that they weren't able to discuss more in-depth.

6.4. Sexual and Reproductive Health Data

The Numbers to Narratives resource has an overall goal of increasing your community's readiness for implementing healing-centered and inclusive sex ed in your school. That's why adolescent sexual and reproductive health is the main focus of data that will be used in your workshops.

We recommend finding adolescent sexual and reproductive health data on both behavior and outcomes. Behavioral data is about young people's actions, habits, and practices. Behavioral data is influenced by cultural norms, social pressures, and systemic factors. This can make it useful for understanding the various influences that young people experience.

Outcome data, on the other hand, focuses on the results or consequences of their or others' actions. Outcome data can help us make sense of how policies, programs, and other factors impact young people's decisions. Outcomes are also shaped by cultural contexts and systemic factors, such as healthcare systems and economic conditions.

We suggest compiling data about the following topics, which are based on Adolescent Health Goals from Healthy People 2030 (OASH, n.d.):

1. **Family planning** includes rates of contraceptives use, pregnancy, birth, and abortions.
2. **STIs and HIV** includes rates at which young people are getting tested for STIs and rates of STIs.
3. **Sexual and dating violence prevention** includes rates of experiencing sexual and/or dating violence.
4. **LGBTQ+ health** includes all of the above topics segmented by different sexual orientations and gender identities

From your understanding, which of the Sexual and Reproductive Health topics (or specific topics you can think of that fall within them) are most important in your community regarding young people’s sexual and reproductive health?

From your understanding, are there other topics not covered above that are very important in your community regarding young people’s sexual and reproductive health?

Some topics that are not explicitly mentioned above are understanding of consent, healthy relationships, and body image.

6.5. Social Determinants of Health Data

During your workshops, we encourage you to go beyond data that directly relate to sexual and reproductive health, and include statistics about social determinants of health (reference Section 1.1 Glossary for more information).

Even though it's important to support young people in making their own choices, we also need to take a holistic view that accounts for the systems that shape their daily lives. Garrido et al. advise that we can't expect to have a real impact on young people's sexual and reproductive health outcomes "without also considering the full range of factors that make a critical difference to their health" (2018, p 270).

They go on to explain that instead of just thinking about individual behavior, we should also focus on relationships, community, and society. This is because "there are significant implications for adolescent sexual and reproductive health across all five categories of social determinants of health" (p 273). Of the categories, we suggest a focus on the following four:

- 1. Education** includes whether people are learning about different topics in school such as birth control methods and consent. It also includes school absences.
- 2. Health and healthcare** includes rates of depression and suicidality, and whether people are able to access clinical services such as STI testing or counseling.
- 3. Economic stability** includes whether parents or guardians have consistent employment and can also include topics such as stable housing and food security. Participation in school lunch programs can be a good source of data on this.
- 4. Social and community context** includes rates of bullying.

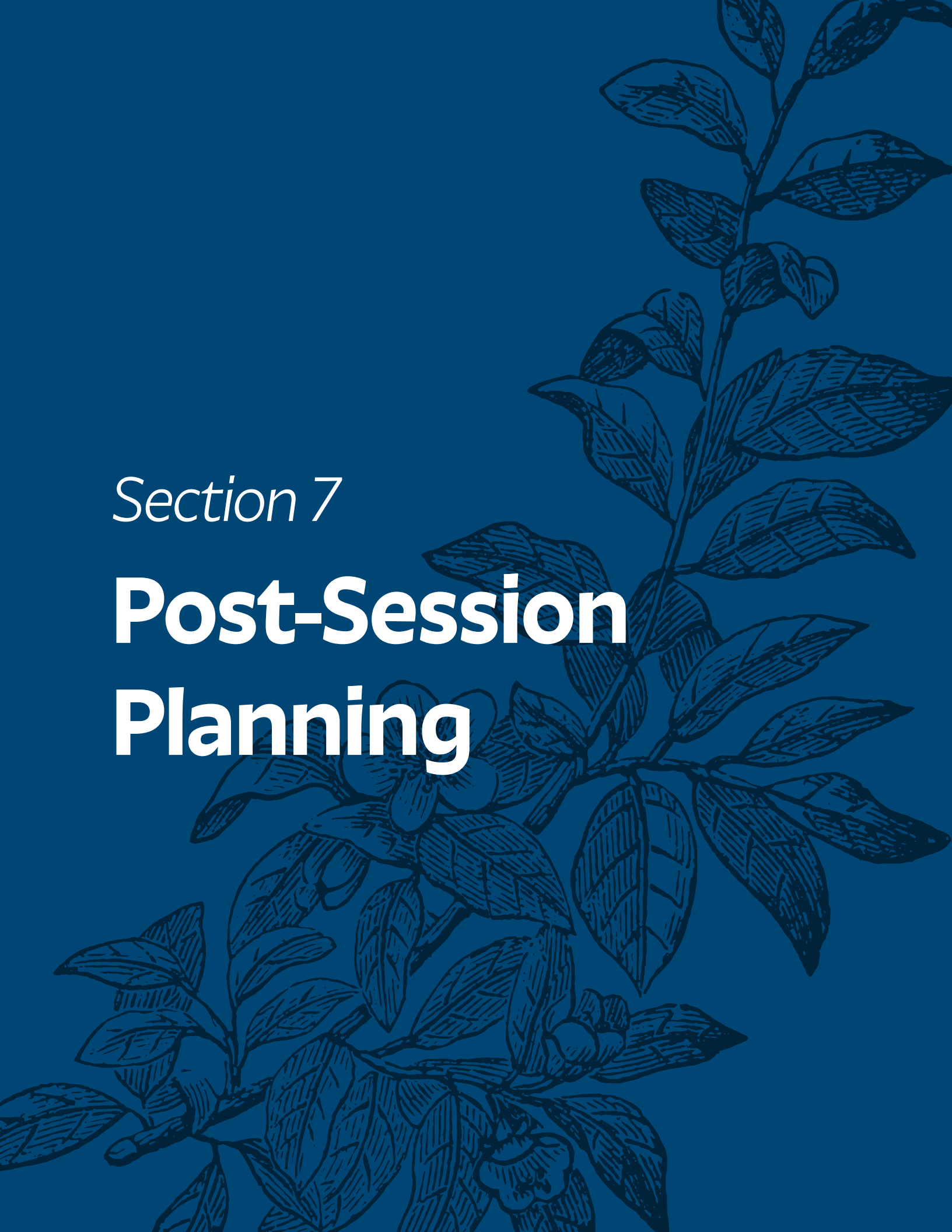
As an example of what this means for young people, "there are a number of findings that speak to the importance of adolescents having connections in their lives via school, friends, community, and trusted adults as well as the importance of having a well-maintained physical space around them in order to thrive" (Garrido et al., 2018, p 273).

