

El Camino

A goal-setting teen pregnancy prevention curriculum

Front Matter

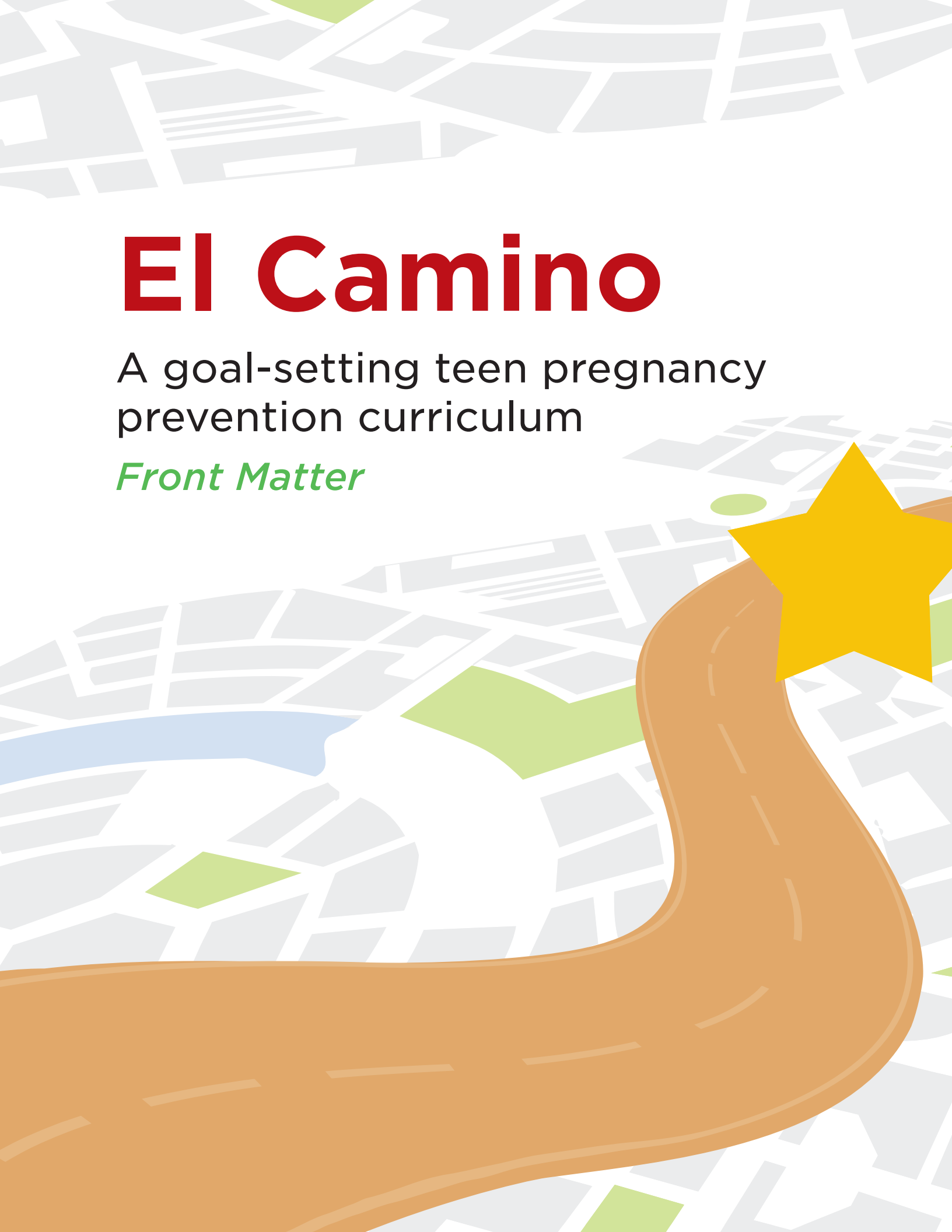


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Background

Why and How the Curriculum Was Developed

El Camino is a research-based goal-setting program to reduce teen childbearing as a way to increase educational achievement and ultimately to reduce poverty among Latinos. This culturally relevant program is designed to help students in high schools with high Latino populations to develop behaviors, knowledge, attitudes, and relationships that support their ability to avoid pregnancy and achieve their educational goals. The curriculum focuses on goal setting, but also includes lessons and activities to help students delay sexual activity and know about, and feel empowered to use, LARCs (long acting reversible contraceptives) to avoid pregnancy.

In the United States, Latinos have one of the highest poverty rates. Early childbearing is a critical determinant of poverty because it truncates educational attainment and undermines employment opportunities, ultimately reducing income. Early childbearing also increases the number of children dependent on an already reduced income.

Despite recent declines in teenage childbearing among all groups, CDC data on births per 1,000 female adolescents ages 15-19 indicate that this rate among Hispanic teens in 2014 was 38.0, compared with 34.9 among non-Hispanic black teens and 17.3 among non-Hispanic white teens.¹ Notably, the vast majority of teen births are either unplanned or mistimed.²

This curriculum was developed as an effort to fill gaps in programming for Latinos that Child Trends identified. It draws on research and insights derived from background research conducted.³

Child Trends conducted a review of research and programs about Latino adolescents (persons of Spanish descent, also referred to as Hispanics), supplemented by interviews with teens, parents, program evaluators, and providers who have modified teen pregnancy prevention programs for Latinos. This review indicated that many current programs and policies are based on inaccurate assumptions. We found, for example, that the vast majority of Latino adolescents and their parents (despite perceptions to the contrary), want to avoid early parenthood. And, both teens and parents strongly value education, have high educational aspirations and see education as a path to economic success. This suggests a fresh approach to reaching Latino adolescents, specifically by helping them to align their behavior with their high goals.

¹ See: Centers for Disease Control and Prevention (2016). Line chart of teen birth rates (live births per 1,000 females aged 15–19 years) for all races, and specifically for whites, blacks, and those of Hispanic ethnicity in the United States, 2006 – 2014. Atlanta, GA: Author. Retrieved August 26, 2016, from <http://www.cdc.gov/teenpregnancy/about/alt-text/graph-hispanic-non-rates-text.htm>

² See: Committee On Adolescence. (2014). Addendum - adolescent pregnancy: Current trends and issues. *Pediatrics*, 133(5), 954-957. doi: 10.1542/peds.2014-0450

³ See: Child Trends (2013). *Reducing teen childbearing among Latinos: An innovative anti-poverty strategy*. Bethesda, MD: Author. Retrieved from: <http://www.childtrends.org/?publications=reducing-teen-childbearing-among-latinos-an-innovative-anti-poverty-strategy>

Researchers at Child Trends, along with curriculum developers, have worked with school staff, community members, and students to develop, test, and revise the curriculum by identifying activities that are culturally relevant and that help Latino and low-income students see the links between teen pregnancy and their educational and economic futures.

El Camino is based on the following theory of change:

A program that facilitates positive parent-child and partner relationships, and emphasizes reducing the risk of teen pregnancy in the context of high educational achievement and academic supports will reduce exposure to unprotected sex, either by abstinence or improved contraceptive use, which will then reduce the experience of early pregnancy, thereby increasing educational attainment and lowering the risk of poverty.



Core Components of the Curriculum

The El Camino curriculum includes core components which are essential to the success of the program.

- The curriculum is youth focused (not adult focused).
- Teachers **do not tell** the youth what to think, believe, or do;
- Youth identify positive goals for their future and ways to reach them.
- Youth utilize a goal setting model to identify the goals they want to achieve by age 25;
- Youth use a roadmap (camino) to identify the steps along the way to achieve their goals;
- Youth learn to ‘assert’ their goals and recognize “warning signs” about behaviors that threaten their goals;
- Youth learn about resources (people, institutional, economic) that can provide assistance for youth as they work toward their goals;
- Youth have the right to accurate information about reproductive biology and effective methods of contraception to help them to avoid unplanned pregnancy and contracting STDs to support reaching their goals
- Youth learn assertive communication skills to protect their progress toward their goals;
- Parents/guardians/trusted adults are engaged to support youth to reach their education and employment goals and delay family formation.

In El Camino, a range of methods are employed to delivery and reinforce the core components. These include:

- Individual and group activities;
- Novelas (stories);
- Role plays;
- Class discussions and opportunity for students to ask questions;
- Use of an imagery of life as a road to support youth taking steps to reach their goals.

It is important for teachers to recognize that most students do not have the information and knowledge they will learn in El Camino before starting the program. This is **new information** to the students and therefore it is necessary to provide sufficient time for them to ask questions and to talk through what they are learning. Again, we want the students to talk about what **they think believe, experience**. We recognize that the **students have the awareness to make decisions**.

Unique Features

The El Camino curriculum incorporates several unique features that distinguish it from most other evidence-based/evidence-informed curricula designed to prevent teen pregnancy and STI.

- **Anchored in the Reduction of Poverty.** El Camino’s high-level vision is to prevent poverty by promoting students’ achievement of academic and career goals, and preventing teen pregnancy (an event that often creates obstacles to achieving these goals).
- **Incorporates a Goal Achievement Model Throughout the Curriculum.** El Camino designed a comprehensive goal achievement model STAR (**STATE your goal; THINK about the steps; ASSERT your El Camino; REACH your goal**) which is a major focus in the curriculum. Students are introduced to the model and have ample opportunity to apply it to their personal goals. Their goal maps are revisited, monitored and revised as needed throughout the lessons of the curriculum as they learn new information about limit setting, assertive communication and pregnancy prevention.
- **Designed with a Focus on the Needs and Cultural Norms of Latino Youth.** In the United States, Latino youth experience the highest rates of teen pregnancy compared to all other youth. Few evidence-based/evidence-informed curricula focus on the needs and cultural norms of Latino youth and their families. El Camino is informed by extensive assessment data conducted by Child Trends and others on Latino youth and their parents. This data demonstrates that achieving academic and career goals is highly valued by Latino families. Unplanned pregnancy is one key obstacle to achieving goals. The El Camino intervention is a response to avoiding this obstacle.
- **Focuses on the Most Effective Forms of Contraception, Including LARCs.** Despite many educational campaigns aimed at health care providers and women about the effectiveness and safety of hormonal contraception, misinformation about these contraceptive methods continues to impede their use among youth. El Camino provides information about six hormonal contraceptive methods including long acting and reversible contraception (LARCs) (i.e., IUD, Implant, Shot, Patch, Ring and Pill), how they work, how they are used and how they can be accessed. Common misinformation about these methods are directly addressed and debunked.

About El Camino

Overall Goal and Key Messages of the El Camino Curriculum

- The overall **goal** of the El Camino curriculum is to prevent teen pregnancy among youth attending high school and promote success in education, thus reducing the risk of poverty.
- El Camino focuses on changing three key student **behaviors** that have a direct effect on its goal, including: 1) develop a plan to achieve positive life goals, 2) delay or abstain from sex, and 3) consistently and correctly use effective contraception and condoms, if sexually active.
- To support these behavioral outcomes, the El Camino focuses on **6** overall **programmatic key messages**:
 1. YOU are in charge of setting and reaching your goals.
 2. To reach your goal, use STAR: State your goal, Think about the steps, Assert your camino, Reach your goal
 3. Being assertive can help you stay on your camino and reach your goals.
 4. Only have sex when you are ready.
 5. Preventing pregnancy and STIs involves *both* partners.
 6. In a healthy relationship, support the other person’s camino, as well as your own.

In addition, **lessons 1 to 10 have lesson specific key messages.**

Lesson 1: YOU are in charge of setting and reaching your goals.

Lesson 2: Take steps now to reach your goal.

Lesson 3: Learn to identify and respond to “warning signs”.

Lesson 4: Experience life's road trips and identify resources that support reaching your camino.

Lesson 5: To prevent pregnancy, abstain from sex or use an effective method each time.

Lesson 6: Choose and always use an effective contraceptive method to help you stay on your camino.

Lesson 7: Safe sex means preventing pregnancy and STIs.

Lesson 8: Healthcare providers are a resource for choosing and using an effective contraceptive.

Lesson 9: Communicate your limits assertively to prevent pregnancy and STIs.

Lesson 10: Communicate assertively to support yourself, your relationships, and your camino.

Lesson 11: While there is no ‘key message’ in this lesson, Lesson 11 summarizes and reinforces key messages from lessons 1 to 10.

- El Camino is divided into **three ‘arcs’**. Content within each arc has been organized around each of the following themes. **It is therefore important that teachers review the full arc before starting the lessons in that arc.**
 - Arc One (Lessons 1 to 4): Introduction to the imagery of life as a road (camino) and the STAR Framework. **State your goal; Think about the steps; Assert your camino; Reach your goal;**
 - Arc Two (Lessons 5 to 8): Factual information about reproductive biology and contraception use.
 - Arc Three (Lessons 9 to 11): Skills to support students to reach their goal including use of assertive communication, understanding the concept of ‘consent’.

Lessons At-A-Glance

		Students will...
ARC ONE: EL CAMINO AND STAR	Lesson 1: State Your Goal: Intro to El Camino	<ul style="list-style-type: none"> learn about “El Camino” and how the model of life as a road can help them set and achieve their goals; review and agree on a set of group agreements; learn about the four STAR steps of the El Camino Goal Map; identify a goal for themselves at age 25; read and discuss a story/novela about Sofia and Santiago, and use the STAR framework to describe Sofia’s and Santiago’s goals and steps to reach those goals.
	Lesson 2: Think About the Steps: My Life at 25	<ul style="list-style-type: none"> Students will start to “Think about the steps” that they need to take to achieve their goal and the tools and other resources they have available to them.
	Lesson 3: Assert Your El Camino: Dating & Decisions about Sex	<ul style="list-style-type: none"> Discuss positive and negative road trips that can affect their camino; Learn about warning signs and how to use them to stay on their camino; Describe possible consequences from engaging in early sexual behaviors and how they can affect school success and high school graduation.
	Lesson 4: Reach Your Goal: Setting Limits to Stay on Track	<ul style="list-style-type: none"> Continue to discuss warning signs and how road trips can affect their camino; Recognize internal and internalized pressures teens face to have unwanted and/or unprotected sex; Recognize external and situational factors that can lead to unwanted or unprotected sex; Describe challenges associated with being a young parent.
ARC TWO: REPRODUCTIVE BIOLOGY, CONTRACEPTION, AND CONDOMS	Lesson 5: Teen Pregnancy and Understanding How a Pregnancy Occurs	<ul style="list-style-type: none"> Learn about the male and female reproductive systems; Explain how a pregnancy occurs; Learn important facts about pregnancy; Discuss the benefits of delaying pregnancy/parenthood until completing your education and obtaining a good job.
	Lesson 6: Preventing Pregnancy: Contraception	<ul style="list-style-type: none"> Learn about six methods of safe and highly effective contraception and how to use them; Describe where teens can get accurate information and support to make healthy decisions; Discuss the benefits of delaying pregnancy/parenthood until completing your education and obtaining a good job; Describe how using contraception can help protect their camino;

		<ul style="list-style-type: none"> • Describe the role men can play in supporting their partners in using hormonal contraception.
	<p>Lesson 7: Preventing Pregnancy and STIs: Condoms</p>	<ul style="list-style-type: none"> • Describe the benefits of correctly and consistently using condoms to prevent pregnancy and/or STIs; • Explain the steps to using a condom and using condoms correctly and consistently; • Overcome obstacles to using contraception and condoms; • Describe risks, signs, and treatments for sexually transmitted diseases (STIs) • Explain how using condoms and contraception, if sexually active, supports staying on their camino; • Describe the roles men and women can play in using condoms.
	<p>Lesson 8: Preventing Pregnancy and Staying on Your Camino</p>	<ul style="list-style-type: none"> • Continue to learn about effective hormonal methods of contraception; • Learn to feel more comfortable going to a health care provider and discussing contraception; • Learn about how different contraceptives can help them protect their camino; • Describe the role men and women can play in using condoms.

