

Be Proud! Be Responsible!
And
Making Proud Choices

Virtual

Training of Educators

March 9-10, 2021

Zoom Keeping/Netiquette



Audio:
Mute when not speaking



Recording will be available
on the ACT site

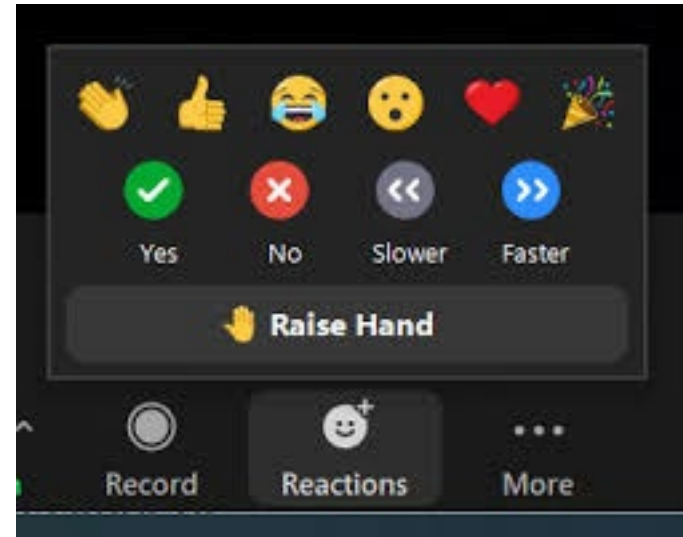


Delays?
Close other browsers



Participation:

- Zoom reaction features →
- If using cell or someone else's link, "rename yourself"





Group Agreements/Rules of Engagement



Be willing to share while being mindful of what is shared



Make space, take space



Values-neutral statements



Chat responsibly



Self-care



Check-In

2 Day Agenda



Tuesday

Learn about BPBR and
MPC



Tuesday

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Wednesday

Teach-backs
And
Feedback



Wednesday

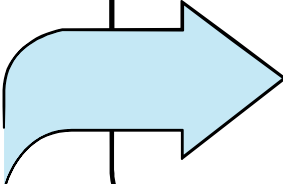
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Training Goals

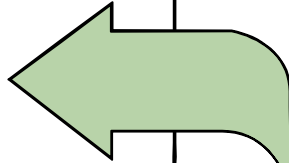
- To teach participants the knowledge and skills needed to implement Be Proud! Be Responsible! (BPBR) and Making Proud Choices!(MPC) effectively and with fidelity.
- To give participants an opportunity to practice skills in a supportive environment.

Objectives

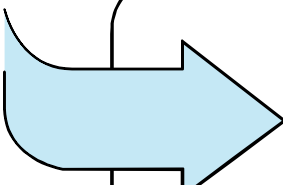
As a result, educators will:



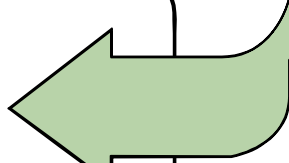
Understand the objectives, content, activities and unique features of BPBR/MPC



Understand the theories used on the development of BPBR/MPC



Understand the teaching methodologies used in BPBR/MPC



Learn basic information about HIV, STIs, pregnancy prevention, adolescent sexual development and positive youth development

What are BPBR & MPC?

- Be Proud! Be Responsible! (BPBR) & Making Proud Choices! (MPC) are Evidence-Based Programs (EBPs) sometimes called Evidence-Based Initiatives (EBIs)
- EBPs are programs that have been rigorously tested with a specific population and proven to be successful in achieving their goals if practitioners implement the curriculum as it is written and make no, or limited adaptations.
- Both BPBR & MPC were researched and tested by the same developers in 1990s.

Unique Features

- ▣ Role of sexual responsibility and accountability
- ▣ Role of pride in making safer sexual choices
- ▣ Sense of community approach emphasizes the importance of protecting one's community against disparities as a motive to change behavior.
- ▣ A family and community approach

Social Learning Theory

Youth will change their behavior when they (are):

- ▣ Given knowledge about the need to change behavior
- ▣ Given a chance to explore attitudes about behavior
- ▣ Identify their vulnerability to disease due to behavior
- ▣ Given skills to change behavior

Harm Reduction Theory

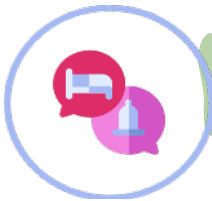
- ▣ People are going to engage in behaviors society disapproves of...
- ▣ Rather than respond with punishment, prohibition and judgement, build trust by helping teens minimize potential hazards.