From your understanding, which of the social determinants of health topics (or specific topics you can think of that fall within them) are most important in your community regarding young people’s overall health?

From your understanding, which of the social determinants of health topics (or specific topics you can think of that fall within them) might be most impactful on young people’s sexual and reproductive health?

Section 7

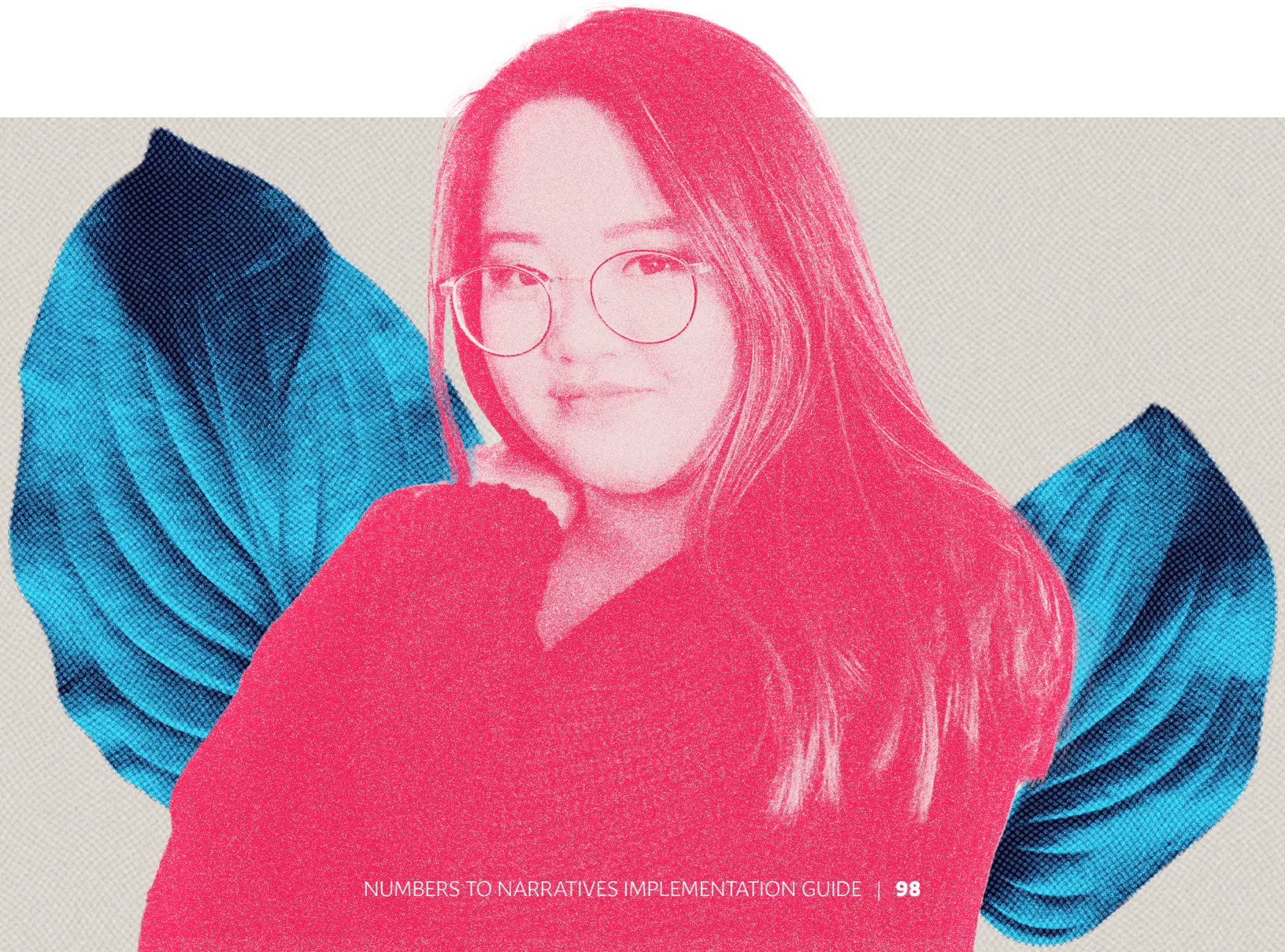
Post-Session Planning



7. Post-Session Planning

In addition to preparing for the workshops, it's also important to have a plan in place for the steps you'll need to take afterwards.

That way, you won't be left scrambling to figure things out for where to save all the information that came from this process, what feedback you need from participants and how to get it, and how you'll follow-up with participants to keep the ball rolling.



7.1. Saving Artifacts

Regardless of what your plan is moving forward, it's crucial to save all the documents, notes, and information that came out of your Numbers to Narratives process (including your filled-out Implementation Guide!).

By planning ahead for how you'll save things, you can make sure your hard work isn't lost if you ever want to plan another round of workshops, take future steps towards advocating for sexual health education and services, or otherwise refer back to what happened during the Numbers to Narratives process.

Where will you save all the documents, notes, and information that came from planning and leading Numbers to Narratives workshops in your community?

Does your organization have existing systems for saving documents and files to be used over time? Do you want to have both physical and digital copies? If you're storing things digitally, what platform will you use? How will you make sure all collaborators have access?

How will you maintain participants' confidentiality in stored documents?

Consider what expectations you'll be setting with participants around how much information about their participation will be shared, and with whom. Based on these expectations, will you need to anonymize documents before storing them in a shared location? Remember, make sure to communicate confidentiality expectations with your participants before your workshops!

7.2. Evaluating the Workshops

Based on your organization, context, and goals, you'll likely want to do some kind of evaluation of your Numbers to Narratives workshops.

Evaluation data can include things like number of participants, feedback on how engaged participants felt during the workshop, and responses from participants about what they learned. This can be especially helpful if you need to report on outcomes or gain support for replicating this process in the future.

How do you need to use evaluation data, including feedback from workshop participants?

Do you need to share it with your supervisor or anyone else in your organization? Will it help to build buy-in to share results with school staff more broadly? What about students, families, or community members?

What feedback is most important to get from participants?

How, if at all, should questions differ between students and staff? Some topics you may want to ask about are:

- How engaged they felt
- How their understanding changed of how their community's adolescent health outcomes differ from national outcomes
- How their understanding changed of what young people in their community need to support their sexual health
- How their perspectives on sexual health education and services in their community changed
- What action areas feel most important to focus on going forward
- Who wants to support or lead next steps, including advocating for healing-centered and inclusive sex ed

How will you get this feedback?