ARC THREE: COMMUNICATION AND HEALTHY RELATIONSHIPS	<p>Lesson 9: Assertive Communication: Setting and Protecting Our Personal Limits - Part 1</p>	<ul style="list-style-type: none"> • Learn why limit setting is important to keeping on their Camino so they can reach their goals; • Define passive and assertive communication; • Understand the importance of ‘nonverbal communication’ for Asserting Your El Camino; • Learn to set, communicate and protect limits regarding sex and protected sex with partners; • Describe how limit setting is part of a healthy relationship.
	<p>Lesson 10: Setting and Protecting Our Personal Limits – Part 2</p>	<ul style="list-style-type: none"> • Learn to identify healthy relationship characteristics; • Understand what characterizes consensual sex; • Practice use of assertive communication to set and maintain limits regarding sex and protected sex; • Describe external factors teens face that lead them to have unwanted and/or unprotected sex.
	<p>Lesson 11: El Camino and Your Future</p>	<ul style="list-style-type: none"> • Complete steps for using the El Camino Goal Map; • Set, communicate and maintain limits regarding sex and protected sex with partners; • To use the STAR approach to work towards their goals and delay have sex; • Using condoms and contraception, if sexually active, supports the achievement of goals in El Camino maps; • Men can play in supporting their partners in using hormonal contraception.

Key Teaching Methods ^{4 5 6}

While a variety of teaching approaches are used throughout the curriculum, a few key elements that run throughout the curriculum include: 1) facilitators should not express personal opinions to sway students. It is important that students have the opportunity to express their ideas, opinions and experiences; 2) facilitators should encourage and support participation of all students, while recognizing at the same time the right of the student to opt out of a discussion that he/she feels uncomfortable talking about publicly; 3) facilitators should place emphasis on inclusion regardless of race, ethnicity, sexual orientation, or gender identity; and, 4) facilitators should acknowledge and respect all questions from the students regardless of whether the facilitator feels that the question is off-topic or irrelevant.

Teaching Method	Description
Mini-lecture	<p>Mini-lectures are often used to share information quickly and efficiently, or to set up other interactive activities. Mini-lectures can be effective at increasing knowledge, increasing perception of risk, and changing personal attitudes.</p> <ul style="list-style-type: none"> • Limit time to 10-minutes or less • Develop visual materials to accompany the mini-lecture (e.g., flip chart). • Allow for questions and answers.
Brainstorming	<p>Brainstorming is used to generate as many ideas as possible about a question or topic in a brief period of time. Students are encouraged to express their thoughts and opinions quickly and without feeling censored. Brainstorming is often used as a “warm up” to focus participants on a topic. Brainstorming can be effective at increasing knowledge, changing personal attitudes and changing peer norms.</p> <ul style="list-style-type: none"> • Ask a clear and succinct question. • Elicit as many ideas as possible. • Don’t evaluate or discuss ideas. • Ask clarifying questions if needed. • Allow for periods of silence. • Record ideas on the board/flip chart paper.

⁴ Advanced *Teaching Skill Training*. (1999). Scotts Valley, CA: ETR Associates.

⁵ DeAtley, J., Levack, A., Roller, L. & Trevino, N. (2015). *Gender Matters Training of Facilitators Manual*. (2015). New York: EngenderHealth.

⁶ The Resource Center for Adolescent Pregnancy Prevention - <http://recapp.etr.org/recapp/index.cfm?fuseaction=pages.educatorskillshome> Scotts Valley, CA: ETR Associates.

<p>Novela/Story</p>	<p>In the first lesson, the students are introduced to a group of young people in the context of a novela/story. These characters and their experiences are used throughout the curriculum to provide a means for students to talk about issues and challenges that they may face and practice communication skills through role plays.</p> <ul style="list-style-type: none"> • The stories can be read by the teacher or volunteer students; • Questions and discussion topics are included with each segment of the novela/story. These should be used to ensure that the students go away with an understanding of the key messages within that specific segment.
<p>Large Group Discussion</p>	<p>Large group discussion is often used for eliciting ideas and opinions from the group, providing a basis for discussion in small group work, and eliciting, summarizing and reinforcing generalizations and key messages. Large group discussion can be effective at increasing knowledge, changing personal attitudes and changing peer norms.</p> <ul style="list-style-type: none"> • Ask discussion open-ended questions. • Allow time for youth to think – it’s OK to have some silence. • Be prepared with possible responses to help stimulate discussion. • Encourage different points of view. • Summarize key points. • Personalize information.
<p>Small Group Work</p>	<p>Small group work is an interactive method that sets the stage for participants to work on a particular learning task with the support of a small group of peers. Students who are normally quiet in large group activities may feel more comfortable sharing or taking leadership in a smaller group. Small group work can be effective at increasing knowledge, changing personal attitudes, changing peer norms, practicing skills and building self-efficacy to use those skills.</p> <ul style="list-style-type: none"> • Give clear instructions. Write instructions on flip chart paper or on a worksheet. • When appropriate, assign cooperative roles to small group members (e.g., time keeper, recorder, facilitator) • Provide regular time checks. • Visit small groups and provide students with assistance if needed.

<p>Individual Reflection/Work</p>	<p>Individual reflection/work gives students time to think about an issue or problem at their own pace and is an especially appropriate teaching method when students are working on something personal. Individual reflection/work can be effective at increasing knowledge, changing personal attitudes and expressing intentions.</p> <ul style="list-style-type: none"> • Give clear instructions. Write instructions on flip chart paper or on a worksheet. • Allow sufficient time. • Circulate the room and provide support if needed.
<p>Teacher Skill Demonstrations, Student Skill Practice and Role Play</p>	<p>These pedagogical methods are effective for teaching new skills and allowing students to practice new skills (e.g., negotiation and communication skills) in a supportive environment. Role plays can be thought of as “rehearsals” for real life situations. Student skill practice can be effective at reinforcing knowledge, changing personal attitudes, changing peer norms, learning new skills and building self-efficacy to use those skills.</p> <ul style="list-style-type: none"> • Establish the usefulness and relevance of the skill. • Present the skill and break it down into manageable pieces/steps. • Demonstrate or model the skill as properly as possible. • Ask youth to identify skill steps after modeling the skill. • Give clear directions about role play practice or skill practice. • Start with easier practice scenarios (e.g., a scripted role play) to provide youth with confidence. Move toward more complicated scenarios (e.g., unscripted roleplay) to allow for mastery of the skill. • Divide youth into groups of three – each person will have opportunity to: 1) practice the skill, 2) play the second person in role play/or support the person practicing the skill, and 3) be an observer to give feedback. • Give youth positive and constructive feedback. • Provide multiple practice opportunities using different contexts.
<p>Games/Simulations</p>	<p>Games/Simulations are playful, interactive activities that can be effective at reinforcing knowledge, increasing perception of risk, changing personal attitudes, changing peer norms, teaching skills and building self-efficacy to use those skills.</p> <ul style="list-style-type: none"> • Give clear and succinct instructions/rules. • Reward both the “winners” and “losers” of a game – it’s the effort that counts, not necessarily the outcome. • Encourage respectful play and remind the group of

	ground rules.
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How El Camino Lessons Are Organized

El Camino’s lesson plans follow a consistent format. The lessons are divided into two main components: **Teacher’s Notes and Procedures**. Each of the sections under these two components are briefly described below.

- **Teacher’s Notes.** The Teacher’s Notes section is designed to help you plan and organize for the lesson prior to class.
 - **Session Title:** At the top of each El Camino lesson you will find the number of the lesson (1-11) and title of the lesson.
 - **Lesson Synopsis and Key Messages:** Following the lesson title, you will find a brief synopsis of the lesson, a review of the programmatic key messages, and the specific key message for that lesson.
 - **Lesson At-a-Glance:** The Lesson-at-a-Glance section provides a list of **the major activities in the lesson, associated time estimates, materials needed, and specific teacher resources and flipcharts, and student handouts**. The El Camino lessons are timed at 45 minutes. In some cases schools may use double periods and El Camino lessons may be combined to accommodate the timing of a double period. An overall list of materials needed to implement the El Camino curriculum is in “Appendix C: List of Materials Needed to Implement El Camino.”
- **Procedures.** The Procedure section provides step-by-step instruction on how to facilitate each of the activities in the El Camino’ lessons as well as the estimated time it will take to facilitate each activity. The Procedure section provides languages that the teach can use to describe activities, give mini-lessons and ask discussion questions. Teachers can follow this language verbatim or put it into their words as long as the essence of the instruction is not changed.
 - **Teacher Notes:** Throughout each of the El Camino’ lessons you will find shaded boxes titled “Teacher Note.” The text in these shaded boxes provides teachers with tips on how to facilitate a particular activity, background information, and/or how to avoid potential pitfalls in facilitating the activity.
 - **Closure and Slogan:** Each lesson ends with the opportunity for the students to develop a slogan based on the key message of that lesson. In **Lesson 11**, students can use the **six programmatic key messages** to develop

a slogan for the El Camino program.

- **Homework Assignments:** A key element of the El Camino program is involvement of parents/guardians in the activities. There are two El Camino lessons that include a homework assignment – that is, an assignment to be done at home (or via text or phone). These assignments are designed to help the students discuss what they are learning in El Camino with a parent/guardian or other trusted adult. In each of the two homework assignments students will ask their parent/guardian or other trusted adult a specific question. Students can text the question to their parent/guardian/trusted adult, they can call and ask them, or ask them in person. Students should bring the responses to discuss at the next lesson.
 - Assignment 1 (Lesson 2): **How much education do you think I should get?**
 - Assignment 2 (Lesson 7): **What is the right time to start a family?**

- **Teacher Resources and Flipcharts:** At the end of each lesson, there are teacher resources and information that can be put on a flipchart, Smartboard, or used to develop a PowerPoint presentation to share with students. The corresponding Teacher Resources and Flipcharts/Smartboards/PowerPoints for each activity within a lesson are found listed under **Lesson-at-a-Glance** in the **Teacher’s Notes** section.

- **Student Handouts:** At the beginning of Lesson 1, each student will be given a booklet with handouts for all of the lessons. Corresponding Student Handouts for each activity are also listed under **Lesson-at-a-Glance**.

- **Optional Activities:** In some of the lessons/activities there are options available. These optional activities can be used if you think the format (e.g., small group vs. large group) is a more efficient and effective way to convey the information to your students.

- **Question Boxes:** As part of Arc 2 (Lessons 5 to 9), we have included the opportunity for students to anonymously ask questions about pregnancy, contraceptives, condoms and STIs through a ‘question box.’ The question box can also be used in other lessons. Use of a question box might seem awkward, but it is important to encourage student feedback and questions. Teachers should use the question box to help students ask questions that they might be reluctant to ask in a group setting. Teachers need to be prepared to answer questions in the box at the next lesson.

Fidelity to the Curriculum

Fidelity is defined as the faithfulness with which a practitioner implements a curriculum – this means implementing the curriculum as it is written. Maintaining fidelity to a curriculum means implementing it without compromising its core components. Core components are the essential characteristics of a program that are responsible for its effectiveness. Core components can be categorized into three types: 1) content (what is being taught in the curriculum), 2) pedagogical (how that content is being taught), 3) implementation (the logistics of how the curriculum is implemented such as teacher-to-student ratio and class size).

It is important to maintain fidelity to the El Camino curriculum. As part of the program, the study team will make observations and the facilitator will complete fidelity forms to monitor how closely program delivery adheres to the written program. During this pilot phase of the El Camino curriculum, this will enable us to evaluate how effective the program is and identify any components which need to be modified. These fidelity instruments are available in the Appendix E of this package.

The Fidelity to the Curriculum section was informed by:

- Roller, L., Fuller, T.R., Firpo-Triplett, R., Moore, C., Leeks, K.D. & Lessene, C.A. (2014). Adaptation guidelines for evidence-based adolescent pregnancy and STI/HIV prevention curricula: From development to practice. *American Journal of Sexuality Education*, 9:135-154.

Key El Camino Teacher Competencies

High-performing El Camino facilitators should be able to demonstrate mastery of the key content and the facilitator skills (pedagogical methods) described below. In addition, they need to have a professional set of values and beliefs, and a comfort level that is consistent with implementing El Camino effectively.

Implementing schools/organizations can use this self-assessment to find the facilitator who is the best fit to implement El Camino.

Content

A high-performing El Camino facilitator is able to:

	Yes	No	Working on it
1. Explain El Camino’s theory of change;			
2. Explain the STAR model (State Your Goal; Think about the Steps; Assert Your El Camino; Reach Your Goal);			
3. Discuss common Latino cultural norms related to academic achievement, sexual decision making and teen pregnancy;			
4. Explain basic skill strategies related to assertive communication and refusal;			
5. Explain the role that both men and women have in preventing unplanned pregnancy;			
6. Explain the characteristics of healthy and unhealthy adolescent relationships;			
7. Explain and define consensual sex;			
8. Explain the benefits of abstaining from sex;			
9. Use medically accurate names for body parts, STIs, and contraceptives;			
10. Explain basic reproductive anatomy and physiology, including how a pregnancy occurs;			
11. Explain the life changes and consequences of teen pregnancy and teen parenthood and how these changes could lead to road trips which can affect achieving goals;			
12. Explain basic facts about contraceptive methods (including condoms), how they work, how to use them, and how they can be accessed;			
13. Explain the importance of facilitating the El Camino curriculum with fidelity;			
14. Describe services available at community reproductive health centers;			
15. Explain mandatory reporting laws specific to location.			

Facilitation Skills

A high-performing El Camino facilitator is able to:

	Yes	No	Working on it
1. Establish and maintain a safe, respectful, and comfortable learning environment, inclusive of all youth cultures, including Latino cultures;			
2. Lead large-group discussions;			
3. Give clear activity instructions;			
4. Facilitate role plays;			
5. Manage small-group work and individual reflection/work;			
6. Demonstrate proper use of a condom and other contraceptives;			
7. Manage classroom issues (e.g., nervous laughter/acting out, emotional reactions, disclosure of sensitive information, etc.);			
8. Coordinate logistics associated with the effective implementation of El Camino.			

