



# CAPE Youth Edition

Confident · Aware · Protected · Empowered

## FACILITATOR'S GUIDE

Complete facilitation manual for all three workshop formats

**90-Minute · Half-Day (Green Track) · Full-Day (Blue Track)**

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## How to Use This Guide

This guide is your complete facilitation companion for the CAPE Youth Edition curriculum. It is organized to mirror the three workshop formats — 90-Minute, Half-Day, and Full-Day — so you can quickly find exactly what you need for the session you are running.

### What This Guide Contains

- **Section 1:** Program Overview — CAPE philosophy, track system, and core principles
- **Section 2:** Trauma-Informed Facilitation — Essential guidance before you begin any session
- **Section 3:** 90-Minute Workshop Guide — Complete script, activities, and timing
- **Section 4:** Half-Day Workshop Guide — Full Green Track facilitation (Modules 1, 2, 4)
- **Section 5:** Full-Day Workshop Guide — Full Blue Track facilitation (Modules 1–4)
- **Section 6:** Module Deep Dives — Expanded facilitation notes for every lesson
- **Section 7:** Appendices — FRIES model, MATCH Compass reference, resources, and FAQ

#### A NOTE ON LANGUAGE

This curriculum uses the term 'saFER sex' rather than 'safe sex' to reflect harm reduction principles — no sexual activity is completely risk-free, but all activity can be made safer. The term 'Choosing Your Pace' is used instead of 'abstinence' to frame the choice positively as a leadership decision rather than a restriction.

Throughout this guide, facilitator instructions appear in standard text. Direct participant-facing language you can read aloud appears in italics.

## Section 1: Program Overview

### What Is CAPE?

CAPE is a youth sexual health education framework developed by Christopher Zacharie and The Harness Project LLC. It is built on the belief that young people who understand their own worth, their right to consent, and the tools available to them will make decisions that protect their health, their dignity, and their future.

**C — Confident:** Knowing your worth and trusting your instincts.

**A — Aware:** Reading your surroundings and your own internal radar.

**P — Protected:** Having the tools, team, and plans that keep you safe.

**E — Empowered:** Leading your life with healthy habits every single day.

### The Tiered Track System

CAPE uses a Tiered Modularity System that allows the curriculum to serve students across different age groups while passing institutional review requirements, including Texas TEKS standards.

| TRACK              | AUDIENCE                    | MODULES                   | CORE FOCUS   |
|--------------------|-----------------------------|---------------------------|--|
| <b>Green Track</b> | Middle School<br>Grades 4–8 | 1, 2, 4 (Module 3 locked) | Mindset · Consent · Digital Safety · Choosing Your Pace    |
| <b>Blue Track</b>  | High School<br>Grades 9–12  | 1, 2, 3, 4 (Full)         | Full CAPE + Frontline Gear + Medical Shields + Health Team |

### The MATCH Compass

Module 4 introduces the youth-adapted MATCH Compass — a decision-making framework that maps directly to the CAPE principles and gives students a tool they can use in any real-world situation.

- **M — My Medical Choices & Check-Ups:** Health Armor. Annual check-ups, vaccines, knowing your health baseline.
- **A — Awareness of Self & Surroundings:** Built-In Radar. Trusting your gut, reading the room, recognizing unsafe situations early.
- **T — Tools & Trusted Support:** Safety Kit. Charged phone, ride plan, safety buddy, trusted adult on speed dial.
- **C — Clear Communication & Consent:** Strongest Voice. Boundary scripts, FRIES model, naming what you will and will not do.
- **H — Healthy Habits & Choices:** Daily Superpower. Sleep, food, movement, choosing your pace, protecting your digital legacy.

## Section 2: Trauma-Informed Facilitation

This section is required reading before delivering any CAPE session. **Do not skip it.**

### Core Principles

#### 1. Safety First

Before content, create safety. The ground rules are not a formality — they are the foundation. Read them with the group. Invite additions. Return to them if the space becomes unsafe.