BPBR/MPC help youth see the risks and recommends safer behaviors.



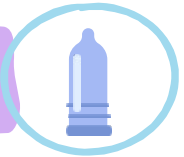
Research Findings

- Increased knowledge about HIV/AIDS
- Less favorable attitudes toward risky sexual behavior
- Lower intention to engage in risky sexual behavior
- Reduced frequency of sex
Fewer number of partners (3-months follow up)



Making Proud Choices

- P r u h # r q v l v h q v f r q g r p # k v h
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p r q v k v # d i v h # k h # q v h u y h q v l r q
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What did the groups look like?



Group size: 6-8 participants



6 modules, 50 minutes each



Delivery: 2 consecutive Saturdays in local school



Mean age 14.6, African American males

Be Proud! Be Responsible!



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Group size: 6-8 participants



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Module	Be Proud! Be Responsible! 5th Edition With parallel MPC activities (mod #, activity)	Making Proud Choices 5th Edition
1	Introduction to HIV and AIDS <ul style="list-style-type: none"> A. Program Introduction and Overview B. Group Introductions C. Creating Group Agreements (1B) D. Discussing HIV and AIDS (2A) E. "What I think about HIV, AIDS, and Safer Sex" 	Getting to Know You and Steps to Making Your Dreams Come True <ul style="list-style-type: none"> A. Welcome and Program Overview B. Talking Circle C. Creating Group Agreements D. Making Proud Choices! Be Proud! Be Responsible! Brainstorm E. Brainstorming About Teens and Sex F. Goals and Dreams Timeline G. Brainstorming Obstacles <u>To</u> Your Goals and Dreams
2	Building Knowledge about HIV <ul style="list-style-type: none"> A. Introduction and Overview B. "The Subject is: HIV" (2B) C. Myths and Facts about HIV and AIDS (2C) 	The Consequences of Sex: HIV Infection <ul style="list-style-type: none"> A. Discussing HIV and AIDS B. "The Subject is: HIV" Video and Discussion C. Myths and Facts About HIV and AIDS D. HIV Risk Continuum Exercise

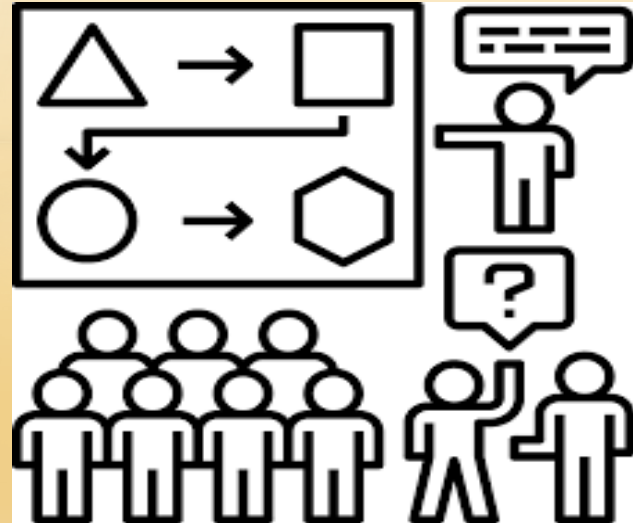
3	<p>Understanding Vulnerability to HIV Infection</p> <ul style="list-style-type: none"> A. Acknowledging the Threat of HIV and AIDS B. Nicole's Choice DVD and Discussion (3C) C. "The Transmission Game" (5B) D. HIV Risk Continuum (2D) 	<p>Attitudes About Sex, HIV & Condom Use</p> <ul style="list-style-type: none"> A. "The Hard Way" - Video Discussion B. "Calling Koko"
4	<p>Attitudes and Beliefs about HIV, AIDS, and Safer Sex</p> <ul style="list-style-type: none"> A. "The Hard Way" DVD and Discussion (3A) B. Calling <u>KoKo</u> (3B) 	<p>Strategies for Preventing HIV Infection: Stop, Think and Act.</p> <ul style="list-style-type: none"> A. Stop, Think and Act: Introduction to Problem Solving B. Sean and Morgan Case Study: Problem Solving using Stop, Think and Act C. "Nicole's Choice" Video and Discussion D. The AIDS Basketball Game
5	<p>Building Condom Use Skills</p> <ul style="list-style-type: none"> A. Introduction and Overview B. Discussing Condoms and Condom Use Skills (5D) C. How to Make Condoms Fun and Pleasurable (7B) D. What Gets in the Way of Proud and Responsible Sexual Behavior? E. Barriers to Condom Use (7C) F. Condom Line-up (7A) 	<p>The Consequences of Sex: STD's</p> <ul style="list-style-type: none"> A. STD Facts OR The Subject is: STDs DVD B. "The Transmission Game" C. What I think About HIV/STD and Safer Sex D. Condom Use Skills