Some ways you might do this are to ask them to fill out a paper survey at the end of the workshop or send a digital survey afterwards. You can also talk with people individually and take notes.

How will you stick to confidentiality expectations when getting this feedback?

Do any records from surveys or follow-up conversations need to be anonymous? Refer to Section 7.1 Saving Artifacts for your plan on maintaining confidentiality in stored documents.

7.3. Follow-Up Communications

As a final part of your post-session plan, it is helpful to decide in advance how you will follow-up with participants to make sure they stay in the loop and feel that their time and energy is appreciated.

Who among your collaborators will be in charge of communicating with participants after the workshops?

This could be the same person you identified in Section 5.5 to lead recruiting efforts, the facilitator of the workshop, or someone else.

Within what timeframe after each workshop will you send a follow-up message?

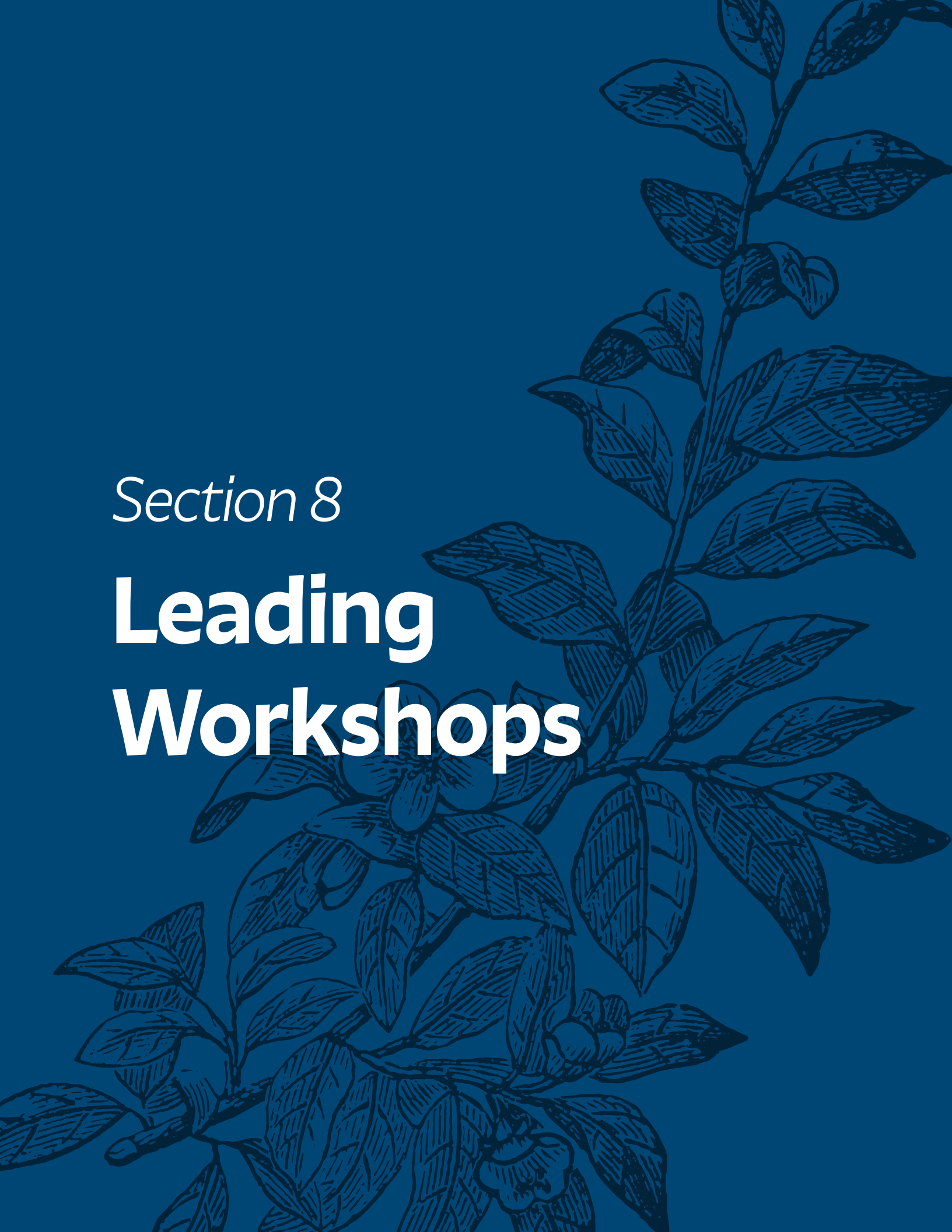
These workshops aim to start the conversation around implementing healing-centered and inclusive sex ed; try to work with the momentum they create to keep people engaged and wanting to take action.

What kind of content will you include in your follow-up communications?

You won't know the specific content until after your workshops, but having an idea of what you want (or need) to send out can help to inform what things notetakers should focus on and what you need to prioritize in your post-workshop debriefs. You may find it helpful to include a summary of your goals for the workshops and what happened in each. Including quotes can also help to demonstrate the value of participants' contributions. Regardless of what else you choose to include, we highly suggest making clear next steps (refer to Section 3.3 for inspiration on actions your community might take after workshops) and any immediate asks you have, including evaluation or feedback forms.

Section 8

Leading Workshops



8. Leading Workshops

You're now ready to lead Numbers to Narratives workshops! Check out our session guides for an agenda and script.

In the rest of this section, you'll see instructions for preparing materials for your workshops as well as guidance for how to take field notes and divide participants into groups. We recommend taking another look at the [Numbers to Narratives session guides](#) for young people and school staff first to make sure you have a good sense of what the activities will be and how they fit together.

Keep in mind that these session guides are intended to help you structure your workshops, but they are not set in stone. We recommend that you tailor the workshop flow and language to your community's needs. Our session guides contain suggested activities and timings, but what's most important is to make sure it works for you and your participants. Think through whether to add or lengthen breaks, shorten activities, or break up workshops over multiple consecutive days. If all the participants already know you and each other, you can also shorten the introduction.

Finally, remember that these workshops are just a starting point. It can be helpful to set the expectation with yourself and participants that Numbers to Narratives workshops are intended to get the conversation started and identify next steps, not to come up with a detailed action plan. However, they can create buy-in and momentum to get the ball rolling!