#### 2. Right to Pass

Every participant has the right to skip any question or activity at any time without explanation or social penalty. Model this yourself: 'I am going to pass on this one' is a complete and acceptable answer.

#### 3. No Forced Disclosure

Never require participants to share personal experiences. Invite sharing with low-pressure language: 'Would anyone like to share?' or 'If it feels right for anyone...'. Always have an alternative available for participants who do not want to participate.

#### 4. Acknowledge Without Amplifying

When a participant shares something difficult, acknowledge it without drawing prolonged attention to it. 'Thank you for sharing that. That takes courage.' is often enough. Do not ask follow-up questions that pull them deeper into the disclosure.

#### 5. Mandated Reporting Awareness

Know your legal obligations as a mandated reporter before you begin. If a participant discloses abuse, neglect, or immediate danger, you must follow your organization's protocol. Inform participants of this at the start: 'The only exception to our confidentiality agreement is if I hear something that tells me someone may be in danger. In that case, I am required to report it to keep you safe.'

### Trauma Responses in the Room

When content connects with lived experience, participants may show trauma responses. These can look like: withdrawal or going very quiet, laughing nervously at serious content, crying or emotional distress, anger or pushback, excessive question-

asking, or leaving the room.

### WHAT TO DO WHEN A PARTICIPANT IS ACTIVATED

- **Stay calm.** Your regulated nervous system regulates the room.
- **Lower your voice.** Speak more slowly and quietly, not louder.
- **Name what you see gently.** 'I want to check in — are you okay to continue?'
- **Offer a choice.** 'You are welcome to step out for a few minutes. I will check in with you at the break.'
- **Do not press.** Do not ask what happened or why they are upset.
- **Follow up privately.** Connect with the participant one-on-one after the session closes.

## Room Setup

- Arrange seating in a circle or U-shape when possible — this signals equality and openness.
- Have tissues visible and accessible before participants arrive.
- Post the Ground Rules before students enter the room.
- Have a resource list (local clinics, crisis lines) visible but not intrusive.
- Know your nearest exit and where participants can go if they need a moment alone.

## Language Guidelines

CAPE uses inclusive, non-stigmatizing language throughout. As a facilitator, your language models what is acceptable in the room.

### USE

- 'Choosing Your Pace' instead of 'abstinence'
- 'saFER sex' instead of 'safe sex'
- 'People with a uterus / penis' or 'anyone who...'
- 'Person living with HIV' not 'HIV-positive person'
- Status-neutral language (avoid 'clean' to mean negative)
- 'Partner' instead of 'boyfriend/girlfriend'

### AVOID

- 'Safe sex' (implies risk-free is achievable)
- 'Dirty' to mean HIV-positive
- Assuming gender of partners or participants
- 'AIDS victim' — use 'person living with HIV'
- 'Promiscuous' or any language implying judgment
- 'Normal' to describe any sexual behavior

## Section 3: 90-Minute Workshop — Fearless Foundations

**Format:** Introductory sessions, lunch-and-learns, community events

**Track:** Both Green and Blue Track (content applies to all ages)

**Group size:** 10–40 participants

### Before You Begin — Preparation Checklist

- Print and pre-cut: Relationship Sort Cards (1 set per 4 participants)
- Print: My Health Promise worksheets (1 per participant)
- Print: Communication Script Builder worksheets (1 per participant)
- Print: MATCH Compass Pocket Cards (1 per participant)
- Print: CAPE Commitment Cards (1 per participant)
- Post Ground Rules before participants arrive
- Prepare resource cards (local clinic, crisis lines)
- Set up seating in circle or U-shape

### Session Schedule

| TIME | SEGMENT  | SLIDES | DURATION |
|------|--|--------|----------|
| 0:00 | Welcome, Ground Rules & Track Introduction       | 1–4    | 10 min   |
| 0:10 | What Is CAPE? — The Four Letters                 | 5      | 10 min   |
| 0:20 | Module 1: Health Promise + Communication Scripts | 6–8    | 15 min   |
| 0:35 | Module 2: FRIES Consent + Green/Red Flag Sort    | 9–13   | 20 min   |
| 0:55 | MATCH Compass Introduction                       | 14     | 15 min   |
| 1:10 | Commitment Cards + Closing Circle                | 15–16  | 10 min   |

