

Teen Reproductive Life Plan Facilitator's Guide

Section One: My Life. My Dreams. My Plan.

10-30 mins.

This section encourages teens to think about their personal attributes. Explain the purpose of the RLP and let teens know that making a plan to achieve goals can help them be successful.

One-on-One: Before you open the RLP, ask the teen to think about their personality traits and characteristics such as honesty, intelligence or humor. Based on the answers, ask them to explain why they embody those characteristics. For example, if the teen tells you they're funny, ask about a time they made someone laugh or the types of things they do that are funny. After you've discussed some of the traits, have the teen open the RLP to the first page. Their name can be written in the first box. Under this box, you'll see "Three words that describe me best are" with a number of words. If the words match those the teen told you, they can circle them. They can circle other words they identify with too. White space is provided to write their own descriptive words if needed.

Classroom/Small Group: Before the RLPs are opened, ask the group to think about their individual personality traits and characteristics. If they are comfortable, have some of the teens share their traits. After you've heard from participants who want to share, have each teen open the RLP to the first page. Have them write their name in the first box and circle their appropriate descriptive words under "Three words that describe me best are." They can circle other words they identify with too. White space is provided to write their own descriptive words if needed. Be sure to give them a couple of minutes of quiet time to go through the list, circle their relevant traits, and write words that are missing.



This Facilitator's Guide

walks you through important components of completing a Reproductive Life Plan (RLP) with teens. With step-by-step instructions, you can help RLP users create a unique road map to reach their goals.

The RLP contains five sections that take 10-30 minutes each to complete depending on the setting. The sections focus on one-on-one and classroom/small group settings; however, the RLP can be completed in any environment, including large groups, homes, schools or medical clinics. (Information on using the RLP in a clinical setting is at the end of this guide.)

One-on-One: Teens work through each section with a trusted adult. The facilitator must allow the teen to explore the RLP, avoiding judgment if and when the teen's goal-reaching paths do not align with their own values.

Classroom/Small Group: Teens individually work through each section within a larger discussion. The facilitator should allow teens to explore the RLP, avoiding judgment on their goals and paths they choose to reach them. Ground rules need to be established for the classroom/group so all participants feel safe to share their goals and personal insights.

Section Two: The Choices I Make Will Help Me Reach My Dreams.

20-30 mins.

This section helps teens think about future goals and the steps required to achieve them. Upon completion, teens will have a clearer image of their personal goals, ways to reach them, options for tracking their progress, and the people and resources to engage and assist them along the way.

One-on-One: Have the teen open the page and complete the first two boxes “I am good at” and “When I grow up, my dream job is to be.” Ask the teen to share what they wrote if they are comfortable doing so. Have an open conversation about their skills. If they don’t have a dream job, help them create a list of potential careers that fit their skill set. If/once the teen has a dream job, help them come up with steps to get it. Ask guiding questions to help them think about their path to success such as:

- Will the job require specialized training?
- Will the job require advanced schooling?
- Where is the dream job located?
- Is there anyone that can help you reach this goal?

Classroom/Small Group: Have teens open the page and complete the first two boxes: “I am good at” and “When I grow up, my dream job is to be” on their own for about 3 minutes. Ask if anyone would like to share their dream job. Then allow the group to collectively brainstorm the steps they need to achieve their dream jobs, ensuring that each participant has a chance to speak if desired. If anyone indicates they do not have a dream job, brainstorm potential career options based on what they indicated were their strengths. To ensure everyone feels safe to express ideas, mention the ground rules for discussion. Once everyone has a dream job in mind, ask the guiding questions above to help teens think about their path to success. Be sure to give the group a couple of minutes of quiet time to write steps to achieve their goals.

The following steps for this section are similar for One-on-One and Classroom/Small Group settings.

Next, ask the teen(s) to fill in the boxes “My dream family would include” and “Where I want to live with my dream family.” Note that teens are not being asked to name specific people, but general types such as a spouse, one kid and a dog as opposed to living with Bob and having two kids named Sarah and Joe. Teens complete this part alone. (Allow 2-3 mins.)

The last part of this section asks teens to describe any other future goals. Answers will be unique and should not be shaped by the facilitator in any way. Give the teen(s) some time (approximately 5 mins.) to think about and write their goals in the box “Describe my goals.” Then ask if the teen(s) want to read their goal(s) aloud. In a Classroom/Small Group setting, ask volunteering teens if the class can use one of their goals as an example. If someone says yes, walk through the next boxes with the group. Here, the group can work together to describe three things that can be done to reach the goal, ways to track progress, and who to talk to for help. In a One-on-One setting, the facilitator should ask the teen to read the goal(s) and then go through the same three boxes. Give these guidelines for each of the three sections:

1. Ask the teen(s) to think about three concrete steps they can take to reach the goal. Will they need to move to a different state, attend trade school/technical training or work on athletic skills? The answers will be unique to the goal. The facilitator’s job is to make sure teens think through necessary steps, no matter how wild the goal may seem. Have them write three concrete steps in the box.
2. Ask the teen(s) how they will know if they are on task to complete the goal. Are there milestones they need to reach (e.g., graduate high school, sign a contract, move to California, etc.)? The milestones do not need to be grandiose, and the facilitator’s job is to help teens think of ways to track their progress toward their goal(s). Have them write their answers in the box.
3. Ask the teen(s) to name at least one adult that could help them achieve their goals. They may name specific individuals (e.g., church leader, parent, coach, etc.) or abstract types of people (e.g., agent, factory manager, etc.). Have them write who they think will be able to help them reach their goals.