6	<p>Building Negotiation and Refusal Skills</p> <ul style="list-style-type: none"> A. Introduction and Overview B. "What to Say if My Partner Says..." (7D) C. Using the SWAT Technique (7E) D. Practicing Negotiation and Refusal Skills Through Roleplaying (8B) E. Talking with Partners about Condom Use or Abstinence F. The AIDS Basketball Game (4D) 	<p>The Consequences of Sex: Pregnancy</p> <ul style="list-style-type: none"> A. Myth and Facts About Pregnancy B. Tanisha and Shay DVD: OPTIONAL-REQUIRES 25 ADDITIONAL MINUTES C. Birth Control Methods D. Agree/Disagree-Attitudes About Contraception
7	<p>Birth Control Methods Found in Appendix A, Page 209 (6C)</p> <p>*CAPP and PREP funded sites, this is a REQUIRED session that becomes Module 5A</p>	<p>Developing Condom Use Skills and Negotiation Skills</p> <ul style="list-style-type: none"> A. Condom Line-up B. How to Make Condoms Fun and Pleasurable C. Barriers to Condom Use Pros and Cons D. "What to Say if My Partner Says..." Excuses Partners Give For Not Using Condoms E. Introduction to S.W.A.T and Scripted Role Plays
8		<p>Enhancing Refusal and Negotiation Skills</p> <ul style="list-style-type: none"> A. Safer Sex Negotiation Skills and <i>Wrap it Up</i> DVD B. Practicing and Enhancing Negotiation Skills: Unscripted Role –Plays C. Talking to Your Partner About Condom Use – Information Review D. Talking Circle

Optional Activities	Optional Activities	Optional Activities
	Additional Role Play Situations/Safer Sex	Additional Role Play Situations/Safer Sex
	Discussing Injection Drug Use and Needle Sharing (8mins)	HIV/STD Jeopardy (15mins)
	Basics of Sexual Response (5 mins)	HIV/STD Survivor (15mins)
	HIV/STD Jeopardy (15mins)	Puberty/ Adolescent Sexual Development - Discussion (20mins)
	HIV/STD Survivor (15mins)	Healthy Relationships (20mins)
	Puberty/ Adolescent Sexual Development Discussion (20mins)	Is Sexting OK? (25mins)
	Healthy Relationships (20mins)	Myths and Facts About Sexuality (50mins)
	Is Sexting OK? (25mins)	Understanding Messages About Sex (10mins)
	Myths and Facts About Sexuality (50mins)	
	Understanding Messages About Sex (10mins)	

Teaching Strategies Used

- Brainstorming
- Modeling and Demonstrating
- Short Lecture
- Group Processing
- Video Processing
- Interactive Games
- Role Play



Brainstorming

- Cuuguu"mpqy rǫf i g"qh' i tqwr
- kǫvtqf wegu"pgy " kǫhǫto c vǫp
- Uvto wr vgu"f kuewuukǫp
- Rtqeguu"kǫhǫto c vǫp



Brainstorm Methodology

- ▣ Share as many ideas as possible
- ▣ Say anything that comes to mind
- ▣ DON'T evaluate or discuss suggestions during the process
- ▣ Allow repetition
- ▣ Encourage participation and building on others ideas
- ▣ Allow for periods of silence

Modeling & Demonstrating Methodology

- ▣ Gain participant's attention
- ▣ Use visuals to accentuate content learning
- ▣ Illustrate proper procedures and techniques related to content area

Group Processing



- Build group cohesion
- Practice and develop skills
- Build trust
- Encourage critical thinking

Group Processing Methodology

- Dg"engct"cdqw"vj g"r wtr qug"cpf "vj g"r tqeguu0
- Ugv"fg hpkg"no ku"
- K"y qtm"pi "p"uo c m"i tqwr u."r r p"j qy "v"qti c pk g"vj qug"
i tqwr u"r tkqt
- T go kpf "r ctvek cpw"n"vo g"ku"cdqw"v"twp"qww
- Cmqy "vo g"v"q"r tqeguu

Videos

- Introduces new information at a level appropriate to the group
- Stimulates discussion
- Introduces characters and situations that students may be able to relate to



Video Processing Methodology

- Introduce video and process of the activity
- Let participants know they can write thoughts down while watching
- During debrief, draw out key points by asking open ended questions
- If environment allows, students can share personal feelings
- Ask questions about how people in video acted, how they may have felt

Role Play Methodology

- ▣ Develop interpersonal and problem-solving skills
- ▣ PRACTICE and develop positive behaviors



Role Play Methodology

- ▣ Set and follow norms
- ▣ Start with low-risk situations
- ▣ Ask for volunteers, even prior to activity if needed
- ▣ Give youth choice about participating as actors, but not as observers.
- ▣ Set scene
- ▣ Assign observers

Role Play Methodology Continued...