### Detailed Facilitation Notes

#### 0:00 — Welcome, Ground Rules & Track Introduction (10 min)

Say: *"Welcome. My name is [your name]. Before we get into anything, I want to take a few minutes to set up the space we are going to share today. These ground rules are not a list of restrictions — they are a shared agreement about how we treat each other."*

Read each ground rule aloud. Pause after each one and ask if anyone has questions or would like to add anything. Record additions on the flip chart.

**Key framing:** "The only exception to our confidentiality agreement is if I hear something that tells me someone may be in danger — in that case, I am required to act to keep you safe."

### 0:10 — What Is CAPE? (10 min)

Say: *"CAPE stands for four things. I am going to say each letter and what it means, and I want you to say the word back to me."*

- Hold up one finger for each letter. Have participants repeat each word: **Confident, Aware, Protected, Empowered.**
- Ask: 'Which of these four do you feel like you already have? Which one do you want more of?' Pair share — 1 minute.
- Debrief: take 2–3 shares. No wrong answers. Affirm every response.

### 0:20 — Module 1: Health Promise + Communication Scripts (15 min)

**Distribute:** My Health Promise worksheet and Communication Script Builder.

Say: *"Take 5 minutes to complete your Health Promise. This is private — you will not be asked to share it. It is a conversation between you and your future self."*

After 5 minutes, pivot to the Script Builder. Introduce scripts with this framing:

Say: *"Scripts feel awkward before they feel natural. That awkward feeling you have right now? That is your confidence growing. Pick one script and say it out loud to yourself — just once."*

### 0:35 — Module 2: FRIES + Relationship Sort Cards (20 min)

Spend 5 minutes on the FRIES model — read each letter and have participants repeat the full word. Then distribute the Relationship Sort Cards.

Say: *"You have 5 minutes to sort these 12 cards into two piles: Green Light Zone or Red Flag. Then compare with the person next to you."*

**Key debrief question:** "Which card surprised you most? Which one was hardest to categorize — and why?"

## FACILITATOR NOTE — RELATIONSHIP SORT

The grey-area cards are the most valuable. Students who have experienced red-flag relationships may find this activating. Watch for participants who go very quiet or seem upset. Have tissues ready. Do not press for disclosure.P

### 0:55 — MATCH Compass (15 min)

Present each Compass letter. For each one, ask participants: 'How does this show up in your life right now?'

**Key message:** "Your MATCH Compass does not require perfect conditions. It works when things break down. That is the whole point."

### 1:10 — Commitment Cards + Closing Circle (10 min)

Distribute CAPE Commitment Cards. Give 3 minutes for students to complete both commitments.

Closing circle: *"I want everyone to complete one sentence before we close. Ready? 'I wear my CAPE because...' You can pass if you want to. I will go first."*

Model the sentence yourself first. Go around the room. Distribute resource cards as people leave.

#### KEY TAKEAWAY

**"Protection begins with you — before any tool or partner."**

**DEBRIEF:** What is one CAPE letter you are going to lean on more this week? Why that one?

## Section 4: Half-Day Workshop — Green Track (Grades 4–8)

**Format:** After-school programs, youth groups, support groups, health fairs

**Track:** Green Track only — Module 3 is NOT delivered in this format

**Duration:** 3–4 hours

**Group size:** 10–30 participants

### Before You Begin — Preparation Checklist

- Pre-cut: Relationship Sort Cards, Real-Life Scenario Challenge Cards, Consent Café Role-Play Cards, 3-Second Rule Scenario Cards
- Print: Health Promise, Body-Respect Journal, Script Builder, Boundary Shield, Consent Café Boundary Menu, FRIES Detective Scenarios, Trusted Adults Wallet Cards, MATCH Decision Cards (Green Track), MATCH Plan, 30-Day Challenge, Commitment Cards
- Prepare flip chart with Ground Rules pre-written
- Post the FRIES Consent Café poster before participants arrive
- Confirm: Do NOT have Module 3 materials visible or accessible