Professional Values, Beliefs, and Comfort

A high-performing El Camino facilitator:

	Yes	No	Working on it
1. Understands the link between adolescent childbearing, educational success, and the risk of poverty;			
2. Believes that all teenagers have the right to medically accurate and up-to-date information about human sexuality and sexual health;			
3. Believes that teenagers should have access to quality, affordable, confidential sexual and reproductive health services;			
4. Believes that teenagers are sexual beings and have a right to healthy sexuality;			
5. Believes that any kind of sexual activity must be consensual;			
6. Believes that teenagers in consensual sexual relationships should always take the responsibility to protect themselves from pregnancy and STIs;			
7. Believes in gender equality and the roles/responsibilities that both men and women have in preventing pregnancy;			
8. Is comfortable with handling contraceptives, including condoms, for demonstration purposes;			
9. Is comfortable facilitating discussions related to teen sexual behavior with adolescents;			
10. Is aware that abstinence is the only way to 100% prevent unwanted pregnancy;			
11. Is respectful of all teens, regardless of their race, ethnicity, immigration status, sex, sexual orientation, socioeconomic status, religion, parenting status, ability, etc.;			
12. Is aware, sensitive and responsive to common Latino cultural norms;			
13. Is enthusiastic about working with teens.			

The Key El Camino Teacher Competencies section was informed by:

- *Core Competencies for Adolescent Sexual & Reproductive Health*. (2008). http://www.californiateenhealth.org/CC_registration.php. Oakland, CA: The Core Competencies Subcommittee of the California Adolescent Sexual Health Work Group (ASHWG).
- DeAtley, J., Roller, L., & Levack, A. 2015. *Gender Matters program implementation and adaptation manual*. New York: EngenderHealth.
- *Wise Guys: A Curriculum Designed to Promote Healthy Masculinity, Prevent Teen Pregnancy and Prevent STIs among Adolescent Boys Aged 12-15*. (2014). Greensboro, NC: Family Life Education Services, A Division of the Children's Home Society of North Carolina.

APPENDIX A: Logic Model

Theory of Change and Logic Model for the El Camino Program: A Pregnancy Prevention Program for Latinos

A program that facilitates positive parent-child, and partner relationships and emphasizes reducing the risk of teen pregnancy in the context of high educational achievement and academic supports will reduce exposure to unprotected sex, either by abstinence or improved contraceptive use, which will then reduce the experience of early pregnancy, thereby increasing educational attainment and lowering the risk of poverty.

Preventing Teen Pregnancy Among Latinos Program Logic Model	
Goal	Key Problems to Address
To prevent teen pregnancy among Latino 9 th grade youth as a way of preventing poverty for Latino families and children	<ol style="list-style-type: none"> 1. Birth rates among Latino youth are high relative to white youth 2. Rates of graduation from high school are relatively low
Overall program structure	
The program will begin in a high school setting (either in-school or after-school) and will take place within a semester. The program will focus on showing teens how to set and achieve goals, how to use effective and long-acting methods of contraception as well as condoms, how assertively communicate and how to set and maintain sexual limits with a partner.	
Inputs	Key Activities
<ul style="list-style-type: none"> • Strong partnership with schools whose goals for youth align well with the El Camino curriculum. • Strong partnership with local schools/school districts for in- and after school program implementation. • Strong partnership with schools that allows full program implementation and use of existing structures (such as parent communication channels) to support the program • Facilitators with strong rapport with Latino and other minority adolescents • Facilitators who are comfortable with sexual and reproductive health • Training for facilitators in group facilitation, interactive education, and psychosocial and behavioral skills development • High quality curriculum that: <ul style="list-style-type: none"> ○ includes information on how to set and achieve goals, ○ includes information about sexual activity and contraception, ○ provides opportunities for social-emotional and behavioral skill building/role playing, and ○ permits young people to examine how cultural beliefs and values (including educational values) support responsible sexual decision-making 	<ul style="list-style-type: none"> • Recruit schools/school districts with goals for youth that are similar to El Camino’s curriculum. • Work with school officials to identify 9th grade classes in which the El Camino curriculum can be implemented. • Implement 11 lessons, containing a high quality goal-setting approach with sex education for young people. Each lesson is 45 minutes long, and includes interactive activities that engage young people in: <ul style="list-style-type: none"> ○ Opportunities to learn goal setting skills that align their educational goals with their sexual and contraceptive behaviors. ○ Opportunities to examine partner relationships, including interactive activities that engage them in role-playing about communication, negotiating and limit setting in relationships. ○ Interactive activities that engage them in discussions about positive relationships and how to communicate effectively with parents, peers, and partners. ○ Opportunities to become aware of how cultural attitudes, beliefs, and norms may shape their goal setting, sexual, and contraceptive behaviors.
Key Outputs	
School Community Outputs	In-Class Outputs
<ul style="list-style-type: none"> • School staff are fully committed to implementing the program, providing adequate and consistent space and time 	<ul style="list-style-type: none"> • Program facilitator implements all program components as designed

<p>to implement the program</p> <ul style="list-style-type: none"> • School staff support parent engagement and information regarding the program • Desired number of young people with the following target characteristics are recruited to the program: <ul style="list-style-type: none"> ○ Low-income ○ 9th grade males and females ○ Latino and/or other young people 	<ul style="list-style-type: none"> • If full implementation is not possible, facilitator omits activities based on guidance in the curriculum • The facilitator ensures the class climate is safe and respectful for young people to feel comfortable sharing their experience • The facilitator respects, relates, and is able to manage behavior appropriately • The facilitator encourages students to be engaged respectfully • The facilitator effectively transitions students from one activity to another • The facilitator is committed in supporting parent engagement by assigning and following-up with homework • Student satisfaction and comfort • Strong attendance in program sessions • All students participate in program activities, group discussions, and homework assignments
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Short-term Outcomes

Knowledge

- Knowledge about risk-factors linked to early and risky sexual behaviors (older partners, going steady, alcohol/drug use)
- Knowledge about risk factors linked to pregnancy (e.g., you can get pregnant even if you miss contraception just one time)
- Accurate knowledge about LARCs and hormonal methods: relative effectiveness, side effects, safety for teens, recommendations for teens
- Knowledge about where to get and how to use contraceptives, including condoms, hormonal, and long-acting methods

Attitudes/Norms

- Strong intentions and determination to avoid teen pregnancy
- Both males and females perceive themselves as responsible for and capable of preventing teen pregnancy
- Positive attitudes about hormonal methods and LARCs
- Positive attitudes on setting and achieving goals
- Intention to use effective contraception
- Positive life goals and plan to reach them
- Self-efficacy about setting life goals
- Strong intention to achieving positive life goals
- Self-efficacy about responsible sexual decision-making and protected sex, contraception, including LARCS and dual methods, and avoiding teen pregnancy
- Self-efficacy about communicating assertively and setting limits with romantic partners

Medium-term Outcomes

Behaviors/Skills

- Delayed initiation of sex / abstinence
- Reduced incidence of unprotected sexual intercourse
- Increased effective, consistent and sustained use of effective contraception, especially LARCs and dual contraceptive use
- Assertive communication, limit-setting, and refusal skills with romantic and sexual partners
- Communication with parents about relationships, sex, and pregnancy prevention
- Setting and taking steps to achieve educational goals
- Increased attendance and engagement in education

Long Term Outcomes for Young Adults (18-25+ and older)

- Decreases in teen pregnancies and births
- Increased educational attainment
- decreased poverty

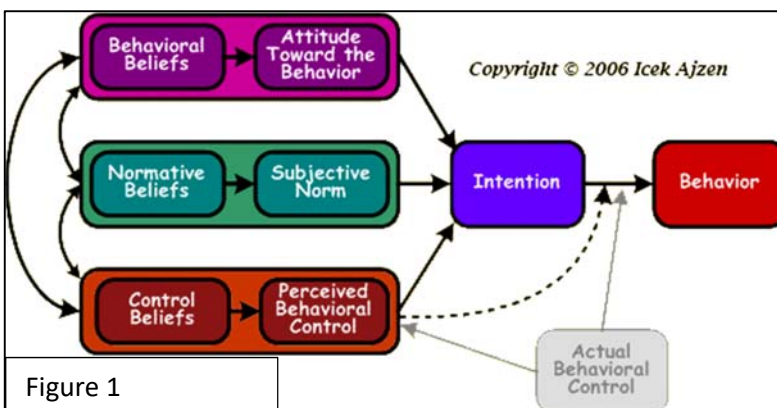
APPENDIX B: Guiding Theories

Guiding Theories

To shape the El Camino curriculum, we drew on formative research for this project as well as three social and behavioral theories. Our formative research indicated that Latinos valued education highly and did not need to be convinced to do so; instead, youth need support in achieving their educational goals. The Theory of Planned Behavior, Social Learning Theory, and Social Cognitive Theory informed the development of curriculum content and activities.

Formative research identified the need to support young people with the skills to *achieve* their educational goals. Therefore, there is little focus on justifying why education is important in the curriculum and considerable focus on helping students to understand the steps needed to achieve goals, while providing the necessary skills that make it possible to achieve those goals. We decided to start with having adolescents identify a key goal and then working backwards to develop a plan to reach that goal. Rather than having an adult tell adolescents to do or not do something, this approach gives adolescents autonomy over the direction of the conversation and minimizes the potential for reactance formation that adolescents often display when an authority figure tells them what to do or think.

The first theory focuses on how young people learn and develop behaviors. The **Theory of Planned Behavior** explains how behavior is based on previous intentions. The theory also posits that we are better able to act on intentions if we have norms about the appropriateness of the behavior, believe we have control over the



behavior, and believe the benefits will outweigh the costs. For example, the curriculum focuses on addressing norms about sexuality for the individual, teaching about benefits of safer sex, and equipping young people with the knowledge and

skills to protect themselves. Figure 1 visually depicts this process.¹ The second and third theories focus on how to teach specific skills. **Social learning theory**

¹Ajzen, I. (2006). TPB Diagram. Retrieved August 26, 2016 from: <http://people.umass.edu/aizen/tpb.diag.html>.

and ***social cognition theory*** informed how the lessons were developed and structured. Specifically, these theories posit that people learn better when cognitive, behavioral, and environmental determinants are all considered in lesson planning. For example, lessons that allow young people to act out sketches, practice behavior, and then reflect with the group allow them to intentionally engage in the cognitive processes that shape behavior. These lessons also allow young people to think about how their environments – physical spaces and the people in them, both formal and informal – might impact their behavior.

APPENDIX C: List of Materials

Lesson	Teacher Materials			Student Materials	
	Flipcharts	Teacher's Resources	Other	Handouts	Assignment
One	<ul style="list-style-type: none"> Flipchart 1.1: Statements for Vote with your Feet Flipchart 1.2: El Camino Group Agreements Flipchart 1.3: El Camino Map with STAR Definition Flipcharts 1.4a. and 1.4b: Sofia's and Santiago's "Camino" 	<ul style="list-style-type: none"> Teacher Resource 1.1: Statements for Vote with your Feet Teacher's Resource 1.2: Sofia's and Santiago's "Camino" (Example) 	<ul style="list-style-type: none"> AGREE/DISAGREE Signs Painters' Tape; Markers (various colors); Flipchart Paper or Whiteboard 	<ul style="list-style-type: none"> Lesson 1 Key Messages Handout 1.1: El Camino Map with STAR Definition Handout 1.2: Sofia's and Santiago's Story/Novela 	
Two	<ul style="list-style-type: none"> Flipchart 1.2: El Camino Group Agreements Flipchart 1.3: El Camino Map with STAR Definition Flipchart 2.1: Key Messages 		<ul style="list-style-type: none"> Ball (or other object to toss) Painters' Tape; Markers (various colors); Flipchart Paper or Whiteboard 	<ul style="list-style-type: none"> Lesson 2 Key Messages Handout 1.1: El Camino Map with STAR Definition 	Assignment 1: A Question for your Parent/Guardian or Other Trusted Adult
Three	<ul style="list-style-type: none"> Flipchart 1.2: El Camino Group Agreements Flipchart 3.1: Road Trips: On or Off Track? Flipchart 3.2. Warning Signs Situations: Questions to Consider Flipchart 1.3: El Camino Map with STAR Definition 	<ul style="list-style-type: none"> Teacher Resource 3.1a and 3.1b: Vote with Your Feet – On or Off Track 	<ul style="list-style-type: none"> ON TRACK/OFF TRACK Signs Painters' Tape; Markers (various colors); Flipchart Paper or Whiteboard 	<ul style="list-style-type: none"> Lesson 3 Key Messages Handout 3.1: Road Trips: On and Off Track Handout 3.2. Warning Signs Handout 3.3. Sofia's and Santiago's Story/Novela: Pedro's Party 	Assignment 1: A Question for your Parent/Guardian or Other Trusted Adult
Four	<ul style="list-style-type: none"> Flipchart 1.2: El Camino Group Agreements Flipchart 1.3: El Camino Map with STAR Definition 	<ul style="list-style-type: none"> Teacher Resource 4.1: Teen Parent Reality Check 	<ul style="list-style-type: none"> "YES" and "NO" signs Painters' Tape; Markers (various colors); Flipchart Paper or Whiteboard 	<ul style="list-style-type: none"> Lesson 4 Key Messages Handout 1.1: El Camino Map with STAR Definition Handout 4.1. Sofia's and Santiago's Story/Novela: Seeing 	

				Amanda and Sebastian	
Five	<ul style="list-style-type: none"> • Flipchart 1.1: El Camino Group Agreements • Flipchart 5.1a, b, c: Culture, Gender, and Pregnancy 	<ul style="list-style-type: none"> • Teacher Resource 5.1 Frequently Asked Questions (FAQs): PREGNANCY • Teacher Resource 5.2: Talking Points (Pregnancy) 	<ul style="list-style-type: none"> • Shoebox or similar size box with slit in top to insert cards • 3 x cards 	<ul style="list-style-type: none"> • Lesson 5 Key Messages • Handout 5.1a, b: Male Reproductive System • Handout 5.2a, b: Female Reproductive System • Handout 5.3 FAQs (Pregnancy) 	
Six	<ul style="list-style-type: none"> • Flipchart 1.1: El Camino Group Agreements 	<ul style="list-style-type: none"> • Teacher Resource 5.2 Talking Points (Pregnancy) • Teacher Resource 6.1. Contraceptive Timeline • Teacher Resource 6.2 Frequently Asked Questions (FAQs): CONTRACEPTION • Teacher Resource 6.3: Talking Points: CONTRACEPTION 	<ul style="list-style-type: none"> • Contraceptive kit • 3 x 5 cards 	<ul style="list-style-type: none"> • Lesson 6 Key Message • Handout 6.1: Hormonal Contraceptive Methods – What Teens Need to Know • Handout 6.2: Referral List of Youth-Friendly Sexual and Reproductive Health Centers and Condom Resources • Handout 6.3. Sofia and David: Making Decisions • Handout 6.4. Contraceptive Timeline • Handout 6.5. Frequently Asked Questions (FAQs): CONTRACEPTION 	
Seven	<ul style="list-style-type: none"> • Flipchart 1.1: El Camino Group Agreements 	<ul style="list-style-type: none"> • Teacher Resource 6.3 Talking Points (Contraceptives) • Teacher Resource 7.1: CDC Reference Guide for Sexually Transmitted Diseases • Teacher Resource 7.2: The Three Steps of Correct Condom Use • Teacher Resource 7.3: Obstacles to Using Contraception and Condoms • Teacher Resource 7.4 FAQs (Condoms) • Teacher Resource 7.5 	<ul style="list-style-type: none"> • Penile models • Painters' Tape; Markers (various colors); Flipchart Paper or Whiteboard • Hand cleaning wipes or sink with soap 	<ul style="list-style-type: none"> • Lesson 7 Key Message • Handout 7.1: Sexually Transmitted Infections • Handout 7.2: The Three Steps of Correct Condom Use – Shorter Version • Handout 7.3: The Three Steps of Correct Condom Use – Longer Version • Handout 7.4: Frequently Asked Questions (FAQs): Condoms 	Assignment #2: A Question for your Parent/Guardian or Other Trusted Adult

