

A young woman with long dark hair is smiling and looking towards the left. She is wearing a grey hoodie. In the background, another person is partially visible, and there are computer monitors on a desk. The overall setting appears to be a classroom or a workshop.

ASKABLE ADULT CAMPAIGN

Lesson Plan



VERMONT
NETWORK

VIRTUAL WORKSHOP

ASKABLE ADULT CAMPAIGN

I. Welcome Participants

- The “Why”
- Facilitator’s role
- Learning objectives
- Agenda
- Housekeeping
- Follow along in the participant guide



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II. What Makes an Askable Adult

B. Look over the handouts with the three Wordles.

- pp 25-27 participant guide

C. Pick one image and circle something that surprised or inspired you.



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III. Pick *One* to Write or Think About

1

You when you were younger

- Did you have an askable adult when you were young?
- Who was your askable adult?
- What made them askable for you? What did you talk to them about?
- If you didn't have an askable adult, what would have been helpful for you? How else did you find support?

2

Young people who you know

- Who are their askable adults?
- What do you think makes adults askable for them? What do they do and talk about together?
- If youth don't have an askable adult, where do you think they're finding support?

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V. Building Trusting & Affirming Relationships

B. Read over Building Trusting and Affirming Relationships tool and identify:



1. Something that is doable for you to increase your “askability.”
2. Something that is a “stretch” for you to achieve in order to be more askable.

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VII. Commit to Caring Communication

C. WAIT Activity – with your partner

1. Select a topic about which adults typically lecture.
2. Decide who will be the adult and who will be the young person.



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VII. Commit to Caring Communication

C. WAIT Activity – with your partner

3. Take one – 3-minute conversation:

- A: Tries to get a lot of info to youth about the topic.
- Y: Tries to voice their opinion.

4. Take two – 3-minute conversation:

- Y: Talks about the topic.
- A: Only talks 1 minute total out of the 3 minutes.

(Refer to directions on pp 9-10, you'll have @ 8 minutes in pairs, time your conversations on your cell phones, we'll give you a 4-minute warning)

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VIII. Be a Curious Co-Pilot

“Kids talk when we give them our full, curious attention. In order to truly hear them and discern the right-sized response in the moment, we need to tune in to their channel. Like on an old-fashioned radio dial, we have to hone in on just the right spot to tune out the static of our fears, worries, and distractions so we can get the message—are they just venting? Or asking for help developing a plan? The best way to do that is to look inside and get to know the static that comes up for us. I often think the best thing we can do to show up for our kids is tend to ourselves, seeking support from friends, colleagues or professionals, especially when we have a hard time removing the static on our own.”

~ Julia Chafets, LICSW, Montpelier

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VIII. Be a Curious Co-Pilot

B. With a partner, reflect on these questions:



1. What are tricky topics or conversations for you to have with children and youth?
2. Talk about your own “static”: what fears and worries make it hard for you to fully tune in to critical conversations with the young people in your life?
3. What support do you need to help clear your static? How can you get that support?

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VIII. Be a Curious Co-Pilot

D. Revisit Wordle #3 or think about a youth in your life:

- Identify one topic that is important to youth that you would like to learn more about.
- If you can, identify a resource for learning more about that topic.

(p. 27 in Participant Guide)