### Session Schedule

| TIME | SEGMENT   | DURATION |
|------|---|----------|
| 0:00 | Welcome, Icebreaker (Two Truths & a Lie), Ground Rules  | 20 min   |
| 0:20 | What Is CAPE? + Green Track Introduction  | 15 min   |
| 0:35 | Module 1: Health Promise + Body-Respect Journal + Script Builder + Role-Play Cards              | 45 min   |
| 1:20 | Module 2: Relationship Sort + Boundary Shield + Consent Café + FRIES Detective + Digital Shield | 70 min   |
| 2:30 | BREAK   | 15 min   |
| 2:45 | Module 4: MATCH Compass + Green Track Decision Cards + MATCH Plan                               | 45 min   |
| 3:30 | Closing Circle + 30-Day Challenge + Commitment Cards  | 30 min   |

## Module 1 Facilitation Notes — Building Your CAPE Mindset

### Health Promise Worksheet (15 min)

Say: *"This worksheet is a private conversation between you and your future self. Nobody is going to collect it, read it, or grade it. Take 8 minutes and write honestly."*

Circulate the room while students write. Do not read over shoulders. If a student writes very little, do not press — check in privately at the break.

**Voluntary share prompt:** "If anyone wants to, share one commitment you are making — not the whole worksheet, just one thing."

### Communication Script Builder + Role-Play Cards (20 min)

Introduce scripts with the awkward feeling reframe. Students complete the Script Builder individually (5 min), then work in pairs with Role-Play Scenario Cards (10 min).

- **Roles:** Person practicing the script, Partner responding, Observer giving feedback. Rotate after each card.
- **For students who freeze:** Offer the Mirror Practice card (solo) as an alternative. It is equally valid.

**Key debrief:** "Which scenario felt hardest to respond to? What made it hard?"

## Module 2 Facilitation Notes — Healthy Connections & Boundaries

### Relationship Sort Cards (15 min)

Distribute pre-cut card sets. Students sort individually, then compare in pairs. Reveal answers only after pairs have shared.

#### IMPORTANT — GREEN TRACK NOTE

For middle school students, keep the Red Flag discussion focused on friendships and peer relationships, not romantic or sexual relationships. If students bring up romantic relationships, affirm the question and redirect: 'That is a great point — those patterns show up in all kinds of relationships, not just romantic ones.'

### My Boundary Shield Worksheet (10 min)

Give genuine quiet time. No music, no rushing. This is one of the most personally meaningful activities in the curriculum.

**Watch for:** Students who leave entire sections blank. This may signal they have not been allowed to have boundaries. Check in privately, not in front of the group.

### Consent Café — Boundary Menu + Role-Play Practice Cards (25 min)

Introduce the Consent Café metaphor before distributing worksheets. The food metaphor makes consent concrete and non-threatening.

Say: *"In a restaurant, you get to decide what you order. You can change your mind. You can send something back. And nobody has the right to force you to eat something you did not order. Your personal boundaries work exactly the same way."*

After completing the Boundary Menu (8 min), distribute the Role-Play Practice Cards. Use everyday non-sexual scenarios intentionally — this builds the consent muscle without creating discomfort.

**Key message:** "Changing your mind is not a mixed signal. It is not leading someone on. It is self-knowledge. And that is always okay."

### FRIES Detective Scenarios (10 min)

Small groups analyze 5 scenarios using the FRIES model. After groups share, connect back to the Boundary Menu.

**Common struggle point:** Students often struggle most with R (Reversible). Address directly: 'Has anyone ever felt like changing their mind meant they were being mean? That feeling is very common — and it is worth examining. You are allowed to change your mind. That is not cruelty. That is ownership of your own choices.'

### Digital Shield + 3-Second Rule Scenarios (10 min)

Present Screenshot Reality first — let it land before moving on. It is the most memorable message for this age group.