		Talking Points (Condoms)			
Eight	<ul style="list-style-type: none"> • Flipchart 1.1: El Camino Group Agreements 	<ul style="list-style-type: none"> • Teacher Resource 7.4 Talking Points about (Condoms) 	<ul style="list-style-type: none"> • Painters' Tape; Markers • Question Box • 3 x 5 cards 	<ul style="list-style-type: none"> • Lesson 8 Key Message • Handout 6.1: Hormonal Contraceptive Methods – What Teens Need to Know • Handout 8.2: Sofia and David Going to the Clinic: Meeting with a Nurse Practitioner • Handout 6.4. Contraceptive Timeline • Handout 8.1: Contraception and Reproductive Health Goals on Your Camino 	Assignment #2: A Question for your Parent/Guardian or Other Trusted Adult
Nine	<ul style="list-style-type: none"> • Flipchart 1.1: El Camino Group Agreements • Flipchart 9.1: Two Communication Styles 	<ul style="list-style-type: none"> • Teacher Resource 9.1: Santiago and Sebastian: Pedro's Party 	<ul style="list-style-type: none"> • Painters' tape, markers 	<ul style="list-style-type: none"> • Lesson 9 Key Messages • Handout 1.1: El Camino Map with STAR Definition • Handout 9.1: Two Communication Styles • Handout 9.2: Santiago and Sebastian: Pedro's Party • Handout 9.3. Nonverbal Communication • Handout 9.4. Student Nonverbal Communication Practice Directions and Scenarios • Handout 9.5: Assertive Communication Practice Scenarios • Handout 9.6: Observer Checklist 	
Ten	<ul style="list-style-type: none"> • Flipchart 1.2: El Camino Group Agreements 	<ul style="list-style-type: none"> • Teacher's Resource 10.1: Consent or Not Consent? With Responses and Questions 	<ul style="list-style-type: none"> • Painters' tape, markers 	<ul style="list-style-type: none"> • Lesson 10 Key Messages • Handout 10.1: What is consent? • Handout 10.2: Consent or Not Consent? • Handout 9.1: Two Communication Styles • Handout 9.3: Nonverbal Communication • Handout 10.3: Referral List of Youth-Friendly Healthy 	

				<p>Relationship Resources</p> <ul style="list-style-type: none"> • Handout 10.4: Setting Limits with Romantic Partners 	
Eleven	<ul style="list-style-type: none"> • Flipchart 1.2: El Camino Group Agreements • Flipchart 11.1 Program Key Messages 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Painters' tape, markers • 8 x 11 blank paper • Post-it notes 	<ul style="list-style-type: none"> • Lesson 11 Key Messages • Handout 11.1 Program Key Messages • Handout 11.2 Steps Along Angela's and Carlos' Caminos • Handout 9.1: Two Communication Styles • Handout 6.1: Hormonal Contraceptive Methods – What Teens Need to Know • Handout 6.2: Referral List of Youth-Friendly Sexual and Reproductive Health Centers and Condom Resources • Handout 1.1: My El Camino Map and STAR Definition 	

APPENDIX D: El Camino Program Arcs

El Camino Program Arcs

Arc	Lesson	Min.	Activity #	Activity Title	Description
ARC ONE: El Camino and STAR	Lesson 1: State Your Goal: Intro to El Camino	45	2	1A El Camino Program Overview and Group Agreements	Teacher defines "El Camino," introduces the program, goes over the over-arching key messages, and establishes group agreements with the class. Lesson Key Messages are: YOU are in charge of setting and reaching your goals.
			10	1B Vote with Your Feet	Students move to different parts of the room to indicate whether they "agree" or "disagree" with statements such as "I can have fun now and let the future take care of itself."
			5	1C Introduction to El Camino and Group Agreements	Teacher defines "El Camino," introduces the program, goes over the over-arching key messages, and establishes group agreements with the class.
			5	1D STAR: State your goal; Think about the steps; Assert your Camino; Reach your goal	Teacher discusses maps and links to El Camino, and then introduces each component in STAR.
			14	1E Sofia's and Santiago's Story/Novela	After a student reads aloud a story about two characters, the teacher facilitates a class discussion using prompts to fill out a map of their "caminos."
			5	1F STAR: State Your Goal	Students reflect on and share their long-term goals.
			4	1G Slogan and Closure	Students review the Key Messages and then compose and share "slogans" that summarize the lesson.
	Lesson 2: Think About the	42	3	2A Welcome to Lesson 2!	Teacher introduces the Key Message for the lesson: Take steps now to reach your goal.

	Steps: My Life at 25		5	2B	Review STAR: State your goal; Think about the steps; Assert your Camino; Reach your goal	Students recall aloud the steps in STAR.
			8	2C	"Pass the Ball": Think About Steps to Your Goal	Students take turns catching a ball and stating steps they must take at different time points to reach their goals
			20	2D	My El Camino Map: "Think about the Steps" to Achieve My Goal	Teacher reads prompts about students' futures and students use the El Camino map to think about the steps to their goals. Some volunteers share.
			2	2E	Assignment #1: A Question for your Parent/Guardian or Other Trusted Adult	Teacher introduces the first assignment involving parents.
			4	2F	Slogan and Closure	Students review the Key Messages and then compose and share "slogans" that summarize the lesson.
	Lesson 3: Assert Your El Camino: Relationships and Decisions	45	3	3A	Welcome to Lesson 3!	Teacher introduces the Key Message for the lesson: Learn to identify and respond to "warning signs".
			10	3B	Vote with Your Feet - Road Trips - On or Off Track?	
			10	3C	Warning Signs	Teacher defines concept, and then uses prompts to evoke feelings of unease. Students volunteer to share answers to questions such as "How might you feel in the situation?"
			16	3D	Sofia's and Santiago's Story/Novela: Pedro's Party	Students read a scenario and try to imagine how the main characters are feeling as the story develops, as well as identifying where the main characters might be getting "off track." Teacher leads a class discussion throughout.
			2	3E	Assignment #1: A Question for your Parent/Guardian	

	Lesson 4: Reach Your Goal: Setting Limits to Stay on Track	45	4	3F	Slogan and Closure	Students review the Key Messages and then compose and share "slogans" that summarize the lesson.
			1	4A	Welcome to Lesson 4!	Teacher introduces the Key Message for the lesson: Experience life's road trips and identify tools or resources that support reaching your camino
			5	4B	Review of STAR	Students review the steps in STAR.
			10	4C	Sofia's and Santiago's Story/Novela: Pedro's Party (cont'd)	Teacher leads a class discussion about different potential scenarios for Santiago, focusing on implications for his camino.
			25	4D	Vote with Your Feet: Teen Parent Reality Check	Teacher asks yes/no questions such as "If you had a baby, would your partner live with you?" with discussion prompts.
			4	4E	Slogan and Closure	Students review the Key Messages and then compose and share "slogans" that summarize the first arc.
ARC TWO: Reproductive Biology, Contraception, and Condoms	Lesson 5: Teen Pregnancy and Understanding How a Pregnancy Occurs	45	1	5A	Welcome to Lesson 5!	Teacher introduces the Key Message for the lesson: To prevent pregnancy, abstain from sex or use an effective method each time.
			8	5B	Culture, Gender, and Pregnancy	
			25	5C	How a Pregnancy Occurs	Teacher gives presentation while students fill in diagrams from word banks. Teacher gives review, using completed diagrams.
			8	5D	More Facts about Pregnancy and Question Box	Class reviews FAQs from handout. Teacher hands out index cards that students can use to submit questions anonymously. Teacher will address these questions after reviewing them.
			3	5E	Slogan and Closure	Students review the Key Messages and then compose and share "slogans" that summarize the lesson.
	Lesson 6: Preventing	42	1	6A	Welcome to Lesson 6!	Teacher introduces the Key Message for the lesson: Choose and always use an effective contraceptive method to help you stay on your camino.

Pregnancy: Contraception		5	6B	Student Questions & Review of Talking Points About Pregnancy	Teacher reviews FAQs and students' questions from Lesson 5.
		22	6C	Contraceptive Methods	Students brainstorm different types of contraception. Teacher gives presentation, passes around methods, addresses male involvement.
		5	6D	Sofia and David: Making Decisions & Contraceptive Timeline	Students use Sofia and David's story to discuss the maintenance required for the different contraceptive methods.
		5	6E	More Facts About Contraceptives and Question Box	Class reviews FAQs from handout and teacher passes out question cards.
		4	6F	Slogan and Closure	Students review the Key Messages and then compose and share "slogans" that summarize the lesson.
		Lesson 7: Preventing Pregnancy and STIs: Condoms	47	1	7A
4	7B			Student Questions & Review of Talking Points about Contraceptives	Teacher reviews FAQs and answers students' questions from Lesson 6.
8	7C			Benefits of Using a Condom and Sexually Transmitted Infections (STIs)	Students list benefits of condoms and teacher records them. Teacher introduces STIs.

			6	7D	How to Use Condoms	Students read steps from handout and teacher demonstrates with a model.
			10	7E	Condom Practice	Students practice using condoms in pairs using models.
			8	7F	Obstacles to Using Contraception & Condoms	Students brainstorm solutions to a variety of obstacles in pairs, and then teacher leads a class discussion.
			5	7G	More Facts About Condoms and Question Box	Class reviews FAQs from handout and teacher passes out question cards.
			2	7H	Assignment 2: A Question for Your Parent/Guardian or Other Trusted Adult	
			3	7I	Slogan and Closure	Students review the Key Messages and then compose and share "slogans" that summarize the lesson.
	Lesson 8: Preventing Pregnancy and Staying on Your Camino	47	1	8A	Welcome to Lesson 8!	Teacher introduces the Key Message for the lesson: Healthcare providers are a resource for choosing and using an effective contraceptive.
			4	8B	Preventing Unplanned Pregnancy on Your Camino	Students map out their goals about sex, contraception, and condoms.

			26	8C	Sofia and David Going to the Clinic: Meeting a Nurse Practitioner	Students create skits where both partners visit the provider to talk about contraceptive methods. Groups present and discuss as a class.
			10	8D	Review of Assignment #2: A Question for Your Parent/Guardian	Teacher introduces second assignment involving parents.
			3	8E	Student Questions & Review of Talking Points about Contraceptives and Condoms and Question Box	-
			3	8F	Slogan and Closure	Students review the Key Messages and then compose and share "slogans" that summarize the second arc.
ARC THREE:Communication and Healthy Relationships	Lesson 9: Assertive Communication: Setting and Protecting Our Personal Limits – Part 1	45	1	9A	Welcome to Lesson 9!	Teacher introduces the Key Message for the lesson: Communicate your limits assertively to prevent pregnancy and STIs.
			3	9B	Introduction to Setting and Protecting Our Personal Limits	Teacher reviews STAR and leads a discussion about personal limits.
			12	9C	Two Communication Styles	Teacher and student volunteer demonstrate three styles, and then teacher leads a class discussion.
			10	9D	Body (Nonverbal) Communication	Class reviews types of nonverbal communication and practice in pairs. Teacher leads a class discussion.

			15	9E	Practicing Assertive Communication	Students take turns in small groups practicing assertive communication. Teacher leads a class discussion.
			4	9F	Slogan and Closure	Students review the Key Messages and then compose and share "slogans" that summarize the lesson.
	Lesson 10: Communication: Setting and Protecting Our Personal Limits – Part 2	45	1	10A	Welcome to Lesson 10!	Teacher introduces the Key Message for the lesson: Communicate assertively to support yourself, your relationships, and your camino.
			15	10B	Setting Sexual Limits with Partners: What is Consent?	Teacher leads class discussion about consent in different scenarios.
			25	10C	Setting Sexual Limits with Partners: Assertive Communication	Students develop responses for challenging scenarios (e.g. they are in love with their partner or their partner is controlling and manipulative), and then present and discuss as a class.
			4	10D	Slogan and Closure	Students review the Key Messages and then compose and share "slogans" that summarize the lesson.
	Lesson 11: El Camino and Your Future	44	3	11A	Welcome to Lesson 11!	Teacher introduces the Key Message for the lesson: (Note: there is no new key message for this lesson)
			5	11B	Slogans	

			25	11C	A Review of Handout 1.1: My El Camino Map with STAR Definition	Students revisit and edit their individual goal maps.
			4	11D	A Story/Novela about Angela's and Carlos's Caminos	Students answer questions about four chronological scenes that tell the story of a teen couple, and then discuss as a class.
				11E	Healthy Relationships	
			7	11E	Closure	Students review the Key Messages and then compose and share "slogans" that summarize the program overall. Option to post slogans and do a "gallery walk."

APPENDIX E: Fidelity Monitoring Tool

Faciliators Name: _____ Start Time

Date: _____ End Time:

of participants: _____

Lesson 1: State Your Goal: Intro to El Camino	Did you complete each activity? <i>By complete we mean cover all of the content indicated in the curriculum.</i>			Please describe any success or challenges you would like to highlight for this lesson. (only at lesson level)
	Yes	Yes, with changes	No	
El Camino Program Overview and Group Agreements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Vote with Your Feet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Introduction to El Camino and Group Agreements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
STAR: State your goal; Think about the steps; Assert your Camino; Reach your goal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sofia's and Santiago's Story/Novela	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
STAR: State Your Goal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Closure and Slogan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Closure and Slogan

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Use the space provided to indicate other reasons that the class did not complete an activity and/or why an activity was not useful (if applicable).

