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** |
| 1Getting 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 CircleC. Group agreementsD. MAD/BPBR BrainstormE. 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) |
| 2Understanding 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) |  |
| 3The 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) |  |
| 4Attitudes, 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) |  |
| 5The 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 GameC. STOP, THINK & ACT (Problem-solving Strategies) D. Sean and Morgan (Case study) |  |
| 6The 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) |  |
| 7Responding 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) |  |
| 8Roleplays: 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 |  |