Say: *"Once you send something, you lose control of it forever. That is not a scare tactic — it is just physics."*

Distribute Trusted Adults Wallet Cards here. Have students fill them in before leaving.

## Module 4 Facilitation Notes — Your CAPE in Action

### MATCH Compass Introduction (10 min)

Walk through each letter. For Green Track, emphasize:

- **M:** Annual check-ups and vaccines — health baseline

- **A:** Your gut feeling is real data. Trust it.
- **T:** Charged phone, ride plan, and a trusted adult you can call
- **C:** The scripts you practiced today
- **H:** Sleep, food, movement, and protecting your digital legacy

### Green Track MATCH Decision Cards (20 min)

Six scenarios in small groups. Each group receives a card, identifies the MATCH letter(s), and decides on an action.

**Debrief:** "Which CAPE letter showed up most across all six scenarios?"

### Closing — 30-Day Challenge + Commitment Cards + Legacy Letter Preview (30 min)

Distribute 30-Day Leadership Challenge trackers and Commitment Cards. Give 5 minutes to complete both.

For the Legacy Letter preview, tell students they will write the full letter in a future session or at home. Give 10 minutes for a first draft if time allows.

**Closing circle:** "I wear my CAPE because..." — model it yourself first. Never call on anyone directly.

#### KEY TAKEAWAY

**"Your MATCH Compass works in any situation — it goes wherever you go."**

**DEBRIEF:** Which MATCH letter is your strongest right now? Which one needs the most work?

## Section 5: Full-Day Workshop — Blue Track (Grades 9–12)

**Format:** Peer leadership training, health retreats, comprehensive sex ed intensives, school programs

**Track:** Blue Track — All four modules including Module 3 (Protection Shields)

**Duration:** 6–7 hours

**Group size:** 10–30 participants

### BEFORE DELIVERING MODULE 3

**Institutional approval:** If delivering in a school setting, confirm with administration that Module 3 content is approved before your session.

**Four framing statements** (say these aloud before beginning Module 3):

1. Waiting is still the strongest shield. Module 3 introduces the backup to that choice.
2. Being prepared is not planning to have sex — it is planning to be safe.
3. Medical shields (vaccines) are set-it-and-forget-it protection. Get them before you need them.
4. This module is not a license. It is a toolkit for students who decide the time is right.

### Session Schedule

| TIME | SEGMENT  | DURATION |
|------|--|----------|
| 0:00 | Welcome, Icebreaker, Track Introduction, Ground Rules  | 30 min   |
| 0:30 | Module 1: CAPE Mindset — Health Promise, Body-Respect Journal, Script Builder, Role-Play Cards                             | 60 min   |
| 1:30 | Module 2: Healthy Connections — Flags, Real-Life Scenarios, Boundary Shield, Consent Café, FRIES Detective, Digital Shield | 90 min   |
| 3:00 | LUNCH BREAK  | 45 min   |
| 3:45 | Module 3 (Blue Track Unlock): Frontline Gear, WYD Scenarios, Vaccine Tracker, Science as Backup, Health Team List          | 75 min   |
| 5:00 | Module 4: MATCH Compass, Blue Track Decision Cards, MATCH Plan   | 60 min   |

|             |   |        |
|-------------|---|--------|
| <b>6:00</b> | Legacy Letter + 30-Day Challenge + Closing Circle | 45 min |
| <b>6:45</b> | Evaluation + Certificate Distribution             | 15 min |

## Module 3 Facilitation Notes — Protection Shields (Blue Track Only)

### Gear Check Checklist + What Would You Do? Scenarios (25 min)

Distribute Gear Check Checklist wallet cards. Review each item together as a group — this is not a handout to read alone, it is a structured conversation.

**Key script to model:** "I really care about both of us staying healthy — let's use protection."

Distribute WYD Scenario Cards. Pairs practice assertive negotiation for each scenario.

**Richest discussion scenarios:** Scenario 2 (partner doesn't want to use protection) and Scenario 5 ('I'm clean'). Do not rush the debrief on these two.