If this activity is completed as an example in a Classroom/Small Group setting, give teens time to finish this section on their own for their own goal(s) for approximately 5 mins.



Section Three: A Healthy Body and Mind Will Help Me Reach My Goals.

10-30 mins.

This section is designed for teens to think about their physical and mental health, and how having healthy bodies and minds can help them achieve their goals. *Resources, including a 24-hour Franklin County Psychiatric Crisis Line, are listed in the booklet for any teens who list responses in the Healthy Mind section that need immediate attention.

One-on-One:

Healthy Body: Ask the teen to circle health-related activities they can do every day to be healthy. Then, ask if there are other things they can do to remain healthy. The teen can write other answers under the circled responses, if necessary.

Healthy Mind: Start a conversation about things the teen does to feel happy and relaxed, and have them write their responses in the boxes. Ask the teen to also think about the trusted adult(s) in their lives they can talk to when they're feeling sad or stressed. They can check or circle them or write in others if their trusted adults aren't listed. Finally, have the teen talk about what situations make them feel angry, anxious or worried. Talk through those situations and have the teen explain how to calm down and then write their calming techniques in the box.



Classroom/Small Group:

Healthy Body: Ask teens to share the healthy habits they have or wish to have and ask them to circle the health-related activities they can do every day to be healthy. Teens can write other answers under the circled responses as needed.

Healthy Mind: Ask teens about what makes them happy. Answers can be shared with the group, but teens should write their own responses in their RLP. Also ask them to think about which trusted adults they can talk to when they feel sad or stressed. Teens can check or circle their answers or write in others if their trusted adults are not listed. Finally, ask if any teens want to share with the group a situation that makes them angry, anxious or worried and what actions they take to calm themselves. Teens should write their own calming techniques in the box on their RLP.



Section Four: Having Sex or Thinking about It? Then Have a Plan to Prevent Pregnancy

>30 mins.

In this section, the facilitator will use the Teen Guide to Birth Control and the Clinic Locator Tool.

Having a baby as a teen can complicate the path to reaching goals and dreams. This section gets teens to think about how having a baby now or in the next few years might affect the goals and plans they've detailed in their RLP. If working on this RLP with a teen parent, make sure to adjust the questions to reflect their status as a teen parent and ask how a second baby might affect their goals. You also can ask about how their current child will affect their goals. Steps for completing this section are the same for One-on-One and Classroom/Small Group settings.

1. Ask the teen(s) if getting pregnant or getting their partner pregnant (or having another pregnancy) right now might make it harder to achieve their goals. Have them think through the challenges that may arise as a teen parent and discuss them together. The teen(s) should write these and any other potential challenges in the RLP.



2. Have the teen(s) check the boxes that answer the question “How can I prevent pregnancy until I am ready?” Remember, each teen will respond in their own way. Distribute the Teen Guide to Birth Control and highlight different methods of birth control. Learning about different birth control methods and how they work is important for both boys and girls as they are equally responsible for preventing unplanned pregnancy. In a Classroom/Small Group setting, have a conversation about why it is important for boys and girls to learn about all forms of birth control and how they work.

If teens are interested in learning more about birth control, encourage them to visit www.nationwidechildrens.org/BC4Teens and www.bedsider.org. Both websites provide accurate, teen-friendly information about birth control methods in multimedia formats. Read through the methods with the teens and ask for questions. Make sure teens know all methods are available to them and recommended for teen use. Finally, provide them with the map locator and inform them that all birth control methods are available throughout the city, many at low-cost.

3. Have teens think about which trusted adults they can speak to about birth control. Most medical providers require parental consent for teens under 18 years of age to obtain birth control. Look at the Clinic Locator to see which clinics require a parent and which do not. No matter which clinic they choose, teens should be encouraged to speak with a parent about birth control. To help teens initiate this conversation with their parents, encourage them to:
 - a. Plan ahead. Schedule a time where there will be no rush and distractions, and both can give undivided attention.
 - b. Be prepared. Make a list of topics and questions to discuss. Let them know why you want to go on birth control.
 - c. Learn about all birth control options, including the IUD and implant. Find out which birth control method best suits your lifestyle.
 - d. Use a prop such as a magazine article, TV show or movie scene to jumpstart the conversation.
 - e. Be honest. If you feel embarrassed or awkward, tell your parent how you feel.
 - f. Listen to what your parent has to say.
 - g. Stay calm and listen. It is ok to be nervous -- and chances are they are just as nervous as you. Just remember, they were teens once too!

Section Five: Notes & Resources

Provide some time at the end for teens to silently reflect and write notes. Also ask for any questions about the resources on the inside back page.



Clinical Setting: Completing an RLP with teens in a clinical setting allows them to think about any physical, mental and/or reproductive health questions they want to ask during their visit. RLPs and the Teen Guide to Birth Control can be provided at registration/sign-in or by a nurse when the teen is waiting in an exam room. Teens should be encouraged to look at the RLP, specifically sections 3 and 4, while waiting for the provider who then should be encouraged to ask about the RLP, whether the teen has any physical or mental health concerns, and if the teen is planning to get pregnant in the next year. For teens wishing to avoid pregnancy, providers should discuss available birth control options, assuring them that the conversation is confidential. If the provider is unable to provide certain types of birth control, a referral should be made to a clinic on the map locator that can provide all methods in the Teen Guide to Birth Control. Teens also should be encouraged to take the RLP home and complete it.

For more information or suggestions about using the Teen Reproductive Life Plan, visit XXXX or call XXXXX.

