


Track 1 Field Talk Session

THURSDAY, FEBRUARY 25, 2021


Answering Questions Behind the Questions

- ❖ **QUESTION 1: Applying Aristotle’s Theory of Communication, develop a response to the following question: How can I believe your data about teen sex when most of my friends are sexually active? (Logos-based question)**
 - Try to validate where the student is coming from, because if you don't meet the teens where they're at, you're not going to be able to connect with them and get to that point.
 - “Yes, that's a really good question. I can see how that would be confusing if I'm telling you one thing and you're seeing another.”
 - Students don't care how much you know, until they know how much you care. It is important to set the tone for the class in the beginning and showing that you're not there to make judgments or to tell them what to do.
 - TIME method
 - T – Thanking them for sharing, thanking them for asking the question, and that somehow diffuses them. My group also said they do something similar, how repeating back the question and acknowledging their question diffuses the negative emotion.
 - I – Investigate is that a fact or is it a value question? Then if it's a fact question, then you use M.
 - M – Mention the facts. You mentioned the research. You mentioned the data.
 - E – Encourage if it's a valid question. You encourage them to talk to parents, talk to trusted adults, and encourage them to look at the research more carefully to decide for themselves.

- As a presenter, I would tell them, “I'm getting these facts from credible sources” in order to try to persuade them that they should believe what I'm saying.
- We had this illustration about a beach. If you're in your backyard in your swimming pool, and all your friends are sexually active, that's just your little bubble of your world. But there's a whole beach at the ocean of people that are not sexually active. So we want to make sure they realize reality is not always what our bubble is.

 **QUESTION 2: Applying Aristotle's Theory of Communication, develop a response to the following question: Who are you to tell me that waiting for sex is better? (Ethos-based question)**

- I would let them know that I am someone who cares about their future. You can use personal situations, without disclosing confidential information about an individual person, that the youth can relate to. This will give you credibility with the youth.
- Go back to the Success Sequence.
 - Asking the students: What are some of their goals? What are some of their dreams? Try to help them see that there's, once again, more to them than just their little bubble.

 **QUESTION 3: Applying Aristotle's Theory of Communication, develop a response to the following question: My mom had me when she was a teen, so what's the big deal? (Pathos-based question)**

- Make sure that we are not making whomever they're referring to look bad. Making sure that they understand that we're not saying that they were a mistake. Be careful not to seem disrespectful of the people that they revere in their life.
- Make sure you give the facts. Make sure you provide information that he/she can add to his/her toolbelt. At the same time, have him/her imagine what would he/she do to make those experiences better?
- Encourage the student to sit down with their parent and ask about the difficulties that came with the experience.
- Ask student: What would your life look like if you were a teen parent and how the dynamics work in your house? Could you stay in your home, or would you have to move out and find a job? What does your future look like? Do you have goals? What do you want to see yourself doing? What's a job you can get without a high school education?