**Key message:** Your safety always comes first — and you can hold that with warmth, not anger.

### Medical Shields — Vaccine Table + Science as Backup Scenarios (25 min)

Distribute Vaccine Tracker worksheets. Have students fill in their own vaccination history — this is not homework, do it now.

**Commonly missed vaccines to flag:** Hepatitis A (often overlooked), Mpox eligibility (common misconception that it only affects gay men).

**Key correction for Scenario 4 (Already Protected mindset):** Vaccines are layers — they do not replace barriers or other protections. They work together.

### My Health Team List (15 min)

This is not optional. Students should leave with their Health Team List wallet card completed before the end of the session.

**Have ready:** A QR code to [HHS.gov/opa](https://www.hhs.gov/opa) (Title X clinic finder), or a printed list of local confidential clinics.

*Say: "The doctor's job is to help — not to judge. If your current provider makes you feel judged about your sexual health, you have the right to find a different provider."*

## Module 4 Facilitation Notes — Blue Track

### Blue Track MATCH Decision Cards (25 min)

Six scenarios that are more complex and directly health-related than the Green Track cards.

**Watch for:** Students who recognize their own situations in the scenarios. Be present during group work. Have support resources ready.

**Scenario 3 (condom broke):** This is the most activating for students who have had this experience. If the room goes quiet, normalize it: 'This is one that a lot of people have actually been through. How did you feel reading it?'

## Legacy Letter Facilitation (20 min)

Say: *"I want you to write a letter to yourself — the version of you that exists one year from now. Tell them what you are learning right now, what promises you are making, and what it means to you to wear your CAPE."*

Give genuine quiet writing time. Low background music is appropriate. Do not rush.

**Envelope option:** Collect sealed, addressed letters and mail them 6–12 months later. This is one of the most powerful elements of the curriculum. Even participants who never talk about the workshop will remember receiving that letter.

### KEY TAKEAWAY

**"Your plan is living proof that protection is personal, dynamic, and yours to own."**

**DEBRIEF:** What is the most important thing you are taking away from today — and who will you share it with?

## Section 6: Module Deep Dives

This section provides expanded facilitation guidance for each module and lesson — including common participant reactions, facilitator pitfalls to avoid, and suggested language for difficult moments.

### Module 1: Building Your CAPE Mindset

#### Common Participant Reactions

- **Eye-rolling at the Health Promise:** This is normal and expected, especially from older students. Normalize it: 'I know this feels basic. That is because our culture almost never gives us permission to be this honest with ourselves. Give it a real shot.'
- **Pushback on Choosing Your Pace:** Some students may feel this concept does not apply to them. Do not argue. Acknowledge: 'This is not for everyone at every stage of life. But understanding it means you can make a real choice — not one made by pressure or default.'
- **Students who claim they have no trusted adults:** This is serious and should not be dismissed. Say: 'That is hard, and I hear you. That is actually one reason we are here — to help you identify even one person who could be that for you. A teacher, a coach, a community member, an older sibling. It does not have to be a parent.'

#### Facilitator Pitfalls — Module 1

- **Avoid:** Reading the Health Promise worksheets — even accidentally or with permission.
- **Avoid:** Calling on students directly to share from private worksheets.
- **Avoid:** Framing Choosing Your Pace as the 'right' choice in a way that shames students who have already been sexually active.

### Module 2: Healthy Connections & Boundaries

#### The FRIES Model — Handling Difficult Questions

**'What if someone changes their mind to manipulate the other person?'** This is a real concern. Respond: 'That can happen. And it is a conversation worth having. What we are talking about here is that the right to change your mind is not automatically manipulation — it depends on intent and context. What we want to build is the habit of respecting a 'no' without interrogating the reason for it.'

**'What about consent in relationships where there is a big age difference?'**

Acknowledge the complexity: 'Power imbalances matter. When there is a significant age difference, a difference in experience, or one person has authority over the other, the

question of whether consent is truly freely given gets more complicated. That is worth thinking about.'

## Digital Shield — Facilitator Notes

Do not share real stories of students who have been harmed by digital content — even anonymized stories can be identified. Use only the fictional scenario cards from the participant packet.