8.1. Preparing Workshop 1 Materials

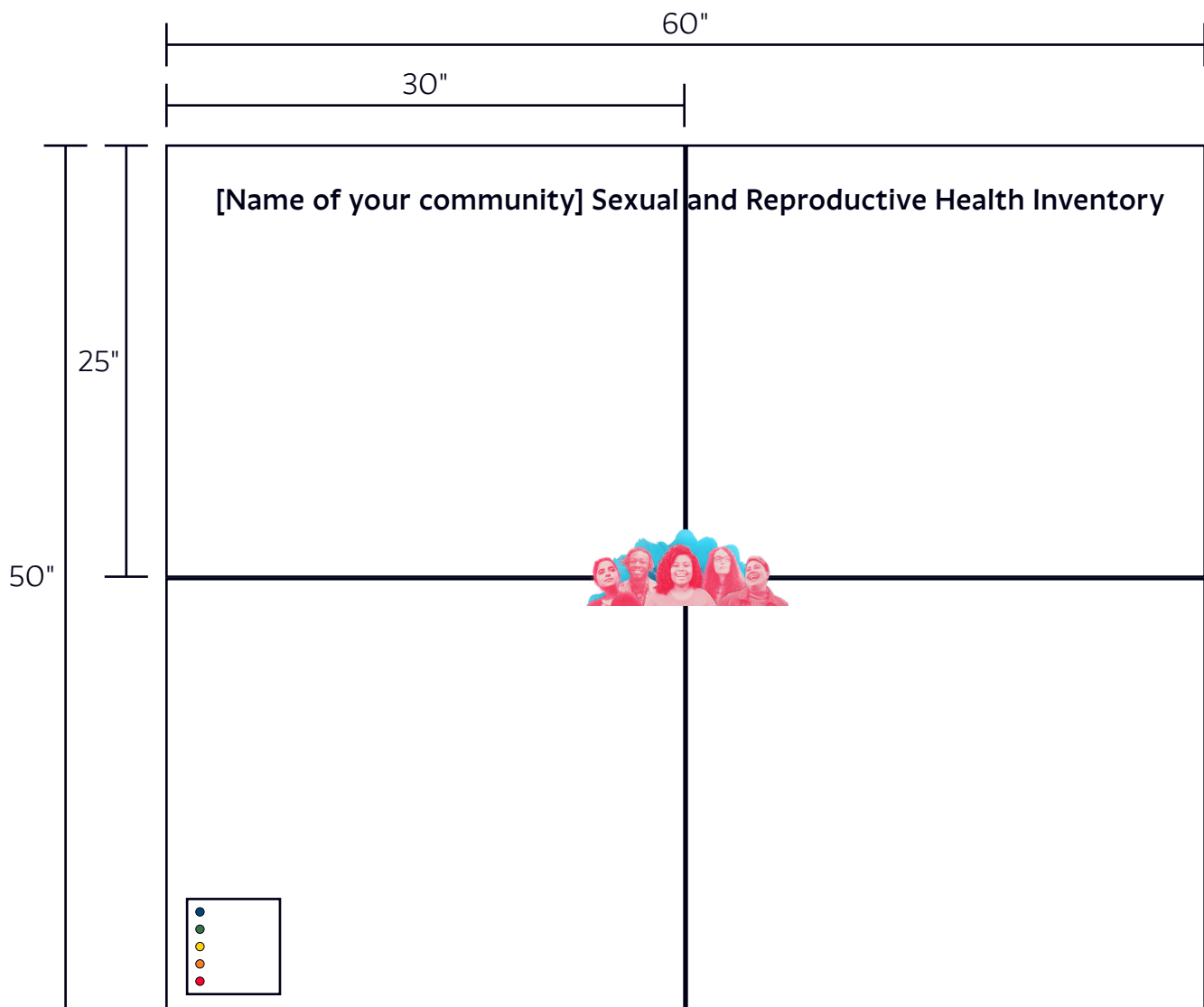
In advance of your first Numbers to Narratives workshops, you will need to get some materials ready to help the session run smoothly.

1. Create the Community Resources Inventory poster by taping four sheets of flipchart paper together (refer to the diagram on page 109). Print out a copy of the young people graphic (page 110) and key (page 111), and tape or glue these to your poster as shown in the diagram.
2. Print out the Facts About Adolescent Health handout you created in Section 6.4. We recommend printing enough copies for each participant to have their own.
3. Print out Fact Puzzles based on the Facts About Adolescent Health handout. Each Fact Puzzle is a piece of paper with one fact on the front side and another on the reverse side; make sure to use double-sided printing. Since you should have chosen twice as many facts as the number of teams you'll have, each team should have different facts on their puzzle. Cut each puzzle up into 2-3 uniquely shaped pieces based on your desired team size.
4. Print out the Care Journey Stories handout (page 112). We recommend printing enough copies for each participant or team of four to have their own.
5. Create the flipcharts that you'll need during the workshop. Specifically, you will need to create flipcharts for...
 - Birthday Line-Up Introductions (page 113)
 - Group Agreements (page 114)
 - Community Resource Categories (page 115)
 - Fact Puzzle Discussion Questions (page 116)

On the next few pages, you will find templates for what we suggest putting on each piece of flipchart paper, which each include a title and set of instructions or guidance. We recommend writing this content in large, neat handwriting on your flipchart paper. You will only need to display one of these at a time, so you can write them all on the same flipchart without disconnecting pieces of paper.

Workshop 1, Community Resources Inventory Template

The diagram below illustrates how we recommend laying out your Community Resources Inventory poster. Tape four sheets of flipchart paper together. Across the top, write the name of your community followed by "Sexual and Reproductive Health Inventory". Cut out the graphic of young people (page 110) and tape it in the middle of the poster. Cut out the color key (page 111) and tape it in the bottom left to help people remember what each colored dot means.





Workshop 1, Community Resources Inventory Key

Print this, cut out the key below that displays what each color dot means about a resource, and attach the key near the bottom left corner of your Community Resources Inventory poster.



Care Journey Stories

Numbers to Narratives Workshop 1, Activity 4

In this activity, you will be creating a story about an imagined young person in our community and their journey to take care of their sexual and reproductive health.

Working as a team, follow the steps below to create your story:

1. Create a profile of a “leading star” of the story. This character should be an imaginary student who has things in common with you, your friends, or your peers.
2. Agree on what type of sexual and reproductive care or support they are seeking. Try to pick something that feels real to what young people in our community go through. Remember that you don't have to share more personal details about your own life than you want!
3. Describe the journey or steps they take to obtain that care or support based on the current state of our community. Keep in mind everything we've discussed today in our Community Resources Inventory and Fact Puzzle activities. Some questions you might want to think through are:
 - Are there any resources that we talked about earlier that they can make use of?
 - Is there anything they need but don't have access to, and if so are there workarounds that they can take?
 - Are there any trusted adults or professionals they can involve?
 - Is their experience impacted by their identity, and how does that relate to the facts we talked about earlier?

