



PURPOSE:

This session is designed to support adolescents as they consider the ways that access to friends and physical intimacy have changed with the advent of COVID19. These activities are designed to be done synchronously, either in person, digitally, or a combination of the two. However, the activities and the discussion questions can be modified for an asynchronous setting if necessary.

NOTE: This lesson assumes that participants have a working knowledge of the science behind COVID19 exposure. If you have any concerns that participants do not have this information, or have learned inaccurate information, be sure to correct this before beginning this session.

OBJECTIVES:

As a result of this session, participants will be able to:

- Identify how COVID19 has changed their access to friends and physical intimacy.
- Decide how to use barriers to prevent the transmission of infections (including COVID19 and STIs) with friends and partners.
- Discuss their decisions with friends and partners.

KEY MESSAGES:

- Figuring out how you, and your family and friends and the other people you are close with, want to manage your COVID19 restrictions is hard. It takes a lot of communication, which is even harder to do when the stakes are so high and when everyone may want and value different things.
- It's okay to miss things, to be sad about things, and to talk about ways to make connections with other people that are important to you. It's also important to respect people's boundaries about increased risk and potential exposures. Everyone has their own comfort level for COVID19 risk, and it's not okay to try and push someone into changing.

AGENDA:

Activity 1: Introductions	05 minutes
Activity 2: Missing Intimacy	10 minutes
Activity 3: Would I _____?	10 minutes
Activity 4: Say What?	30 minutes
Activity 5: Wrap up	05 minutes

MATERIALS:

- ☐ Masks for each person (even if meeting digitally)
- ☐ **Facilitator Resource: Negotiation Scenarios**
- ☐ **PowerPoint: Would I _____?** or **Jamboard: Would I _____?** unhush.us/would-i



PLANNING NOTES:

GENERAL

- ☐ If you generally incorporate an Anonymous Question Box activity, that can easily be added to the session agenda.
- ☐ With every learning environment in a different place, and changes happening frequently, it is best to be prepared to provide your lessons online, in person, and in mixed online and in person groups. We have attempted to make recommendations for all of these modalities in this session.

ACTIVITY 3: Would I ____?

- ☐ This activity uses a Jamboard. You can access the master Jamboard at unhush.us/would-i. You will not be able to change or modify this Jamboard. Instead, click on the grey circle with three white dots in the upper right corner of your window. Then click on Make a copy. This will allow you to create your own local version of the Jamboard to modify the settings on and allow your participants access to.

ACTIVITY 4: Say What?

- This activity includes role playing. There are a great many number of ways that role play can happen. Decide which one you want to use before the session begins. Here are a few possibilities to consider:
 - Volunteers participate in the role play in character, with one volunteer per character, while the rest of the participants watch.
 - The facilitator makes groups with as many participants as there are characters in the roll plays and each group does their own role play. Depending on the number of participants, groups may also have “observers” who watch the role play happen and provide outside reactions afterwards.
 - Rather than role playing, participants create a potential script for scenarios. This can happen with the whole group working together or in smaller groups, depending on the needs of the group.
- Role playing in different modalities can still happen! Decide how you are going to do the role plays before the session begins.
 - If some participants are in person while others are online, consider having them pair off and video chat each other (Zoom, FaceTime, whatever). This is a common way for them to talk amongst themselves now anyway.
 - If all participants are online, make breakout groups.
 - If participants are in person, they can role play as normal.
- Some of the scenarios note whether the participants should be wearing masks or not. If you are teaching digitally, participants should have masks to put on for those scenarios. If you are teaching in person, you can choose to have the role play outside and at a distance without masks on, to have participants go to different rooms and FT or Zoom call each other without masks on, or to ask them to imagine each other without masks on for those instances.
- There are a lot of discussion questions for this activity. Pick the ones that you feel will be most accessible, useful, and salient for your group.