Faciliators Name: _____			Start Time _____	
Date: _____			End Time: _____	
# of participants: _____				
Lesson 2: Think About the Steps: My Life at 25	Did you complete each activity? <i>By complete we mean cover all of the content indicated in the curriculum.</i>			Please describe any success or challenges you would like to highlight for this lesson. (only at lesson level)
	Yes	Yes, with changes	No	
Welcome to Lesson 2!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Review STAR: State your goal; Think about the steps; Assert your Camino; Reach your goal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
“Pass the Ball”: Think About Steps to Your Goal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
My El Camino Map: “Think about the Steps” to Achieve My Goal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Assignment #1: A Question for your Parent/Guardian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Closure and Slogan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

“Pass the Ball”: Think About Steps to Your Goal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My El Camino Map: “Think about the Steps” to Achieve My Goal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assignment #1: A Question for your Parent/Guardian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Closure and Slogan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Use the space provided to indicate other reasons that the class did not complete an activity and/or why an activity was not useful (if applicable).

Faciliators Name: _____			Start Time	
Date: _____			End Time:	
# of participants:				
Lesson 3: Assert Your El Camino: Relationships an Decisions	Did you complete each activity? <i>By complete we mean cover all of the content indicated in the curriculum.</i>			Please describe any success or challenges you would like to highlight for this lesson. (only at lesson level)
	Yes	Yes, with changes	No	
Welcome to Lesson 3!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Vote with Your Feet - Road Trips - On or Off Track?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Warning Signs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sofia's and Santiago's Story/Novela: Pedro's Party	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Assignment #1: A Question for your Parent/Guardian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Closure and Slogan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Lesson 3: Assert Your El Camino: Relationships an Decisions	If you made changes or adaptations to each activity, please indicate the type of changes or adaptations you made. <i>Check all that apply.</i>							
	Shortened teaching content, game or demonstration	Added teaching content, game, or demonstration	Added discussion time	Changed delivery of activity	Changed order of activities	Changed wording or language in the activities	Eliminated part of activity	Other, please describe
Welcome to Lesson 3!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vote with Your Feet - Road Trips - On or Off Track?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Warning Signs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sofia's and Santiago's Story/Novela: Pedro's Party	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assignment #1: A Question for your Parent/Guardian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Closure and Slogan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Use the space provided to describe other changes or adaptations made to each activity (if applicable).

Lesson 3: Assert Your El Camino: Relationships an Decisions	For each activity that you did not complete or did not teach, please indicate the reason(s). <i>Check all that apply.</i>							
	Ran out of time	Students had questions	Spent time catching up from previous lesson	Student behavior	Outside disruption	Activity not age appropriate	Activity not useful, please explain	Other, please describe
Welcome to Lesson 3!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vote with Your Feet - Road Trips - On or Off Track?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Warning Signs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sofia's and Santiago's Story/Novela: Pedro's Party	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assignment #1: A Question for your Parent/Guardian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Closure and Slogan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Use the space provided to indicate other reasons that the class did not complete an activity and/or why an activity was not useful (if applicable).



Faciliators Name: _____ **Start Time** _____

Date: _____ **End Time:** _____

of participants: _____

Lesson 4: Reach Your Goal: Setting Limits to Stay on Track	Did you complete each activity? <i>By complete we mean cover all of the content indicated in the curriculum.</i>			Please describe any success or challenges you would like to highlight for this lesson. (only at lesson level)
	Yes	Yes, with changes	No	
Welcome to Lesson 4!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Review of STAR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sofia's and Santiago's Story/Novela: Pedro's Party (cont'd)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Vote with Your Feet: Teen Parent Reality Check	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Closure and Slogan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Use the space provided to indicate other reasons that the class did not complete an activity and/or why an activity was not useful (if applicable).

Faciliators Name: _____			Start Time	
Date: _____			End Time:	
# of participants: _____				
Lesson 5: Teen Pregnancy and Understanding How a Pregnancy Occurs	Did you complete each activity? <i>By complete we mean cover all of the content indicated in the curriculum.</i>			Please describe any success or challenges you would like to highlight for this lesson. (only at lesson level)
	Yes	Yes, with changes	No	
Welcome to Lesson 5!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Culture, Gender, and Pregnancy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
How a Pregnancy Occurs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
More Facts about Pregnancy and Question Box	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Closure and Slogan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Lesson 5: Teen Pregnancy and Understanding How a Pregnancy Occurs	If you made changes or adaptations to each activity, please indicate the type of changes or adaptations you made. <i>Check all that apply.</i>							
	Shortened teaching content, game or demonstration	Added teaching content, game, or demonstration	Added discussion time	Changed delivery of activity	Changed order of activities	Changed wording or language in the activities	Eliminated part of activity	Other, please describe
Welcome to Lesson 5!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Culture, Gender, and Pregnancy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How a Pregnancy Occurs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More Facts about Pregnancy and Question Box	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Closure and Slogan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Use the space provided to describe other changes or adaptations made to each activity (if applicable).

Lesson 5: Teen Pregnancy and Understanding How a Pregnancy Occurs	For each activity that you did not complete or did not teach, please indicate the reason(s). <i>Check all that apply.</i>							
	Ran out of time	Students had questions	Spent time catching up from previous lesson	Student behavior	Outside disruption	Activity not age appropriate	Activity not useful, please explain	Other, please describe
Welcome to Lesson 5!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Culture, Gender, and Pregnancy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How a Pregnancy Occurs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More Facts about Pregnancy and Question Box	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Closure and Slogan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Use the space provided to indicate other reasons that the class did not complete an activity and/or why an activity was not useful (if applicable).

Faciliators Name: _____	Start Time
Date: _____	End Time:
# of participants:	

Lesson 6: Preventing Pregnancy: Contraception	Did you complete each activity? <i>By complete we mean cover all of the content indicated in the curriculum.</i>			Please describe any success or challenges you would like to highlight for this lesson. (only at lesson level)
	Yes	Yes, with changes	No	
Welcome to Lesson 6!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Student Questions & Review of Talking Points About Pregnancy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Contraceptive Methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sofia and David: Making Decisions & Contraceptive Timeline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
More Facts About Contraceptives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Closure and Slogan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Lesson 6: Preventing Pregnancy: Contraception	If you made changes or adaptations to each activity, please indicate the type of changes or adaptations you made. <i>Check all that apply.</i>							
	Shortened teaching content, game or demonstration	Added teaching content, game, or demonstration	Added discussion time	Changed delivery of activity	Changed order of activities	Changed wording or language in the activities	Eliminated part of activity	Other, please describe
Welcome to Lesson 6!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Questions & Review of Talking Points About Pregnancy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contraceptive Methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sofia and David: Making Decisions & Contraceptive Timeline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More Facts About Contraceptives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Closure and Slogan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Use the space provided to describe other changes or adaptations made to each activity (if applicable).

Lesson 6: Preventing Pregnancy: Contraception	For each activity that you did not complete or did not teach, please indicate the reason(s). <i>Check all that apply.</i>							
	Ran out of time	Students had questions	Spent time catching up from previous lesson	Student behavior	Outside disruption	Activity not age appropriate	Activity not useful, please explain	Other, please describe
Welcome to Lesson 6!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Questions & Review of Talking Points About Pregnancy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contraceptive Methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sofia and David: Making Decisions & Contraceptive Timeline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More Facts About Contraceptives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Closure and Slogan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Use the space provided to indicate other reasons that the class did not complete an activity and/or why an activity was not useful (if applicable).

Faciliators Name: _____	Start Time
Date: _____	End Time:
# of participants:	

Lesson 7: Preventing Pregnancy and STIs: Condoms	Did you complete each activity? <i>By complete we mean cover all of the content indicated in the curriculum.</i>			Please describe any success or challenges you would like to highlight for this lesson. (only at lesson level)
	Yes	Yes, with changes	No	
Welcome to Lesson 7!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Student Questions & Review of Talking Points about Contraceptives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Benefits of Using a Condom and Sexually Transmitted Infections (STIs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
How to Use Condoms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Condom Practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Obstacles to Using Contraception & Condoms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
More Facts About Condoms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Assignment 2: A Question for Your Parent/Guardian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Closure and Slogan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Assignment 2: A Question for Your Parent/Guardian

Closure and Slogan

□

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Use the space provided to indicate other reasons that the class did not complete an activity and/or why an activity was not useful (if applicable).

Faciliators Name: _____			Start Time	
Date: _____			End Time:	
# of participants:				
Lesson 8: Preventing Pregnancy and Staying on Your Camino	Did you complete each activity? <i>By complete we mean cover all of the content indicated in the curriculum.</i>			Please describe any success or challenges you would like to highlight for this lesson. (only at lesson level)
	Yes	Yes, with changes	No	
Welcome to Lesson 8!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Student Questions & Review of Talking Points about Contraceptives and Condoms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sofia and David Going to the Clinic: Meeting a Nurse Practitioner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Preventing Unplanned Pregnancy on Your Camino	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Review of Assignment #2: A Question for your Parent/Guardian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Closure and Slogan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Closure and Slogan



Use the space provided to indicate other reasons that the class did not complete an activity and/or why an activity was not useful (if applicable).

Faciliators Name: _____	Start Time
Date: _____	End Time:
# of participants:	

Lesson 9: Assertive Communication: Setting and Protecting Our Personal Limits – Part 1	Did you complete each activity? <i>By complete we mean cover all of the content indicated in the curriculum.</i>			Please describe any success or challenges you would like to highlight for this lesson. (only at lesson level)
	Yes	Yes, with changes	No	
Welcome to Lesson 9!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Introduction to Setting and Protecting Our Personal Limits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Two Communication Styles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Body (Nonverbal) Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Practicing Assertive Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Closure and Slogan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Lesson 9: Assertive Communication: Setting and Protecting Our Personal Limits – Part 1	If you made changes or adaptations to each activity, please indicate the type of changes or adaptations you made. <i>Check all that apply.</i>							
	Shortened teaching content, game or demonstration	Added teaching content, game, or demonstration	Added discussion time	Changed delivery of activity	Changed order of activities	Changed wording or language in the activities	Eliminated part of activity	Other, please describe
Welcome to Lesson 9!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Introduction to Setting and Protecting Our Personal Limits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Two Communication Styles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Body (Nonverbal) Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practicing Assertive Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Closure and Slogan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Use the space provided to describe other changes or adaptations made to each activity (if applicable).

Lesson 9: Assertive Communication: Setting and Protecting Our Personal Limits – Part 1	For each activity that you did not complete or did not teach, please indicate the reason(s). <i>Check all that apply.</i>							
	Ran out of time	Students had questions	Spent time catching up from previous lesson	Student behavior	Outside disruption	Activity not age appropriate	Activity not useful, please explain	Other, please describe
Welcome to Lesson 9!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Introduction to Setting and Protecting Our Personal Limits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Two Communication Styles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Body (Nonverbal) Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practicing Assertive Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Closure and Slogan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Use the space provided to indicate other reasons that the class did not complete an activity and/or why an activity was not useful (if applicable).

Faciliators Name: _____			Start Time	
Date: _____			End Time:	
# of participants: _____				
Lesson 10: Communication: Setting and Protecting Our Personal Limits – Part 2	Did you complete each activity? <i>By complete we mean cover all of the content indicated in the curriculum.</i>			Please describe any success or challenges you would like to highlight for this lesson. (only at lesson level)
	Yes	Yes, with changes	No	
Welcome to Lesson 10!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Setting Sexual Limits with Partners: What is Consent?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Setting Sexual Limits with Partners: Assertive Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Closure and Slogan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Lesson 10: Communication: Setting and Protecting Our Personal Limits – Part 2	If you made changes or adaptations to each activity, please indicate the type of changes or adaptations you made. <i>Check all that apply.</i>							
	Shortened teaching content, game or demonstration	Added teaching content, game, or demonstration	Added discussion time	Changed delivery of activity	Changed order of activities	Changed wording or language in the activities	Eliminated part of activity	Other, please describe
Welcome to Lesson 10!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Setting Sexual Limits with Partners: What is Consent?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Setting Sexual Limits with Partners: Assertive Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Closure and Slogan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Use the space provided to describe other changes or adaptations made to each activity (if applicable).

Lesson 10: Communication: Setting and Protecting Our Personal Limits – Part 2	For each activity that you did not complete or did not teach, please indicate the reason(s). <i>Check all that apply.</i>							
	Ran out of time	Students had questions	Spent time catching up from previous lesson	Student behavior	Outside disruption	Activity not age appropriate	Activity not useful, please explain	Other, please describe
Welcome to Lesson 10!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Setting Sexual Limits with Partners: What is Consent?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Setting Sexual Limits with Partners: Assertive Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Closure and Slogan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Use the space provided to indicate other reasons that the class did not complete an activity and/or why an activity was not useful (if applicable).

Faciliators Name: _____	Start Time
Date: _____	End Time:
# of participants:	

Lesson 11: El Camino and Your Future	Did you complete each activity? <i>By complete we mean cover all of the content indicated in the curriculum.</i>			Please describe any success or challenges you would like to highlight for this lesson. (only at lesson level)
	Yes	Yes, with changes	No	
Welcome to Lesson 11!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Healthy Relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A Story/Novela about Angela's and Carlos' Caminos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A Review of Handout 1.1: El Camino Map with STAR Definition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Closure and Slogan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Lesson 11: El Camino and Your Future	If you made changes or adaptations to each activity, please indicate the type of changes or adaptations you made. <i>Check all that apply.</i>							
	Shortened teaching content, game or demonstration	Added teaching content, game, or demonstration	Added discussion time	Changed delivery of activity	Changed order of activities	Changed wording or language in the activities	Eliminated part of activity	Other, please describe
Welcome to Lesson 11!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Healthy Relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A Story/Novela about Angela's and Carlos' Caminos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A Review of Handout 1.1: El Camino Map with STAR Definition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Closure and Slogan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Use the space provided to describe other changes or adaptations made to each activity (if applicable).

Lesson 11: El Camino and Your Future	For each activity that you did not complete or did not teach, please indicate the reason(s). <i>Check all that apply.</i>							
	Ran out of time	Students had questions	Spent time catching up from previous lesson	Student behavior	Outside disruption	Activity not age appropriate	Activity not useful, please explain	Other, please describe
Welcome to Lesson 11!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Healthy Relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A Story/Novela about Angela's and Carlos' Caminos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A Review of Handout 1.1: El Camino Map with STAR Definition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Closure and Slogan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Use the space provided to indicate other reasons that the class did not complete an activity and/or why an activity was not useful (if applicable).