You will choose your own teams based on the kind of story you are interested in telling. Your team will have 20 minutes to create your character and story. At the end, each team will have just three minutes to share their story. Some ways of telling your story could be to:

- Write out a narrative, then read it aloud. The story does not have to be fully written: you can use bullet points for the main details.
- Create a skit telling the story, then act it out for everyone.
- Draw a picture or comic strip that tells the story, then show and describe it.
- Write a song or rap that tells the story, then perform it for everyone.

Workshop 1, Flipchart 1

Write the content below on a piece of flipchart paper.

Birthday Line-Up Introductions

1. Your name
2. Your pronouns
3. Your birthday
4. Your grade
5. One thing you like or are proud of about yourself

Workshop 1, Flipchart 2

Write the content below on a piece of flipchart paper.

Group Agreements

- 1. Be present and turn off devices**
- 2. Keep an open mind**
- 3. Take space, make space**
- 4. Respect different identities**
- 5. Call each other in**
- 6. Maintain confidentiality**
- 7. Participation is voluntary**
- 8. Have fun!**

Workshop 1, Flipchart 3

Write the content below on a piece of flipchart paper.

Community Resource Categories

- 1. School-based health services**
- 2. Other places to get health services**
- 3. In-school education**
- 4. Other ways to get information**
- 5. Free / low-cost things**
- 6. Trusted adults**
- 7. Peer groups or other organizations**

Workshop 1, Flipchart 4

Write the content below on a piece of flipchart paper.

Fact Puzzle Discussion Questions

1. What are your reactions to these facts?
2. How much do these facts reflect what you and your peers have experienced? In what ways do you find them surprising?
3. If your facts include differences in outcomes between groups of people, what systems or other reasons do you think are causing these differences?
4. After reading these facts, what questions come up for you? Is there anything you want to know more about?

8.2. Preparing Workshop 2 Materials

After leading your first Numbers to Narratives workshop with young people, it's time to get materials ready for your follow-up session with school staff.

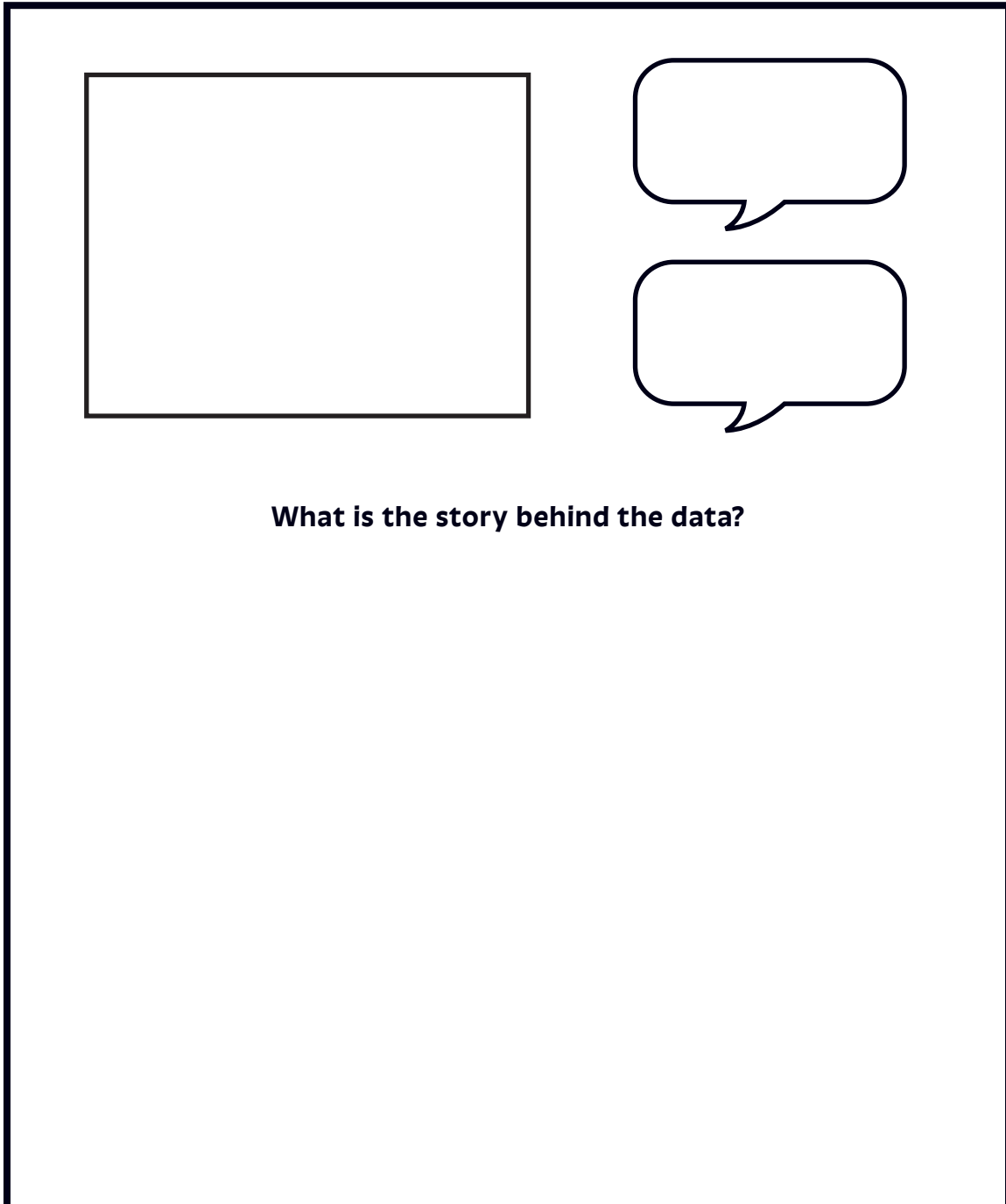
1. Print out all the data visualizations you compiled in Section 6.4 to use in your Data Tour. Each visualization should be scaled to be about as big as your standard letter paper's margins to make sure it's readable.
2. Download the fillable speech bubbles template on page 119. For each data visualization in your Data Tour, select 1-2 relevant quotes from Workshop 1 with young people and type (or print and write) one quote per speech bubble. The most impactful quotes are ones that either had a lot of consensus among participants or those that were specific and personal.
3. Compile posters for the Data Tour by taping your data visualizations near the upper left side and quotes near the upper right (as demonstrated on page 118). Then write out "What is the story behind the data?" in large letters underneath. Make sure to leave enough space for participants to share their thoughts in the space below.
4. Scan the Care Journey Stories from Workshop 1 with young people to create digital copies. Put all the stories together into a single document. Then print out enough copies for each participant to have their own copy of each story.
5. Create the flipcharts that you'll need during the workshop. Specifically, you will need to create flipcharts for...
 - Birthday Line-Up Introductions (page 120)
 - Action Criteria (page 121)

You can reuse the Community Resource Categories flipchart from Workshop 1. It's up to you whether to create a new Group Agreements flipchart or reuse the flipchart from Workshop 1, which potentially includes agreements that young people suggested.