**For students who disclose they have already shared private images:** Do not react with alarm. Respond calmly: 'Thank you for trusting me with that. I want to make sure you have support. Can I follow up with you one-on-one after we finish today?'

## Module 3: Protection Shields (Blue Track Only)

### Navigating Parental and Institutional Concerns

If you are in a school setting, you may receive pushback from parents, administrators, or colleagues about the content of Module 3. Here is a framework for responding:

- **Frame it as backup, not encouragement:** 'We teach young people about seatbelts not because we want them to crash — but because crashes happen. This curriculum teaches students that if they decide the time is right, they know how to protect themselves. That is not permission. That is harm reduction.'
- **Point to the abstinence-first framing:** Module 3 explicitly begins with: 'Waiting is still the strongest shield. This module introduces the backup to that choice.'
- **Know your institutional approval:** If you are unsure whether Module 3 is approved in your setting, do not deliver it. Run the Green Track instead.

### Vaccine Conversations — Handling Stigma

**Mpox vaccine misconception:** Students (and sometimes parents) believe Mpox vaccination is only for gay men. Correct clearly: 'Mpox can affect anyone with close skin-to-skin contact. Eligibility is based on exposure risk, not sexual identity.'

**HPV vaccine misconception:** 'It's too late for me.' Correct: 'The HPV vaccine is approved through age 26 and can still be beneficial. It is not too late.'

## Module 4: Your CAPE in Action

### When Students Say the Compass Is Too Simple

Some older students, particularly Blue Track participants, may feel the MATCH Compass is reductive. Respond: 'You are right that real situations are more complex than any framework. But the Compass is not meant to replace your judgment — it is meant to be available when your judgment is under pressure. When things are high-stakes and moving fast, having a word like 'Communication' in your head gives you a place to

start.'

## The 30-Day Challenge — Making It Real

The 30-Day Challenge only works if students understand it as achievable. Reframe it if needed: 'This is not 30 days of perfection. It is 30 days of showing up. Even one CAPE action per day counts. Even noticing when you used your Built-In Radar and did not act on it counts.'

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## Section 7: Appendices

### Appendix A: FRIES Consent Model — Quick Reference

|          | ELEMENT             | DEFINITION & FACILITATION NOTE   |
|----------|---------------------|--|
| <b>F</b> | <b>Freely Given</b> | No pressure, manipulation, or fear. Yes means yes only when it is truly a choice. Watch for: students who struggle to distinguish 'going along with it' from genuine agreement.                  |
| <b>R</b> | <b>Reversible</b>   | Anyone can change their mind at any time — even mid-activity. That is always okay. The most common resistance point: students believe changing your mind is manipulative. Address this directly. |
| <b>I</b> | <b>Informed</b>     | Everyone involved understands what they are agreeing to. No surprises. Key question: 'Did they know what they were saying yes to?'   |
| <b>E</b> | <b>Enthusiastic</b> | A real yes sounds and feels excited — not reluctant or pressured. Teach students to listen for reluctance, not just absence of 'no'.   |

|          |                 |   |
|----------|-----------------|---|
| <b>S</b> | <b>Specific</b> | Yes to one thing is not yes to everything. Each choice is its own decision. Key for youth: a previous 'yes' is not a permanent 'yes'. |
|----------|-----------------|---|