PROCEDURE:

ACTIVITY 1: Introductions

Facilitator: _____

1. Provide whatever introductions are necessary for your group. If you are part of an ongoing group, no personal introductions are necessary. If you are meeting the participants for the first time, introduce yourself. Invite them to introduce themselves as time allows.
2. Let everyone know that your topic for the day is communication about physical and emotional intimacy during COVID19.

ACTIVITY 2: Missing Intimacy

Facilitator: _____

1. Say that many people feel sad about things they used to do before last March. Some of the things that people miss are general, ongoing things like eating out more freely, hugging friends, or going to the movies. Others are more specific like birthday parties, school dances, etc.
2. Ask participants to take a minute to write out a list of the things that they miss the most.
3. Invite participants to share what is on their list. If you are meeting in person, they can share verbally. If you are meeting online, they can share via the chat box. If you have participants in both environments, consider using a polling software like Mentimeter so that all participants are sharing in the same way.



DISCUSSION QUESTIONS

- a. If you had made this list last April, would it have looked very different? How so?
- b. How did hearing other peoples' lists feel? Did you notice differences between the lists?
- c. Why do you think different families have different kinds of expectations around what people in those families can and cannot do?
- d. Have you found creative ways to get close to the things you miss most with your current restrictions?



ACTIVITY 3: Would I _____?

Facilitator:

1. Point out to participants that the reason that we miss things from before COVID19 lockdown is because we (and/or our parents) have decided that we will not do them. It's not that, for the most part, they're entirely inaccessible. In the US very little is actually inaccessible—but many people are choosing to restrict their behaviors as a way of reducing their risk of contracting COVID19.
2. Display **Jamboard: Would I _____?** on a projector (and have participants open it on their phones, tablets, or computers) or pull up the provided **PowerPoint: Would I ____?** and share your screen on Zoom. If you are using Jamboard for your platform, invite participants to share their answers using the pen feature. If you are sharing your screen via Zoom, invite participants to use the annotate feature on your shared screen.
3. Go through all seven slides. Discuss differences among participants' answers as they come in.



DISCUSSION QUESTIONS

- a. How did you make decisions about each of these potential activities? What influenced your decisions?
- b. Have you talked with the people you live with about each of these potential activities? How else have you learned about what they think?
- c. What have you done if you and the people you live with have different standards?
- d. Do you have close relationships (friends or people who you are dating) who have made different decisions than you and the people you live with? How has that difference impacted those relationships?



ACTIVITY 4: Say What?

Facilitator: _____

1. Let participants know that you're going to do some role playing based on scenarios around decisions and communication about safety as it applies to COVID19 exposure.

2. Describe the role play process that you decided on based on the options described in the Planning Notes, including instructions on how to handle scenarios where mask wearing or not wearing is indicated.
3. Provide opportunities for multiple role plays to provide multiple perspectives and experiences for a more in-depth discussion.



DISCUSSION QUESTIONS

- a. Did these scenarios feel realistic? Have you had any of these experiences yourself?
- b. How did it feel to play your role? Why?
- c. How do you think having masks on or off impacted the role plays? How do you think masks impact how close you feel with your friends and people you are dating?
- d. Have you had any conversations with your friends about things like this? How did they go? What did you decide?
- e. When two people disagree, who should make the final decision about safety procedures? (Example answer: Whoever wants the most safety procedures in place, the person with the most knowledge about COVID19, the person with the highest risk factors, etc.)
- f. How does it feel when your opinion is not the one that is the final decision?
- g. How does it feel when your friends are able to do things you are not, because of restrictions from the people you live with?
- h. How does it feel when your friends are not able to do the things you are, because of their family restrictions?
- i. How many of your classmates do you think are following the COVID19 restrictions set up by their families? Why do you think that is?



ACTIVITY 5: Wrap up

Facilitator: _____

1. Invite participants to consider what their biggest takeaway from your conversation today is. You can invite them to share it verbally, in a chat box, or via a polling software like Mentimeter. (Mentimeter is strongly preferred if you have participants both in person and digitally to provide them with equal access to answering your question).
2. Acknowledge participants' answers.
3. Thank participants for their participation.