As with the materials for Workshop 1, each flipchart template includes what we suggest writing on each piece of flipchart paper.

Workshop 2, Data Tour Example

The diagram below illustrates how we recommend laying out your Data Tour flipcharts. Paste the graph near the top left and 1-2 quotes in speech bubbles (find a printable version on the next page) near the top right. Below, write out "What is the story behind the data?", leaving participants plenty of room to write their thoughts beneath.





Workshop 2, Flipchart 1

Write the content below on a piece of flipchart paper.

Birthday Line-Up Introductions

1. Your name
2. Your pronouns
3. Your birthday
4. Your professional role
5. One strength of your community that helps to support young people

Workshop 2, Flipchart 2

Write the content below on a piece of flipchart paper.

Action Criteria

1. Be specific about the action. Provide some details.
2. Leverage the strengths, assets, systems, and resources of the school community: staff, students, families, etc.
3. Make sure it's feasible and achievable based on what you know about school resources (time, staff, funding, etc.). Remember that bigger changes can happen in small stages over time!
4. Write out how you think its success could be measured. In other words, how will you know what effect the action has had?

8.3. Plan for Taking Field Notes

Field notes, or quick observations, are important for getting the most out of your workshops. They can help you to record key discussion points and provide context for content that participants wrote during the session.

Workshop 1 provides a unique and valuable opportunity to explore young people's perspectives, opinions, and experiences. Their voice is essential to the design of any intervention, service, resource, or advocacy effort in your school and community. Field notes from Workshop 1 should give you the ideas and quotes you need to ensure Workshop 2 centers young people's perspectives.

Field notes from both workshops, especially Workshop 2, enable you to ensure that any next steps and summaries of takeaways are true to what was shared by participants, rather than having to rely fully on memory to provide context for the flipcharts and other documents participants will create.

Below are some tips for how to take good field notes.

1

Have a notetaker capture minutes on their laptop.

The simplest way to record what happens in the workshops is to have a notetaker present who takes minutes using a laptop. The notetaker's job is not to write down everything that was said or to write the same things that are on the flipcharts. What's most important is to capture rich participant quotes (or as accurate a summary as possible) and key discussion points to help give context to what participants are writing. USC Libraries' guide ["Writing Field Notes"](#) can help you get started.

2

Consider whether to take an audio recording.

Depending on how much time you have to commit to this process and the level of rigor you need, you may want to figure out a setup for taking an audio recording and use a transcription service. If you have time allotted to review transcripts, they will allow you to make sure that you didn't miss anything and that all the quotes you use in Workshop 2 and summaries are fully accurate. If you decide to record audio, make sure to test your setup in advance and see how it works for people around the room.

3

Take photos during the workshops.

Getting images of participants working in a team, writing on flipcharts, etc. can help to tell the story of the workshops when sharing out with stakeholders or broader audiences. If you decide to take photos, be sure to get consent from participants and consider your organization's rules around photos of minors.

4

Stick to confidentiality expectations.

Remember to plan for how you will stick to the confidentiality expectations you set, including whether or not to record people's names alongside what they said. If you're taking audio, video, or photos, think through in advance how these will be used. Then set expectations accordingly with participants and make sure to get everyone's written consent.

How will you take field notes during your workshops?

Who will take notes? Will you record audio or video? Will you take photos, and if so, who will be in charge of taking them? Will you use any different methods for the workshop with young people than you do for the staff workshop?

8.4. Plan for Dividing People into Groups

Below are some ideas for how to divide participants into small groups during the workshops. Choosing a method in advance can keep things moving quickly so you get the most time for activities.

- 1. Self-selection.** Allow participants to choose their own groups. Encourage them to team up with people they haven't yet worked with during the workshop.
- 2. Count off.** Simply count off to form a group, or count off and have all the “ones” form a group, all the “twos” form a group, etc.
- 3. Stickers.** Place different stickers on the participant handouts (or manuals, desks, chairs, etc.). When you are ready to form groups, ask participants to find their sticker and form small groups with other people who have the same sticker.
- 4. Candy.** Put different kinds of candy in a bag. The different kinds of candy should represent the number of groups you need. Those who select like candies becomes a group. This can also be done with small toys, different colored paper clips, different kinds of beans, etc.
- 5. Favorites.** Ask participants to form small groups based on a simple category like their favorite color, music genre, subject in school, etc.

Adapted from "A gender transformative teenage pregnancy prevention curriculum" (Levack et. al, 2013).

What methods will you use to form groups during each workshop?

8.5. Additional Advance Preparations

1

Scope out the workshop location and decide on setup.

Being physically present in your hosting space well in advance of the workshop gives you time to plan how you'll set up the room and make any necessary adjustments from our guidance. We suggest thinking through seating arrangements and where to hang flipcharts.

2

Create a music playlist.

On a smartphone or laptop, create a playlist of songs you think will resonate with participants and get them feeling energized. Not sure what songs to pick? Talking with a young person to get their input can be really helpful! We recommend playing music as participants are coming in to kick the workshop off on an energetic note. Use your judgment about whether to play music when participants are working in teams and during break and stretch exercises, as this may be distracting for some people.

8.6. Navigating Participant Disclosures

Community discussions, especially those focused on sexual and reproductive health, can sometimes result in participants sharing sensitive information or disclosing challenging lived experiences. In these instances, it's important to understand your role as a facilitator and to prepare for how you will respond to the situation.

1

Create a safe space.

It's important to create a safe, open space for discussion at the very beginning, and throughout, the workshops. Facilitators should clearly explain the topics that may be discussed during the workshops, and should remind participants that their participation is fully voluntary. Encourage participants to take a pause or step outside if they need to at any point.

2

Actively Listen.

If a participant shares a sensitive or traumatic experience, it's important to listen to their experience. Although we are not encouraging or discouraging participants from sharing relevant lived experiences, we want to ensure participants feel heard. If a participant shares a sensitive experience, facilitators should actively listen and acknowledge the participant's experience.

3

Validate and affirm what they share.