## Appendix B: MATCH Compass — Facilitator Reference

|          |  |   |   |
|----------|--|---|---|
| <b>M</b> | <b>My Medical Choices &amp; Check-Ups</b><br><br><i>Health Armor</i>     | Annual check-ups, vaccines, knowing your health baseline                  | <b>Facilitator note:</b> Green: HPV vaccine, routine physicals. Blue: add sexual health testing, PrEP candidacy, Doxy-PEP awareness.      |
| <b>A</b> | <b>Awareness of Self &amp; Surroundings</b><br><br><i>Built-In Radar</i> | Trusting your gut, reading the room, recognizing unsafe situations early  | <b>Facilitator note:</b> Ask: 'Has your radar ever told you something was off before you could explain why? That is real data. Trust it.' |
| <b>T</b> | <b>Tools &amp; Trusted Support</b><br><br><i>Safety Kit</i>              | Charged phone, ride plan, safety buddy, trusted adult on speed dial       | <b>Facilitator note:</b> Have students name their T toolkit out loud. Accountability increases likelihood of use.                         |
| <b>C</b> | <b>Clear Communication &amp; Consent</b><br><br><i>Strongest Voice</i>   | FRIES model, boundary scripts, naming what you will and will not do       | <b>Facilitator note:</b> The scripts from Module 1 and 2 ARE the C layer. Connect them explicitly.  |
| <b>H</b> | <b>Healthy Habits &amp; Choices</b><br><br><i>Daily Superpower</i>       | Sleep, food, movement, choosing your pace, protecting your digital legacy | <b>Facilitator note:</b> H is often the letter students underestimate. Reframe: 'Your H layer protects all the other layers.'             |

## Appendix C: National Resources

| RESOURCE                                  | CONTACT                                  | FOR  |
|---|--|--|
| <b>Crisis Text Line</b>                   | Text HOME to 741741                      | Any crisis, 24/7, anonymous                |
| <b>Trevor Project (LGBTQ+ Youth)</b>      | 1-866-488-7386 /<br>TheTrevorProject.org | LGBTQ+ youth mental health & crisis        |
| <b>National Sexual Assault Hotline</b>    | 1-800-656-HOPE (4673)                    | Sexual assault support                     |
| <b>National Domestic Violence Hotline</b> | 1-800-799-7233                           | Relationship abuse support                 |
| <b>HHS Title X Clinic Finder</b>          | HHS.gov/opa/title-x-family-planning      | Free/low-cost confidential health services |
| <b>Planned Parenthood</b>                 | plannedparenthood.org / 1-800-230-PLAN   | Reproductive & sexual health services      |
| <b>CDC STI Information</b>                | cdc.gov/std or<br>gettested.cdc.gov      | Testing locator, STI information           |
| <b>Safe2Help / School Counselor</b>       | Check local school district              | School-based support and reporting         |

## **Appendix D: Frequently Asked Questions**

### **Q: What do I do if a student discloses abuse during the session?**

Stay calm. Do not react with alarm or ask follow-up questions. Say: 'Thank you for trusting me with that. I want to make sure you get the support you deserve. I am going to follow up with you privately after we close today.' Then follow your organization's or school's mandated reporting protocol.

### **Q: A student says they are already sexually active. How do I handle Module 1?**

Do not make it a teachable moment in front of the group. The Health Promise and Choosing Your Pace content is framed as a leadership choice — not a judgment. If a student pushes back, acknowledge it: 'This is not about where you are right now. It is about understanding your own choices and making sure they are yours — not someone else's pressure or the path of least resistance.'

### **Q: Can I deliver Module 3 to a mixed-age group (grades 6–12)?**

No. Module 3 is Blue Track (Grades 9–12) only. If you have a mixed-age group, deliver the Green Track for all participants and offer a separate Blue Track session for high school students.

### **Q: What if a parent objects to the FRIES consent content?**

The FRIES model is taught using non-sexual, everyday scenarios (sharing secrets, photos, hugs, plans). It does not require sexual content to teach the core concept. If a parent objects, explain: 'We teach young people that they have the right to change their mind about any situation — a hug, sharing a secret, going somewhere with someone. These are the same skills that protect them in every context.'

### **Q: A student seems to be in a dangerous relationship right now. What do I do?**

Do not address it publicly in the group. Connect privately after the session. Say: 'Some of what we talked about today seemed to connect for you. I want to make sure you have support. Can we talk one-on-one?' If you have reason to believe they are in

immediate danger, follow your mandated reporting protocol.

**Lead with Logic. Empower with Layers.**

Every student who leaves today with their CAPE on is a student better equipped to protect their health, their voice, and their future. That is the work. Thank you for doing it.

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