APPENDIX F: Background Resources for Teachers

Background Resources for Teachers

Behavior Change Theory

Social Learning Theory

Resource Center for Adolescent Pregnancy Prevention (ReCAPP). Theories & approaches: Social learning theory. ETR. Available at <http://recapp.etr.org/recapp/index.cfm?fuseaction=pages.TheoriesDetail&PageID=380>

Theory of Reasoned Action

Resource Center for Adolescent Pregnancy Prevention (ReCAPP). Theories & approaches: Theory of reasoned action (TRA). ETR. Available at <http://recapp.etr.org/recapp/index.cfm?fuseaction=pages.TheoriesDetail&PageID=517>

Goal-Setting

Usher, A., & Kober, N. (2012). Can goals motivate students? Washington, DC: Center on Education Policy. Retrieved from <http://eric.ed.gov/?id=ED532668>

Contraception

Helpful Websites and Tools

- Planned Parenthood Federation of America
<http://www.plannedparenthood.org>
- The American Congress of Obstetricians and Gynecologists
<http://www.acog.org>
- Bedsider
<https://bedsider.org/>
- Whoops Proof
<http://www.whoopsproof.org/>
- StayTeen
<http://stayteen.org/sex-ed/birth-control-explorer>

Effectiveness

Centers for Disease Control and Prevention. Contraception: How effective are birth control methods? Available at <http://www.cdc.gov/reproductivehealth/unintendedpregnancy/contraception.htm>

For Teen Pregnancy Prevention

American Academy of Pediatrics. (2014). AAP updates: Recommendations on teen

pregnancy prevention. Retrieved from <http://www.aap.org/en-us/about-the-aap/aap-press-room/Pages/AAP-Updates-Recommendations-on-Teen-Pregnancy-Prevention.aspx>

Facilitation Skills

Large-Group Discussion

Resource Center for Adolescent Pregnancy Prevention (ReCAPP). Skills for educators: Guiding large group discussions. ETR. Available at <http://recapp.etr.org/recapp/index.cfm?fuseaction=pages.EducatorSkillsDetail&PageID=82>

Facilitating Role Plays

Resource Center for Adolescent Pregnancy Prevention (ReCAPP). Skills for educators: Role play for behavioral practice. ETR. Available at <http://recapp.etr.org/recapp/index.cfm?fuseaction=pages.EducatorSkillsDetail&PageID=94>

Managing Small-Group Work

Resource Center for Adolescent Pregnancy Prevention (ReCAPP). Skills for educators: Managing small groups. ETR. Available at <http://recapp.etr.org/recapp/index.cfm?fuseaction=pages.EducatorSkillsDetail&PageID=87>

Classroom Management

Resource Center for Adolescent Pregnancy Prevention (ReCAPP). Skills for educators: Classroom management to promote learning. ETR. Available at <http://recapp.etr.org/recapp/index.cfm?fuseaction=pages.EducatorSkillsDetail&PageID=78>

Condom Demonstration

Planned Parenthood. (2011). How to put on a condom - Planned Parenthood [Online video]. Available at <http://www.youtube.com/watch?v=EdSq2HB7jqU>

AIDS United AmeriCorps. (2010). How to use a male condom. [Online video]. Available at <http://www.youtube.com/watch?v=gXlcEJhYVuc>

Reproductive Anatomy and Physiology

Helpful Websites and Tools

- Scarleteen
<http://www.scarleteen.com/>
- Sex, etc.
<http://sexetc.org/>

Reproductive Systems, Terms, and Processes

Columbia University Mailman School of Public Health. Reproductive anatomy and physiology. Available at

<http://www.columbia.edu/itc/hs/pubhealth/modules/reproductiveHealth/anatomy.html>

American Physiological Society. What is the reproductive system? Available at

<http://www.physiologyinfo.org/mm/What-is-Physiology/Reproductive/What-is-the-Reproductive-System.html>

Myths and Facts

Planned Parenthood. The ten biggest myths about sex. Available at

<https://www.plannedparenthood.org/teens/sex/the-ten-biggest-myths-about-sex>

Sexually Transmitted Infections

Helpful Websites

- Centers for Disease Control and Prevention
<http://www.cdc.gov/std/>
<http://www.cdc.gov/hiv/>
- American Sexual Health Association
<http://www.ashasexualhealth.org>

Sexual Risk Behaviors

Centers for Disease Control and Prevention. Sexual risk behaviors: HIV, STD, & teen pregnancy prevention. Available at

<http://www.cdc.gov/HealthyYouth/sexualbehaviors/>

Teen Pregnancy

Helpful Websites

- National Campaign to Prevent Teen and Unplanned Pregnancy
<http://thenationalcampaign.org>
- Centers for Disease Control and Prevention
<http://www.cdc.gov/teenpregnancy/>
- Office of Adolescent Health
<http://www.hhs.gov/ash/oah/>

Sexual Risk Behaviors

Centers for Disease Control and Prevention. Sexual risk behaviors: HIV, STD, & teen pregnancy prevention. Available at

<http://www.cdc.gov/HealthyYouth/sexualbehaviors/>

Latino Youth

Teen Pregnancy and Childbearing among Latino Youth

The National Campaign to Prevent Teen and Unplanned Pregnancy. (2016). *Teen pregnancy and childbearing among Latina teens*. Washington, DC: Author. Retrieved from <https://thenationalcampaign.org/resource/fast-facts-teen-pregnancy-and-childbearing-among-latina-teens>

Deardorff, J., Tschann, J.M., Flores, E., Ozer, E.J. (2010). Sexual values and risky sexual behaviors among Latino youths. *Perspect Sex Reprod Health*, 42(1), 23-32. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2882187/>

Rocca, C.H., Doherty, I., Padian, N.S., Hubbard, A.E., Minnis, A.M. (2010). Pregnancy intentions and teenage pregnancy among Latinas: A mediation analysis. *Perspect Sex Reprod Health*, 42(3), 186-196. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2951312/#R8>

Reducing Teen Childbearing among Latinos

Child Trends. Reducing Teen Childbearing among Latinos. Available at <http://www.childtrends.org/reducing-teen-poverty-among-latinos/>

Barriers to High School Graduation

National Women’s Law Center (NWLC) and the Mexican American Legal Defense and Educational Fund (MALDEF). (2009) *Listening to Latinas: Barriers to high school graduation*. MALDEF. Available at http://maldef.org/education/public_policy/listening_to_latinas/

Working with LGBTQ Youth

Creating a Safe Space

Administration for Children, Youth, and Families. *Creating a safe space for LGBTQ youth and teens*. Available at <http://ncfy-learn.ibsinternational.com/course/index.php?categoryid=12>

Understanding, Supporting, and Affirming

Poirier, J. M., Fisher, S. K., Hunt, R. A., & Bearse, M. (2014). A guide for understanding, supporting, and affirming LGBTQI2-S children, youth, and families. Washington, DC: American Institutes for Research. Available at <http://www.air.org/resource/guide-understanding-supporting-and-affirming-lgbtqi2-s-children-youth-and-families>

Health

Centers for Disease Control and Prevention. Lesbian, Gay, Bisexual and Transgender Health.

Available at <http://www.cdc.gov/lgbthealth/youth.htm>

HHS Healthy People 2020. Lesbian, Gay, Bisexual, and Transgender Health. Available at <http://www.healthypeople.gov/2020/topicsobjectives2020/overview.aspx?topicid=25>

Engaging LGBTQ Youth

OAH. Engaging Select Populations: LGBTQ Youth. Available at

http://www.hhs.gov/ash/oah/oah-initiatives/teen_pregnancy/training/engaging-select-populations.html#lgbtq

Positive Youth Development

Evidence for PYD

Administration for Children & Families. Positive Youth Development. Available at

<http://www.acf.hhs.gov/programs/fysb/positive-youth-development>

Key Principles

Interagency Working Group on Youth Programs. Positive Youth Development.

Available at <http://youth.gov/youth-topics/positive-youth-development/key-principles-positive-youth-development>

Trauma Informed Approach

For Adolescent Sexual Health

Schladale, J. (2013). A Trauma Informed Approach for Adolescent Sexuality. Freeport, ME:

Resources for Resolving Violence, Inc. Available at

<http://resourcesforresolvingviolence.com/wp-content/uploads/A-Trauma-Informed-Approach-for-Adolescent-Sexual-Health.pdf>

SAMHSA's Six Key Principles

Substance Abuse and Mental Health Services Administration. Trauma-Informed

Approach and Trauma-Specific Interventions. Available at

<http://beta.samhsa.gov/nctic/trauma-interventions>

Healthy and Unhealthy Relationships

Helpful Websites

- Stay Teen
<http://stayteen.org/sex-ed/relationships>
- Office of Adolescent Health
<http://www.hhs.gov/ash/oah/adolescent-health-topics/healthy-relationships/>

Tips

Love is Respect. "Healthy relationships." National Domestic Violence Hotline & Break the Cycle. Available at <http://www.loveisrespect.org/healthy-relationships/>

Characteristics of Healthy Relationships

TeensHealth. "Am I in a healthy relationship?" The Nemours Foundation. Available at

http://teenshealth.org/teen/your_mind/relationships/healthy_relationship.html

APPENDIX G: Facilitation Suggestions

Facilitation Suggestions

Note: Many of the suggestions listed are specific to El Camino, while a few of the others are tips to support staff and non-classroom-based personnel who may be responsible for facilitating lessons.

- **When Possible, Limit Class Size to 15-25 Students.** It may be challenging to implement El Camino’s interactive activities in classroom with more than 25 students.
- **Be Cognizant that Someone in Your Class May be Pregnant or Parenting.** It more likely than not that someone in your class is pregnant, caused a pregnancy, is parenting or knows someone who is pregnant or parenting. Be cognizant of not using judgmental/disparaging language when talking about teen pregnancy/parenting. Be sensitive to how the term “Roadblock” is applied to teen pregnancy. Teen pregnancy/parenting certainly introduces challenges to a teen’s ability to reach his/her future goals but it doesn’t mean reaching those goals is impossible.
- **Address Sensitive Questions/Comments (see also handout Strategies for Addressing Challenging Questions in accompanying “El Camino Training Materials”).** Students may share personal information about themselves, make comments, or ask questions of a sensitive nature during the facilitation of El Camino or in private (e.g., before or after the lesson). For example, a student might share that she is worried she might be pregnant and wants to take a pregnancy test, a student might share that he thinks he might have an STI and ask you to diagnose his symptoms, students may bring up sensitive topics related to immigration, substance use, mental health, abortion, rape, sexual abuse or domestic violence. In these occurrences: 1) acknowledge and thank the student for sharing, 2) advise the student that you would like to talk to him/her after class (be sure you do so even if it means finding the student), 3) use active listening and empathy skills, 4) assure the student that issues related to violence, rape and sexual abuse are never their fault (inform student of your school’s mandatory reporting protocols and follow those protocols as appropriate), 5) make appropriate referrals, 6) follow-up and 7) keep confidentiality when possible. Remember that teachers are not therapists, lawyers or health care providers. Stay within the bounds of your expertise, role and responsibilities as a teacher.
- **Say “I don’t know” When Appropriate.** A student may ask a question about contraception, sexually transmitted infections or another topic that you may not know how to answer. It is perfectly acceptable to say “I don’t know the answer to question.” Research the answer to the question and provide the student with an answer at the next lesson.

- **Acknowledge All Questions that Students Ask.** Facilitators should acknowledge and respect all questions from the students.

- **Optional Reproductive Health Experts in Lessons 5 and 6.** In lessons 5 and 6 in which a lot of information is provided about pregnancy and contraceptives, one option is to invite a guest speaker from a local teen clinic or Planned Parenthood to present that information. In addition to being able to benefit from that individual’s expertise and experience, introducing someone from a local clinic can increase students’ trust and comfort with going to a clinic. We have developed a brief summary sheet about the El Camino to share with your guest speaker to help him/her prepare for the lesson(s).

- **Optional Additional Lesson After Lesson 6.** A majority of information presented in Arc 2 will be new to many students. In our experience implementing the curriculum, students have a lot of questions about the lessons on reproductive health and contraceptive. Therefore, if time permits, teachers can add an additional lesson at the end of Lesson 6. This lesson would be set up as a ‘question and answer’ session. Teachers can consider inviting an expert in adolescent health or family planning to the additional session to help address questions.

- **Develop a Community Referral List for Lessons 6 and 10.** Investigate youth-friendly community resources. For Lesson 6, the list should include resources for sexual and reproductive health information and health centers that provide reproductive and sexual health services for youth. For Lesson 10, the list should include resources related to healthy relations, sexting and other misuse of social media, understanding consent. Ideally referrals should include the following information: name of resource, name of contact person, phone number, physical address, web address, hours, transportation options/map, services provided, and costs. See Lesson 6 for a referral list example.

- **Try to obtain a contraceptive kit.** Having a contraceptive kit with the different methods of contraception to pass around to students is a key component of Lesson 6 and the overall curriculum. It is highly recommended that you obtain one for your class. However, if you are unable to obtain a kit, you can visit the websites for Planned Parenthood or Bedsider to show teens what the different contraceptive methods look like (see “Background Resources for Teachers” on page FM-24).

- **Maintain Fidelity to the Curriculum.** Present lesson activities as written, in the sequence they are presented, and in the time allotted. (See sections above about implementing El Camino with fidelity). The Fidelity Monitoring tool is available in Appendix E.

- **Prepare for the Lesson.** Prepare for the lesson by:

- At the beginning of each Arc, review **all of the lessons in that Arc**.
 - Reviewing the **Teacher’s Notes** section of the lesson plan.
 - Gathering materials needed to facilitate the lesson before the lesson begins.
 - Reviewing the **Teacher Resources, Flipcharts, and Student Handouts** for each activity.
 - Preparing the classroom space.
 - Reading/studying teacher background information (that provided by El Camino and your own research as needed).
 - Anticipating student questions/comments and write yourself notes on how to address them. During lessons using the Question Box, review questions/comments and be prepared to address them.
 - Practicing skill-building activities before demonstrating them (e.g., condom demonstration).
 - Getting yourself excited to teach the lesson!
- **Working with a Co-facilitator.** If you are working with a co-facilitator, plan ahead of the lesson the roles of each person for the different activities. Co-facilitators can also help in terms of managing time and making sure there is a smooth and efficient transition between activities.
 - **Use the Script Provided in the Lesson Plan or Put into Your Own Words.** El Camino lesson plans provide language for teachers to deliver a lecture, provide activity instruction, lead large group discussions, etc. It is acceptable to use this language verbatim or put this language into your own words – be sure not to change the intention/essence of instructional design.
 - **Repeat and Reinforce Key Messages.** Consistent with the research on evidence-based effective teen pregnancy and STI prevention curricula^{1,2} El Camino crafted a set of key behavioral and attitudinal messages that support the behavioral goals of the curriculum (see “Key Messages” on page 7 of the Front Matter). These messages are repeated and reinforced in most El Camino lessons. It is important that these messages not be skipped over – repetition is key to student learning.
 - **Write Instructions on Board.** Write instructions to class activities on the board or a flipchart/smartboard. Doing so will help visual students. It also gives students a place to review instructions in case they forget them midway through the activity.
 - **Divide the Larger Group into Smaller Groups.** The most time efficient way to divide large groups into smaller groups is simply to form groups where students are already sitting. When time allows, consider using more creative techniques for dividing groups such as

¹ Kirby, D., Laris, B.A. & Rolleri, L. (2007). Sex and HIV education programs: Their impact on sexual behaviors of young people throughout the world. *Journal of Adolescent Health*: 40, 206-217.