In addition to active listening, it's critical that we also validate and affirm participants' lived experiences. For those who may share sensitive or traumatic experiences, this may be the first time the participant is disclosing this information. It's important that we express gratitude for the participant sharing this information, validate their experience, and affirm that they are in a safe, trusting space.

4

Refer to trusted sources.

When a participant shares a sensitive experience, it's critical that we refer them to trusted, local resources. This ensures that participants do not experience adverse consequences from participating in the workshops and can access needed supports or services. After the workshop is finished, discretely provide the participant with relevant, trusted information (e.g. hotlines, medical services, legal supports).

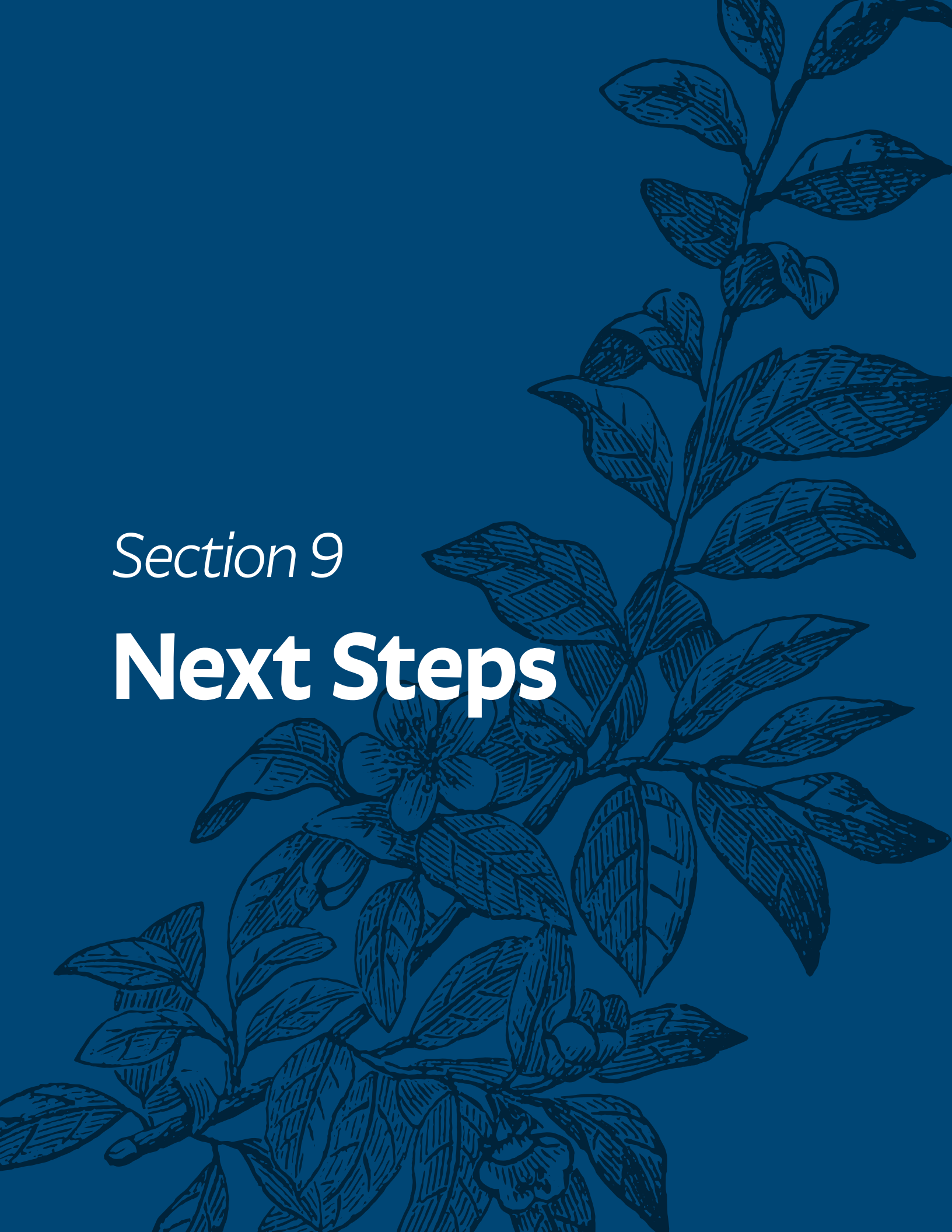
5

Remember your role.

Ultimately, in these activities, your role is a facilitator. Although you may want to help or comfort those who share sensitive or difficult experiences, your job is to facilitate community dialogue. We cannot prepare for all the possible experiences or information that may be shared in these discussions. Your task is to act as a compassionate facilitator, encouraging open discussion and making thoughtful decisions along the way.

Section 9

Next Steps



9. Next Steps

As a final step, it's time to carry out the follow-up plan you put together in Section 7.

Based on what you learned in your workshops, are there any modifications you need to make to your follow-up plan?

This might include adding targeted survey questions or looping in additional people in follow-up communications.

Based on what you learned in your workshops and from your evaluation data, what next steps make sense to continue moving towards implementing healing-centered and inclusive sex ed in your school?

