



Identify Family Values

Family Unit – Joint Session; Youth session 7, Adult session 4

Goal: Provide a space for youth to form a strong family identity by exploring family values with their parent or adult.

Activity #1: Bandana/Cup/Marble Challenge

Purpose

Activity to help youth-adult pair bond as a family unit and feel comfortable while beginning to discuss family values (knowing that the adult might not be a parent.)

Key Learning Points

- Experience family teamwork and problem-solving
- Explore concept of values as how one judges what is important in life.
- Notice how we often don't talk about what our values are, but we express them in different ways.

Process:

Each family group must balance a marble on top of cup on top of a bandana while walking from 1 station to another. While walking, they will discuss values by receiving a new prompt question at each station. Without upsetting the marble!



Values sharing prompts:

Adult: "This is a value I want you to take with you wherever you go and this is why"

Youth/Adult: This is a value I learned from my family..."

Youth/Adult: "This is something I like about my family and why..."

Youth/Adult: "I can say these good things about my family..."

Adult: "When I was your age, my favorite family tradition was..."

Activity #2: Values Tree

Purpose

Begin the discussion for participants about important Latino family values in a positive, non-confrontational manner.

Key Learning Points

- Definitions and differences between Values & Tradition
- Recognize that "values" is an on-going conversation
- Explore how values differ between individuals, families, generations and cultures
- See how values guide decisions.



Process

Families and youth brainstorm values and write them onto cut-out leaves. Leaves are different colors or shapes to distinguish between parent/youth. Leaves are hung on tree and used as the basis for discussion.

Discussion Prompts

What are some of the differences between the youth and adult values?

What are some of the similarities between the youth and adult values?

What was difficult about this activity in naming your values?

Are there values up there that you know you have, but you didn't know how to name them?

How do these values keep families together?

How can you apply this information to your own family?



Sexual Health in our Culture

Sexual Health Unit – Youth Session 15

Goal: Youth will learn and understand that sex is a part of sexuality and discuss sexual health messages in our culture.

Activity #1: Timeline

Purpose

Youth will learn the definition of sexuality, (including the difference between sex and sexuality) and when in life people experience different aspects of sexuality.

Key Learning Points

- Sexuality is complex and spans an array of human experiences including family relationships, dating, sexual behavior, physical development, sensuality, sexualization, reproduction, gender, body image and more.
- It is a fundamental and natural part of being human, for people of all ages. Starts at birth and ends with death.
- Sexuality is much more than sexual feelings or sexual intercourse. It includes all the feelings, thoughts and behaviors associated with being a certain gender, being attracted to someone, loving, being in relationships, intimacy, and so on.

Feeling awkward about body

Pregnancy

Shyness

Interest in sex increases

Menopause

Sexuality begins

Puberty

Marriage

Process:

Placed on the wall are numbers (1-100) that represent a person's life span. Youth are given a number of cards and asked to place the cards on the timeline. Written on the cards are a variety of different aspects of sexuality that occur during a lifetime.

Activity #2: Message I Have Heard

Purpose

To engage youth in active movement and discuss common cultural messages about sexuality they've encountered

Key Learning Points

- We receive many different messages about sexuality and sexual health.
- Messages can be factual or opinions: knowing the difference can be hard; adult assistance is important.
- Messages are shaped/driven by cultural perspectives: methods for identifying cultural alignment.
- Methods for thinking about whether one agrees or disagrees with a message.

Process:

Facilitator will read off "Message" statements. Young people will move quickly to one of two places in the room. One location is designated with a sign that reads "Messages I have heard," the other reads "Messages I have NOT heard."



Messages about Sexuality

Men have to make the first move (to start a relationship).

You can get pregnant by making out

You can get an STI from a public toilet

There are other things you can do with someone you love besides sex.

Both men and women are responsible for birth control.