² Kirby, D., Rolleri, L. & Wilson, M.M. (2007). *A tool to assess the characteristics of effective sex and HIV education programs*. Washington DC: Healthy Teen Network

counting off by numbers, passing out stickers or other objects and divide by similarity of the sticker or object, have students line up in order of their birthday and divide by closeness in birth dates, etc.

- **Manage Students with Low Literacy.** Pair low-literacy students with other students who are friendly and have the skills to help them understand activity instructions, worksheets, etc. Reduce the pace of your instruction, repeat instruction when needed, and allow for clarifying questions and answers. Recognize and choose students to read who express interest and are comfortable reading. If the students struggle with reading, the facilitator can read aloud rather than have students read (e.g., for the scenarios).
- **Acknowledge Student Strengths and Provide Positive Feedback.** Whenever possible, acknowledge the strengths, talents and experiences that students bring to lesson activities. Compliment students for completing activities and doing a good job.
- **Manage the Classroom Learning and Behavior (see also handout Classroom Management Techniques in accompanying “El Camino Training Materials”).** This is a big topic – we have prepared a separate handout to discuss issues related to managing classroom behaviors.



El Camino Training Materials

Contents

Adolescent Development Overview

Classroom Management Techniques

Strategies for Addressing Challenging Questions and Situations

Dividing into Smaller Groups

Energizers

Adolescent Development Overview

Adolescence is a time of change and transitions. Many things are happening at the same time, which may be confusing to both adolescents and adults around them.

Biological Development

Adolescents go through many important transitions as their hormones begin to signal changes in their development. Hormonal changes trigger the development of secondary sex characteristics (changes in voice, hair growth, etc.). Hormones also are related to emotional changes, characterized by rapid mood swings or what may appear to be overly emotional reactions.

Physical Development

Individual adolescents experience growth spurts at different times. While one 14-year-old boy may suddenly grow tall and muscular, his friend of the same age may still be short and slight in build. One girl may have begun her menstrual cycle and have developed a mature-looking body while her same age friend may still look more like a little girl. These rapidly occurring physical changes can make adolescents feel awkward and concerned particularly if they feel that they are not developing as quickly as their peers.

Psychological Development

- **Cognitive Skills.** As youth go from preadolescence into adolescence, their ability to think about situations and concepts develops considerably. Preadolescents are more likely to think about things concretely, and need many more examples before they can understand the meaning of a concept. As adolescents mature, they gain the ability to think more abstractly. They begin to enjoy thinking and talking more about abstract concepts, and to consider possibilities and hypothetical situations. This is an exciting time as adolescents become more aware of their own mental abilities.
- **Identity.** During the course of development, adolescents may fall on different points along the continuum from dependence to autonomy, as they try to negotiate their way toward becoming young adults. However, this is not a smooth process, and the same adolescent may be at either extreme of dependency or autonomy within a matter of minutes.

Interpersonal Development

- **Relationship with parents/adult caregivers.** Issues of power and control can be difficult for adolescents and may be a source of conflict with parents/adult caregivers. Adolescents seem to develop best in situations where there are moderate levels of control (neither total freedom nor excessive control), with adults who communicate an atmosphere of emotional support and caring.
- **Relationships with peers.** Relationships with peer are extremely important during adolescence as part of identity formation. Adolescents often look to friends for feedback, for example, about their looks, behaviors and choices. Saving face is extremely important, especially since adolescents are easily embarrassed.

Classroom Management Tips

Classroom management refers to the skills and practices that educators use to maintain a positive learning environment in the classroom. In a positive learning environment, both educators and learners are respected, factors that could impede learning (e.g., background noise and cross talk) are minimized, and conditions for learning are maximized.

Learning Management

Learning management is how an educator plans, delivers, and manages the teaching and learning process. By actively engaging in learning management, the educator can better provide youth with interesting, meaningful, and relevant learning experiences as well as opportunities to be active participants - or even leaders - in managing the classroom. Rather than being a response to youth behavior, learning management is about *preventing* behavior problems by engaging youth actively in the learning process.

1. Master Curriculum Content, Pedagogy and Values.

- Facilitator competence in any curriculum is an important contributor to successful classroom management. Studying the curriculum, preparing to implement activities, and familiarizing yourself with the subject area content and terminology are all foundational to the learning management aspects of classroom management.
- As discussed above, good learning management will prevent a great many behavior problems. For example, if a facilitator isn't familiar enough with the steps of a learning activity to give clear instructions, youth will be confused. Confusion often leads to frustration or distraction, which, in turn, leads to misbehavior.
- A low level of competency in the knowledge and pedagogical skills used in facilitating a curriculum will impede a facilitator's ability to manage learners' behavior as well. Unfamiliarity with activity steps, discussion questions, and subject area content will draw a facilitator's attention away from the group and cause that facilitator to miss important cues that youth may act out. If the facilitator has his/her face buried in the curriculum manual, youth will feel disconnected and that absence of connection will contribute to them acting out.
- Preparation will also better enable you to answer questions and guide the youth through the activities. Youth will recognize your confidence in the program content and delivery and respond more positively to the lessons.
- ***Practice the language ahead of time if you feel uncomfortable.*** If you are not used to speaking to groups about sexuality, practice saying the words ahead of time. Speak in front of a mirror, or have a conversation with family or friends about the program. You may not be accustomed to speaking in public and using words such as "sexual

intercourse”, “semen”, “penis”, etc. If you practice, it will be easier when you talk about these things to the youth.

2. **Share the Rationale Behind the Activity or Topic when Possible.**

- Let learners know what is coming and what they are expected to learn. Expect them to be responsible for learning.

3. **Be Aware of Personal Histories.**

- Assume that learners already know a great deal about the topics you are sharing with them from personal experience. Some of the youth in the program may be teen parents, may have experienced sexual abuse, or may have/had an STI, including HIV.
- It is important to both the behavior and learning management aspects of classroom management that facilitators not make assumptions about what youth know or have experienced during their lives. Being the subject of false assumptions feels disrespectful to people, especially youth, and often makes them think that the person making the assumptions thinks he or she is superior. Youth who feel that a facilitator is acting superior are unlikely to grant that facilitator authority over the classroom and are probably going to give less credibility to what the facilitator has to say or teach.
- Allow learners the right to pass. There may be valid reasons why the learner feels uncomfortable sharing during a particular activity.

4. **Accommodate Low Literacy Skills.**

- Pair low-literacy youth up with other youth who are friendly towards them and who have the skills to help them understand written and spoken content.
- Consider reducing the pace of your instruction, increasing the number of pauses or breaks between concepts, topics, and activities, and modifying your delivery.
- Read out loud instructions for small group activities.
- **If you have not worked with the group of youth in the past, during the first few lessons observe how much time it is taking youth to complete specific activities, especially those that require reading and writing. Modify your delivery of the content based on those observations.**

5. **Manage a Learning Activity that "Falls Flat."**

- Sometimes a facilitator will not be at the top of his or her "game" and a learning activity doesn't work as well with youth as it might have. Other times a group of youth just does not like the activity or they are distracted. Regardless of the cause, when it is clear that an activity is not working, one thing a facilitator can try is taking a break or conducting a

quick energizer activity. After a short break, youth may like the activity better. If time doesn't allow for even a short break, then the best thing an educator can do is:

- Acknowledge that the activity is not as interesting or exciting as hoped.
- Re-emphasize that the activity has *critically* important information and/or skill-building practice.
- Modify the activity "in-flight" to focus as clearly and efficiently on the most critical aspects. With interactive activities you can do this by describing what the activity would have looked like if the group worked through the whole thing and then move into a summary of key points or on to discussion questions. With more content-based activities, such as mini-lectures, simply summarize the key points as concisely as possible.

6. **Being Mindful of Time Constraints.**

- Implementing most sexuality education curricula requires facilitators to maintain a relatively fast pace. Part of your role as facilitator is to also be timekeeper and communicate the need to move on to the next activity.
- Respectfully curb long-winded youth by thanking them for their comments, summarizing their main points, and apologizing for having to move on because of time limits.
- Let youth know about times outside the session when they can talk to you more about a particular topic that is important to them.
- **Know the full curriculum. If a question is asked that is answered in a later lesson, give a brief response and tell the youth that topic will be covered in more depth in a future lesson.**
- You don't want your efforts to move things along to discourage youth from asking questions or raising issues. One option is to use a "parking lot." The running list of items stored on the "parking lot" can be addressed in the future when there is spare time.
- If you are using the optional "Question Box", remind youth to add questions to the box and they will be answered in future lessons.

7. **Keep Discussions Relevant, Realistic and Authentic.**

- Avoid talking in the abstract, become familiar with youth culture, and/or ask youth for examples or issues that are relevant in their minds.

Behavioral Management

Typically, when people think of "classroom management" they think of disciplinary measures used to maintain order and curb youth misbehavior. This part of classroom management can be called "behavior management" and is primarily about *responding* to misbehavior.

1. Establish Group Agreements.

- Examples of group agreements can include:
 - Participate as much as you can.
 - You have the right to pass if you feel uncomfortable.
 - Respect others and their right to have different opinions from you.
 - No put-downs or insults.
 - Don't make jokes that are harmful or hurtful to others.
 - Let others finish speaking. Do not interrupt
 - Maintain confidentiality. Keep it in the room.
 - Ask questions.
 - Have fun!
- When developing the group agreements, ask youth for any additional agreements that should be included.
- Post Group Agreements at every session. Remind participants of the group agreements as needed. Add to the list as needed.

2. Model Good Behavior.

- Be conscious of the behaviors, gestures, facial expressions, tone of voices, and comments you make with youth and with your co-facilitators. You are in the spot light and will be serving as a role model to the youth who are participating in the program.
- Be aware of disclosing personal information about yourself. Err on the side of keeping your personal experiences private.

3. Create an Emotionally Safe Learning Environment.

- Take the time to listen and observe a participant's verbal and nonverbal communication. It may be helpful to reflect back what you think the participant is expressing to make sure you really understand his/her point of view. Try to empathize with the participant's experience, world view, and values.
- Enforce group agreements.
- Arrange seating to encourage participation and remove distraction.

- Move around the room to minimize spatial separation between the learners and facilitator.

4. **Address Disrespectful Behavior.**

- Mockery or teasing aimed at youth within the group should be addressed using behavior management techniques, including interrupting with an authoritative voice and a "come to order" signal to end it as quickly as possible. Such behavior needs to be addressed publically so youth know you are going to maintain an emotionally safe learning environment, but do not come down any harder on the youth showing disrespect than you have to.
- Name the behavior (e.g., "Mike –calling other people in the room idiots is not respectful") and remind the perpetrating group or individual that they agreed to a set of group agreements. When appropriate, require that an apology be issued to the target of the mockery/teasing as appropriate, and identify the apology as a way of showing respect. Use positive reinforcement by complimenting the group for responding to your directives, modifying their behavior, and/or giving apologies to show each other respect.
- If disrespectful behavior is repeated, issue warnings as needed and be *clear* that you are issuing a warning. Talk to the student in private and remind him/her of the group agreements. Youth who have received a prior warning about disrespectful behavior should be removed from class in accordance with the "consequences for disruptive behavior" group agreement. Youth who have been removed from class multiple times should have a parent-educator conference and/or enter into a behavior contract as a condition of returning to the program.

5. **Give Youth a Positive Picture of Themselves.**

- Give positive reinforcement whenever possible. Unfortunately, many youth are used to being criticized, talked down to, and underappreciated. Assume the best of the youth with whom you are working.
- Help the youth to feel a part of the learning process. Let them know the importance of their in-put and constructive comments, and that you and the youth can learn from one another.

6. **When Needed, Regain Learner Attention.**

- Use spatial proximity and touch (e.g., light touch to the shoulder) to change student behavior.
- Use stillness and vocal pauses to draw attention, and volume and changes to vocal patterns as signals to redirect attention.

7. **Manage “Grandstanding.”**

- Youth who grandstand in a class are usually some combination of bored, seeking stimulation, bright and popular, or influential among their peers. Youth who are popular/influential sometimes view themselves in competition with teachers for authority in the classroom. While an educator should not tolerate inappropriate behavior in the classroom, standard behavior management techniques are often less effective with these kinds of youth.
- The key to this situation is to encourage these youth to become your ally by publically recognizing their strengths and giving them leadership roles in the classroom community that make use of these strengths (e.g., small group discussion leaders, assistance with distributing handouts, assistance with setting up an activity, volunteer for role plays, etc.). Consider enlisting their help in a private conversation after class.

8. **Manage Laughter that Has Gotten Out of Control.**

- Try to retain a sense of humor and perspective about student laughter. Nervous laughter is a normal reaction to subjects that cause us embarrassment and discomfort (e.g. sex). It is also important not to model inappropriate attitudes towards sensitive subjects by joining in with laughter.
- Usually laughter will die down quickly - if it doesn't, use a friendly, but firm, authoritative voice and a "come to order" signal to restore order. Once you have re-established order, acknowledge that subjects such as the one that evoked the laughter can make people uncomfortable or cause them to feel embarrassed. Say something like, “I am sharing this information with you today because I know you are mature enough to handle it.”
- Laughter that directly mocks youth participants should be curbed much more quickly and firmly than nervous laughter or laughter at a harmless joke made by youth - see the section on addressing disrespectful behavior above.

9. **Manage Side Chatter.**

- Sometimes side talk is not about youth being disrespectful or not paying attention, but rather is one youth getting help in understanding a concept or how to participate in a learning activity from another. Be aware of this possibility before coming down hard on it.
- Usually, the best first response to side talk is the "pregnant pause" - stopping instruction or discussion and waiting for the side talk to stop while focusing your attention on those youth who are side talking. This is often enough to stop side talk.
- If it isn't sufficient, or if side talk becomes so common that you are wasting limited instruction time on too many "pregnant pauses," increase the intensity of intervention. Move into a position right next to youth who are engaging in side talk, crouch down and

quietly, without publically "calling them out" or chastising them, tell them that you are having difficulty facilitating when they are side talking and ask them to stop. If necessary, remind them of the group agreement about being respectful, and tell them it feels disrespectful to you as the facilitator to be repeatedly distracted by their side talk.

- Obtain an out-loud agreement from them to stop the side talk, and then smile, thank them for their respect, and resume the activity. Consider talking to the student(s) after class privately as well to make sure they understand your concern.

10. **Manage Use of Mobile Phones or other Electronic Devices.**

- Having mobile phones and other electronic devices turned off should be included in the group agreement.
- If a youth is using his/her phone/device, remind him/her of the group agreement. Ask her/him to put it away until after the lesson.
- If youth continues to use the phone/device, utilize similar approach to those discussed under "9. Manage Side Chatter".

