Fidelity/Adaptation Guidelines: Making a Difference (MAD)

S=Synchronous (platform: zoom etc.)

A= Asynchronous (platform: google classroom, etc.)

E=Either

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| **Module** | **Learning Objectives** | **Content** | **Activities plus Teaching Strategies** | **Virtual Implementation Recommendations** |
| 1  Getting to Know You/Steps to Making your Dreams Come True  (60 minutes) | - Identify several agreements for group participation  - Identify what it means to be proud and responsible  - Describe benefits of proud and responsible behavior  - Identify at least 2 reasons why teens have sex, the consequences of sex and strategies for reducing these consequences  - Identify at least one goal they want to achieve in the future  - Identify barriers to achieving their personal goals and strategies to overcome them | - Information about the program  - Increased comfort being in the group  - Generates enthusiasm about the program  - Promotes the goal of protecting themselves and their community  - Ideas how they can examine their own goals and obstacles that might stand in their way | A. Welcome and Program Overview (Mini-lecture)  B. Talking Circle  C. Group agreements  D. MAD/BPBR Brainstorm  E. Young People and Sex (brainstorm)  F. Goals and Dreams timeline (Paper/pen exercise)  G. Obstacles to goals/dreams (brainstorm) | **Brainstorming**  - Whiteboard (S)  - Word cloud generator (S)  - Chat (S)  - Open comment box (A)  - Handout/worksheet (A)  **Modeling and Demonstrating**  -See ETR Tip Sheet  **Short Lecture**  - Pre-Recorded Video (A)  - In-person via video (S)  - PowerPoint slides (A)  - Assignments with quizzes (E)  **Group Processing**  --Polls (E)  - Breakout Rooms (S)  - Chat (S)  - Blog/ Post with required # of responses to teacher and peers (A)  - Slides and handout (A)  **Video Processing**  - Shorter videos with discussion questions (S)  - Shorter videos with reflection questions (A)  **Interactive Games**  - Kahoot (S)  - Breakout rooms (S)  **Role Play**  -See ETR tip sheet  **Additionally:**  -Have different virtual/digital ice breakers and “getting to know you” ideas on hand (S) |
| 2  Understanding Adolescent Sexuality and Abstinence  (60 minutes) | - Identify the physical, emotional and sexual development that occurs during puberty  - Identify sexual pressures  - Identify the sexual; behaviors to avoid when practicing abstinence  - Identify some of benefits of abstinence | - Information and exploration of changes occurring during puberty  - Exploration of pressures to engage in sexual activity  - Examination of alternative ways to express sexual feelings | A. Puberty and adolescent development (DVD)  B. Why some young people have sex (discussion, probing questions)  C. How do people express their sexual feelings? What is abstinence? (brainstorm)  D. Benefits of sex/benefits of abstinence (brainstorm) |  |
| 3  The Consequences of Sex: HIV Infection  (60 minutes) | - Identify the basic facts about HIV and AIDS  - Identify which behaviors are high risk, low risk and no risk for contracting HIV  - Identify a person’s risk for HIV infection as a result of various sexual and non-sexual behaviors  - Identify how HIV infection can be prevented | - Clarification of myths regarding causes, transmission and prevention of HIV  - Identification of various behaviors that place them at risk for HIV infection | A. The Subject is HIV DVD and discussion (DVD viewing, group discussion)  B. HIV Risk Continuum (small group exercise)  C. AIDS Basketball Game (game) |  |
| 4  Attitudes, Beliefs and Giving Advice about HIV/STDs and Abstinence  (60 minutes) | - Identify at least 5 positive characteristics about themselves  - Explain how self-esteem affects decision-making  - Develop positive attitudes towards abstinence  - Explain information about HIV/STDs to their peers  - Explain why abstinence is the safest and best way to avoid pregnancy, HIV and STDs | - Encouragement to think about their choices and how self-esteem affects them  - Development of skills in giving correct information about HIV to friends | A. Seeing the positive in yourself (worksheet)  B. Attitudes about abstinence  (Forced choice activity)  C. Nat next door (scripted roleplay, discussion)  D. Calling Koko  (Information hotline activity) |  |
| 5  The Consequences of Sex: STDs  (60 minutes) | - Identify the signs and symptoms of the most common STDs  - Identify how STDs, including HIV, are transmitted  - Acknowledge their risk for contracting an STD  - State how problem solving steps can help avoid risky situations  - State and explain the 3 steps of problem-solving | - Realization that they are vulnerable to HIV and other STDs  - Understanding the importance of protecting themselves against HIV/STDs infection by being abstinent  - Identification of personal level of risk for HIV/STD infection  - Problem-solving strategy to reduce their risk of HIV, STD and pregnancy | A. STD brainstorm and discussion (Brainstorm)  B. Transmission Game  C. STOP, THINK & ACT (Problem-solving Strategies)  D. Sean and Morgan (Case study) |  |
| 6  The Consequences of Sex: Pregnancy  (60 min) | - Distinguish myths from facts about pregnancy  - Express positive feelings towards pregnancy prevention  - Identify consequences of unplanned pregnancy | - Examination of myths and facts about pregnancy  - Encouragement to abstain from behaviors that place them at risk for unintended pregnancy  - Illustration how pregnancy can impact the lives of young people | A. Myths and Facts about pregnancy (Myths and Facts Game)  B. Your Valentine’s Day gift (scripted roleplay)  C. Tanisha & Shay DVD (DVD viewing, group discussion)  D. Jamal and Keisha  (Story, worksheet) |  |
| 7  Responding to Peer Pressure and Partner Pressure  (60 min) | - Identify the specific sexual behaviors that fit within their personal comfort zone  - Recognize pressure from peers to engage in sexual activity  - Advocate for abstinence with other young people | - Practice in responding to peer pressure  - Identification and practice of refusal skills necessary to avoid a risky situation | A. Understanding peer pressure (forced choice)  B. Responding to peer pressure (Problem-solving scenarios)  C. Knowing and Setting physical limits (refusal skill practice)  D. Introducing the SWAT, scripted roleplay  (skill practice, roleplay) |  |
| 8  Roleplays: Refusal and Negotiation Skills  (60 min) | - Identify strategies for negotiating abstinence in romantic relationships  - Identify and explain the characteristics of saying “NO” effectively  - Identify and explain the body language needed for saying “NO” effectively  - Express confidence in their ability to say “NO” in risky situations involving sexual behaviors  - Demonstrate the ability to negotiate abstinence with a partner  - Express pride in sticking with their decision to abstain from risky sexual behaviors | - Increase motivation to practice abstinence  - Build skills to negotiate abstinence  - Rehearse negotiation skills and receive feedback  - Reinforce sense of pride in choosing abstinence | A. Introduction to SWAT: Abstinence negotiation skills (SWAT technique practice)  B. Enhancing SWAT (roleplays)  C. Talking to partners about abstinence (mini-lecture)  D. Talking circle |  |