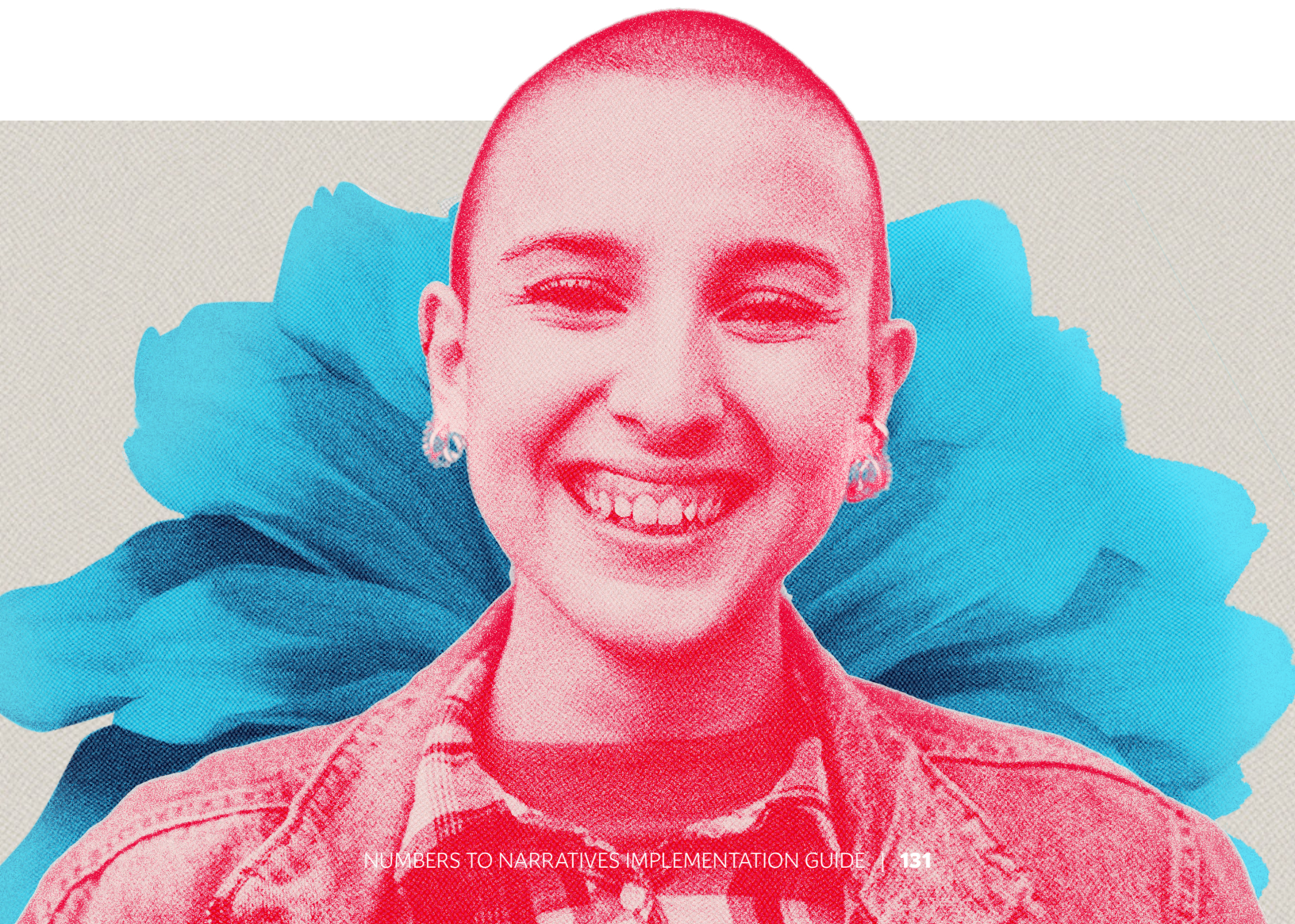
This might look like gathering participants again to discuss an action plan, creating a proposal to perform the stories from your workshops in a broader setting, or creating a letter to your community with highlights from the workshops.

Return to Section 2. Implementation Checklist to write out additional next steps.

Congratulations on leading Numbers to Narratives workshops in your community!

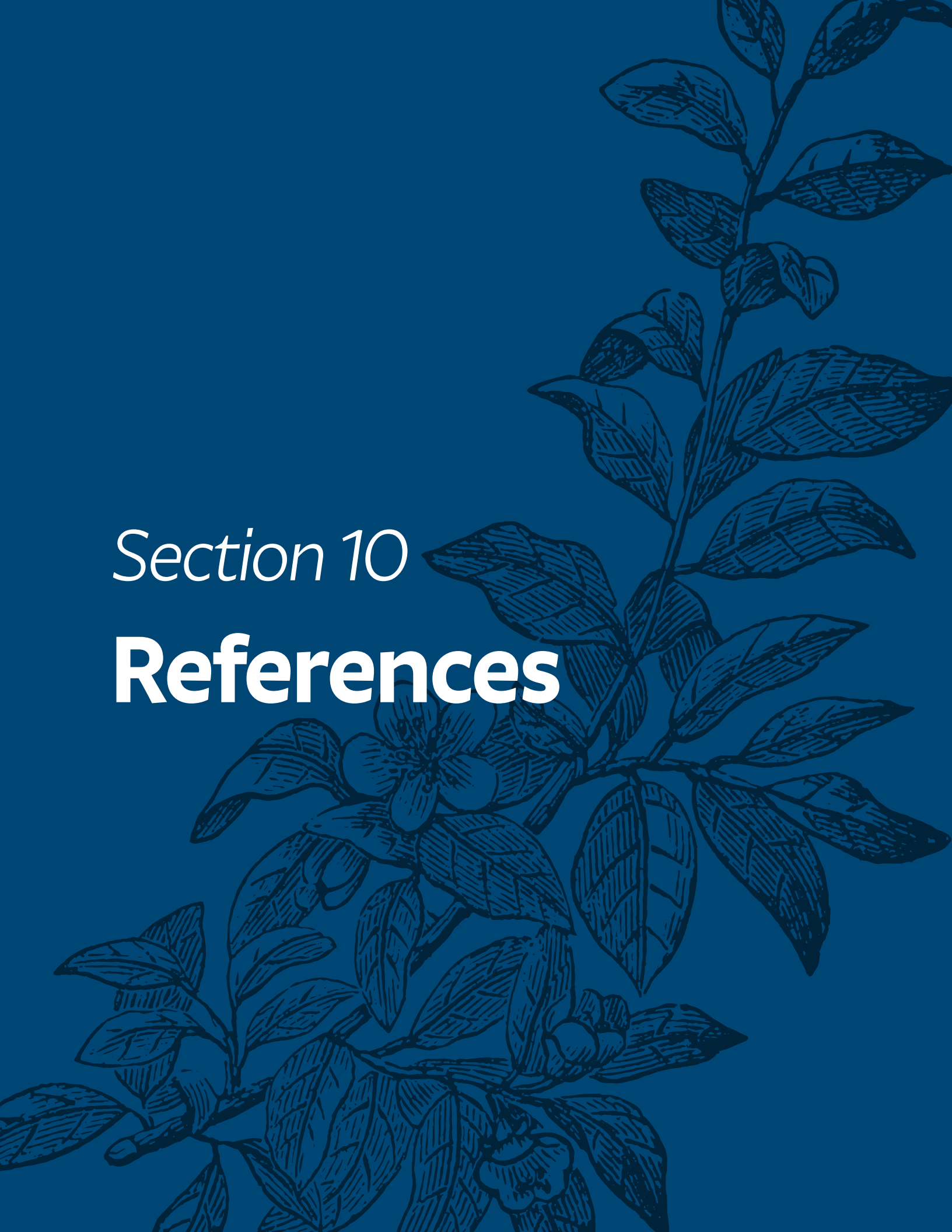
We hope this resource has helped to get the conversation started towards building your community's readiness for implementing healing-centered and inclusive sex ed in your school.

<https://www.HealthyTeenNetwork.org/Thrivology/Resources/Numbers-Narratives>



Section 10

References



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