11. **Manage Emotions, Sensitivities and Value Differences.**

- When we bring together a group of youth and adults from different backgrounds to talk about sensitive subjects, it is likely that someone is going to push someone else's buttons at some point. As the facilitator, it is natural to have feelings about things youth say that show ignorance or are hateful or offensive, or that you know are likely to lead them down the wrong path. The important thing is to try not to respond in a way that seems judging or condemning.
- Notice your feelings and silently name them so you can process them later with a supervisor, appropriate colleague or friend. If you do react, own it. Don't be afraid to apologize to your group of youth and admit that you had a reaction. Tell them you are acknowledging the reaction so you can put it aside and resume the activity with a "clean slate."
- When appropriate, remind participants of national laws and/or international human rights statements when their opinions are contrary to these frameworks.
- Invite other participants to comment on controversial statements made by their fellow participants. For example, you can say: "Does everyone here agree with this idea?" Or, "Does anyone have a different opinion?" The burden of challenging harmful opinions does not always have to reside with the facilitator.
- When a participant shares a point of view that you know can have harmful consequences, use questions and/or examples to help him/her see how these views can lead to a negative outcome.

- In some cases, it may be helpful to ask the participant to share more about his/her opinions. Encourage the participant to give an example or justification for their point of view. In some cases, the first statement that comes out of the participant's mouth may not really represent what he or she really wants to express.
- In some cases, it may be helpful to refer back to previous discussions or activities where definitions were established, consequences of harmful gender norms were identified, etc. Reminding a participant of previous learning may be an effective way to challenge harmful or unhealthy attitudes.

Other Tips

1. Respond to Disclosure of Sensitive Information.

- If a student begins disclosing sensitive information about himself/herself or someone else (e.g., experience with sexual abuse, finding out his girlfriend is pregnant, parent who has a substance abuse problem, etc.), remind the youth of your duty to report so he/she can make an informed choice about whether to continue sharing.
- If the youth discloses in the presence of the whole group, give positive acknowledgement of the trust and respect the youth is showing the group by sharing. It is rarely appropriate to discuss sensitive information in a group setting, so the best facilitator response consists of three parts:
 - *Normalize.* Make sure the youth knows he/she is not the only one who has had these kinds of experiences and/or questions like the ones he/she shared.
 - *Support.* Assure the youth that you can, and will, help him/her understand and address the issue.
 - *Follow-up.* Make the support real by identifying a time outside of the session when you and he/she can discuss the issue in private.
- Remember that if youth share information that makes you believe that an identifiable youth is being harmed or abused in a physical, sexual, or emotional manner, you almost assuredly have a legal duty to report the information to someone who can take appropriate action.
- Sexuality education facilitators are naturally caring and supportive people and often want to help others. However, it is important to recognize our limitations as workshop facilitators. The majority of us are not doctors, nurses, lawyers, or psychologists. When the needs of a participant go beyond your capacity, ask for help from your supervisor or from other community resources so that you can connect participants with people who have the training to help them. When preparing a referral list, be sure that the list provides:
 - A description of the services offered at the organization.
 - The name of a contact person at the organization, if possible.
 - The street address, e-mail address, web site, and phone number of the organization.

- Directions to the organization (be sure that the organization is a reasonable distance away and is accessible by public transportation).
- Assurance that services are teen-friendly.
- Assurance that organization maintains confidentiality with teens.
- Assurance that services are free or low-cost.

2. **Developing Sensitivity to Cultural Norms and Differences of Youth.**

- The concept of cultural sensitivity combines both awareness of cultural diversity and an attitude that welcomes cultural differences. Facilitators should be aware of the cultural diversity within their groups of participating youth, including different youth subculture(s), ethnic cultures, national origins, religious beliefs, family structures, sexual orientations, etc.
- Youth needs, as well as their beliefs/perspectives, communication and participation, should be understood in the context of their culture.
- A facilitator with a high level of cultural competence is willing and able to adapt his/her communication style and behaviors to be more compatible with youth cultural norms.

3. **Get Support from Your Colleagues.**

- When faced with a challenging situation, sometimes the best advice can come from your colleagues who are likely facing similar issues. Sometimes just being able to share your concerns and frustrations with others who know what you are going through can be very helpful.
- Consider also connecting to your supervisor and/or the host organization for support.

4. **Recognize the Learning Process.**

- Recognize that the learning process is different for everyone - especially when we are sharing information that challenges deep-rooted values and attitudes. As facilitators, we may need to have more patience with some members of the group and provide extra support while they think about and integrate new information.

Elements of this Handout have been adapted from:

- DeAtley, J., Levack, A., Rolleri, & Trevino, N. (2015). *Gender Matters Training of Trainers*. New York, NY: EngenderHealth.
- *Wise Guys: A Curriculum Designed to Promote Healthy Masculinity, Prevent Teen Pregnancy and Prevent STIs among Adolescent Boys Aged 12-15*. (2014). Greensboro, NC: Family Life Education Services, A Division of the Children's Home Society of North Carolina.
- Bean, S. Classroom Management to Promote Learning. Resource Center for Adolescent Pregnancy Prevention (ReCAPP) website. ETR Associates. <http://recapp.etr.org/recapp/index.cfm?fuseaction=pages.EducatorSkillsDetail&PageID=78>
- DeAtley, J., Rolleri, L. & Levack, A. (2015). *Gender Matters Program Implementation and Adaptation Manual*. New York, NY: EngenderHealth.

Strategies for Addressing Challenging Questions, Comments and Group Dynamics

Tips for Dealing with Challenging Questions/Comments

1. Think about the reason behind the comment or question. Is the learner trying to ...
 - Understand something better?
 - Clarify misinformation?
 - Looking for assurance that he/she is normal?
 - Seek your permission to think or act in a certain way?
 - Clarify his/her values?
 - Shock or get a rise out of you?

Understanding the reason behind the question can be helpful in formulating your response.
2. Repeat and/or clarify the question/comment if needed. Make you sure you understand the question/comment before responding. This also buys you some time to think about how you will respond.
3. Find out what the learner already knows. Say something like: “Tell me first what you already know about ...” or “What have you heard about”
4. Invite other participants to help you in answering the question. Say something like: “What do other people in the group think about this question?”
5. If the question is outside the objectives of the program, redirect the discussion. Give a short answer to satisfy the learner and then tell the group that you want to return to the planned activities for today’s session.
6. Be brief in you answer.
7. Be honest and factual in your answer.
8. Check for understanding. Repeat if necessary.
9. When expressed attitudes/beliefs are in direct contradiction to curriculum’s values and goals, especially when those attitudes are harmful, clearly point out the contradiction and reinforce the values of the program. Use the curriculum’s core values to help you respond.

10. Say, “I don’t know,” when appropriate. Tell the students that you will find the information they are asking about and report back to them. Follow up as soon as possible.
11. If the question or comments touches a personal nerve for you, take a deep breath. Give yourself a second before you respond.

Tips for Dealing with Challenging Group Dynamics

1. In some cases, you can preempt participant confusion, distraction and “acting out” by being fully prepared to facilitate the curriculum, giving responsibility to participants for their own learning, giving clear activity directions, providing small group assistance and providing time checks. Practice facilitation of the session if you think it would be helpful. In other words, do your best to manage the learning process to keep participants on track.
2. Model energetic and respectful behavior.
3. Refer to the “Use Strategies that Engage Participants Handout” found in the Introduction section of the curriculum.
4. Give the group a five-minute break to help change the energy in the room.
5. Do an energizer (if energy seems low).
6. Support those participants who you know may have lower literacy.
7. Stick to the time schedule. Avoid running over time with activities. Use a clock (with alarm function) to help you monitor time (can be a small clock, wrist watch, or cell phone). Ask a participant to be timekeeper for the session.
8. Gently cut off conversations that are going on too long or are not relevant. Say something like: “This is a great discussion. I am going to ask that we come back to our activity now.” (also see suggestions under “Being Mindful of Time Restraints”, e.g., use of “parking lot” or the “Question Box.”)

Tips for Both

1. Refer to group agreements when needed.
2. Be mindful of what you communicate with body language. Use your body language to communicate openness, firmness, etc., as appropriate for the situation.
3. Offer to speak to the person privately, if appropriate, to address sensitive questions or questions that are off topic, or to address disruptive behavior. In the case of addressing

disruptive behavior, avoid shaming the participant. Gently describe how his/her behavior is affecting the group's functioning and what you would like him/her to change).

4. For sensitive disclosures, acknowledge the person for sharing and gently let them know that you would like to talk more with them at the end of workshop. Remind the group they never have to share anything that makes them feel uncomfortable. Use your referral list. Know the mandatory reporting requirements. See also "Respond to Disclosure of Sensitive Information".
5. Report troublesome group questions, comments, and/or dynamics to your supervisor and co-workers. Attempt to problem-solve as a team.

Adapted from:

Rolleri, L. & Fabio V. (2015). *Wanwake Na Maisha Facilitator Refresher Training*. New York, NY: EngenderHealth.

Dividing into Smaller Groups

Bacon, Lettuce, Tomato

Go around the room and assign “bacon,” “lettuce,” and “tomato” to everyone in the group. Ask the group to stand and for everyone to form a BLT sandwich. They cannot pair with the person standing next to them. This works if you need to form groups of three.

Birthdays

Ask participants to line up in order of their birth date (month and day only). Once they are in a long line, the facilitator can go down line and divide into smaller groups. For a twist, ask youth to line up in birthday order without talking.

In another version, the facilitator asks youth born anytime between January 1st and June 30th to form a line on one side of the room. On the other side of the room, ask youth born between July 1st and December 31st to form a line. Ask youth in both lines to walk toward each other. The person they line up with is their partner.

Candy

Put different kinds of candy in a bag. The different kinds of candy should represent the number of groups you need. Participants who select like candies become a group. This can also be done with small toys, different coloured paper clips, different kinds of beans, etc.

Cards

Count out matching playing card numbers into groups of 2, 3 or 4, etc. Shuffle. Ask youth to draw and locate others with matching card numbers.

Clothes

Ask youth to group based on the kind of shoes they are wearing, the colours they are wearing, type of shirt they are wearing, etc.

Count Off

Simply count off to form a group. Or, count off and have all the “ones” form a group, all the “twos” form a group, etc.

Favorites

Ask youth to form small groups based on their favourite colour, fast food restaurant, soft drink, song, subject in school, etc.

Puzzle

Find a few pictures from a magazine, or a few postcards or a few graphics that you download from the web. Cut each picture into the number of pieces you want in a group. For example if you want to form groups of four people, cut each picture into four pieces. Throw all the pieces into a bag. Have participants pick a piece and find the others who complete their picture to form a group.

Siblings

Ask youth to form a group based on the number of siblings they have – only child, one sibling, two siblings, etc.

Stickers

Place different stickers on the participant handouts (or manuals, desks, chairs, etc.). When you are ready to form groups ask participants to find their sticker and form small groups with other people who have the same sticker.

Adapted from:

Levack, A., Rolleri, L. & DeAtley, J. (2012). *Gen.M: A Gender Transformative Teenage Pregnancy Prevention Curriculum*. Session 2. New York, NY: EngenderHealth.

Rolleri, L., Verani, F, Lees, S., Nyalali, K., Pilger, D., Watts, C., Kapiga, S., & Mshana, G. *Wanawake Na Maisha: A Gender Transformative Intimate Partner Violence Prevention Curriculum for Women in Mwanza, Tanzania*. (2014). New York, NY: EngenderHealth.

Energizers

Most people like to participate in energizers because they are fun and usually involve physical activity and interaction with other students. Because the timing for the El Camino lesson is tight, the use of energizers is reserved only for certain instances, such as when the energy in the room is falling flat. Even in this case, the energizer should be kept brief—less than a few minutes. Below you will find a sampling of common energizers—the number of icebreakers and energizers are endless.

Touch Blue

Call out a color (such as blue) and have participants scurry to touch an object of that color or a person wearing it. You can identify other objects too, such as something round, or “a book,” “a watch,” etc. Call the next item as soon as everyone has touched the current one.

Paper Airplanes

Give out sheets of paper and challenge participants to make a paper airplane that goes the farthest or successfully hits a bull’s-eye you have drawn on flip chart.

Mirroring

Pair up participants and have one of them (call that person the “leader”) do hand or stretching motions while the other person (call that person the “follower”) simultaneously imitates or “mirrors” their partner’s motions. Invite participants to switch roles or even partners.

Just Like Me

The facilitator gives a series of stems or questions. If the content of a stem applies to a participant, they energetically stand, raise their arms, and exclaim “Just Like Me.” The stems and questions can be tailored to the content of the presentation. Some generic ideas include: I was born in (place); I like to travel; I love chocolate; this topic is new to me; I love video games, etc. (NOTE: There is a similar activity described in Lesson 1 as an option in cases where students may not know one another)

C-O-C-O-N-U-T

The facilitator shows the group how to spell out C-O-C-O-N-U-T by using full movements of the arms and the body. All participants then try this together.

Body Writing

Ask of participants to write their name in the air with a part their body. They may choose to use an elbow, for example, or a leg. Continue in this way, until everyone has written his or her name with several body parts.

People to People

Everyone finds a partner. A leader calls out actions such as “nose to nose,” “back to back,” “knee to knee,” etc. Participants have to follow these instructions in their pairs. When the leader calls “people to people” everyone must change partners.

Clap Exchange

Participants sit or stand in a circle. They send a clap around the circle by facing and clapping in unison with the person on their right, who repeats the clap with the person on their right, and so on. Do this as fast as possible. Send many claps, with different rhythms, around the circle at the same time.

An Orchestra without Instruments

Explain to the group that they are going to create an 'orchestra' without instruments. The orchestra will only use sounds that can be made by the human body. Players can use hands, feet, voice etc., but no words; for example, they could whistle, hum, sigh or stomp their feet. Each player should select a sound. Choose a well-known tune and ask everyone to play along, using the 'instrument' that they have chosen. Alternatively, don't give a tune and let the group surprise itself by creating a unique sound.

Tactile Copier

Everyone lines up, all facing one way. (You could do this in smaller groups.) A simple diagram is shown to the last person in line, which uses a finger to reconstruct the image on the back of the person in front. Each in turn passes that image onto the back of the person in front. The person at the head of the line draws the diagram on a piece of paper for the group to compare with the original drawing. Numbers, letters or words may be copied as well.

Slow Breathing

Invite participants to take ten slow, cleansing breaths...inhaling deeply and then exhaling. Then invite them to reverse the process—have them slowly exhale and then inhale. Even though breathing is always a continuous cycle of inhaling and exhaling, consciously trying to emphasize each part of the cycle can be exhilarating.

Adapted from:

Taylor, J. (2009). *Tips and Tricks of the Trade*. Santa Cruz, CA: ETR Associates.

100 Ways to Energise Groups: Games to Use in Workshops, Meetings and the Community. (2002). United Kingdom: International HIV/AIDS Alliance.

Rolleri, L., Verani, F, Lees, S., Nyalali, K., Pilger, D., Watts, C., Kapiga, S., & Mshana, G. *Wanawake Na Maisha: A Gender Transformative Intimate Partner Violence Prevention Curriculum for Women in Mwanza, Tanzania*. (2014). New York, NY: EngenderHealth.