- ▣ End the situation
- ▣ Praise participants for volunteering
- ▣ Leave time to discuss
- ▣ Give positive reinforcement
- ▣ Structured feedback



Short Lecture and Interactive Games

- Keep it short
- Stick to the manual
- Check for understanding
- Wrap up
- Be clear with directions and time limits
- Wrap up
- Make sure you have time to debrief

Tomorrow



Come to main link



Split into 3 groups (separate link in chat)

Teach Backs



You are the facilitator; rest of the group are their 14-year-old selves



15 minutes to facilitate; 5 minutes for feedback

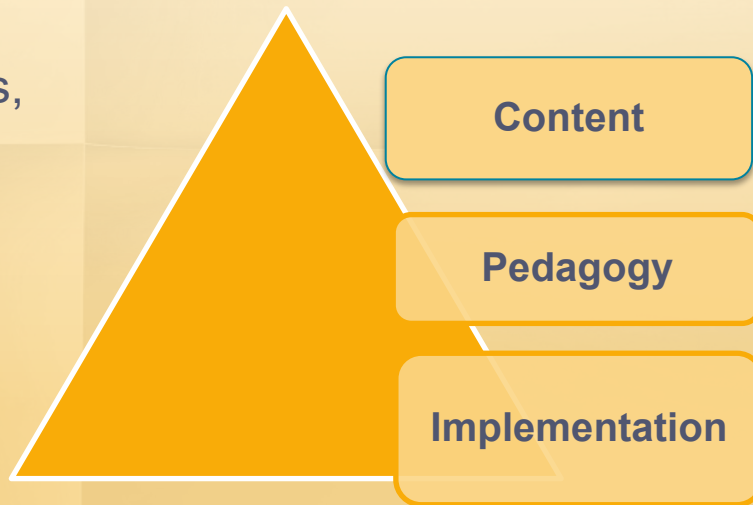


Looking at how well you facilitate the activity

Welcome Back!

Critical Task - Fidelity

To get the desired outcomes, the program needs to be implemented with fidelity in order to be true to its core components



Core Components

1. Content = What is being taught (i.e. topic area)
2. Pedagogy = How the content is taught (i.e. the strategies used)
3. Implementation = How the program is conducted in the setting (e.g. three 2-hr sessions)

Like a Good Recipe...

- ▣ If you want it to taste perfect every time, you don't want to mess with the core ingredients or cooking directions.
- ▣ Like a recipe, a good program has a formula that has to be followed closely so that the outcome is the same each time.





Evaluation

PPGNY: Talk to internal Evaluation Team

CAPP/PREP: Talk to your TA Support Person

Feedback Format

- ▣ Debrief teach back facilitation by providing warm feedback first (things facilitator did well), followed by cool feedback (things to be mindful of, things they wish they could/would have done differently).
 - First, the facilitator provides feedback on themselves - warm, then cool.
 - Then, the group provides feedback *to* the facilitator - warm, then cool.
- ▣ Do not combine warm & cool feedback. Give constructive feedback first. Then after everyone has gone, provide suggestions for improvement.

Feedback

SENDING

- I kxg"dgj cxkqt/ur gekle"
hgjf dcemc pf "r tqxk g"
gzco r ngu
- P q"lwf i go gpw

RECEIVING

- Listen with intention.
Do not "defend"
performance
- Ask for clarification
- Revisit later if need be

Resources

- ▣ EPB's:
http://actforyouth.net/sexual_health/community/capp/ebp/
- ▣ Virtual EBP's:
http://actforyouth.net/sexual_health/community/capp/vebp/
- ▣ ETR Alternative Guidance Videos:
https://www.etr.org/ebi/assets/File/Alternative-Video-Guidance_8_2020_FINAL.pdf
- ▣ Professional Development for Youth Workers:
http://actforyouth.net/youth_development/professionals/

ACT for Youth Training/TA Team

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**THANK
YOU!**

