

El Camino

A goal-setting sexual health
promotion curriculum

*Key Background Information
for Implementing El Camino*

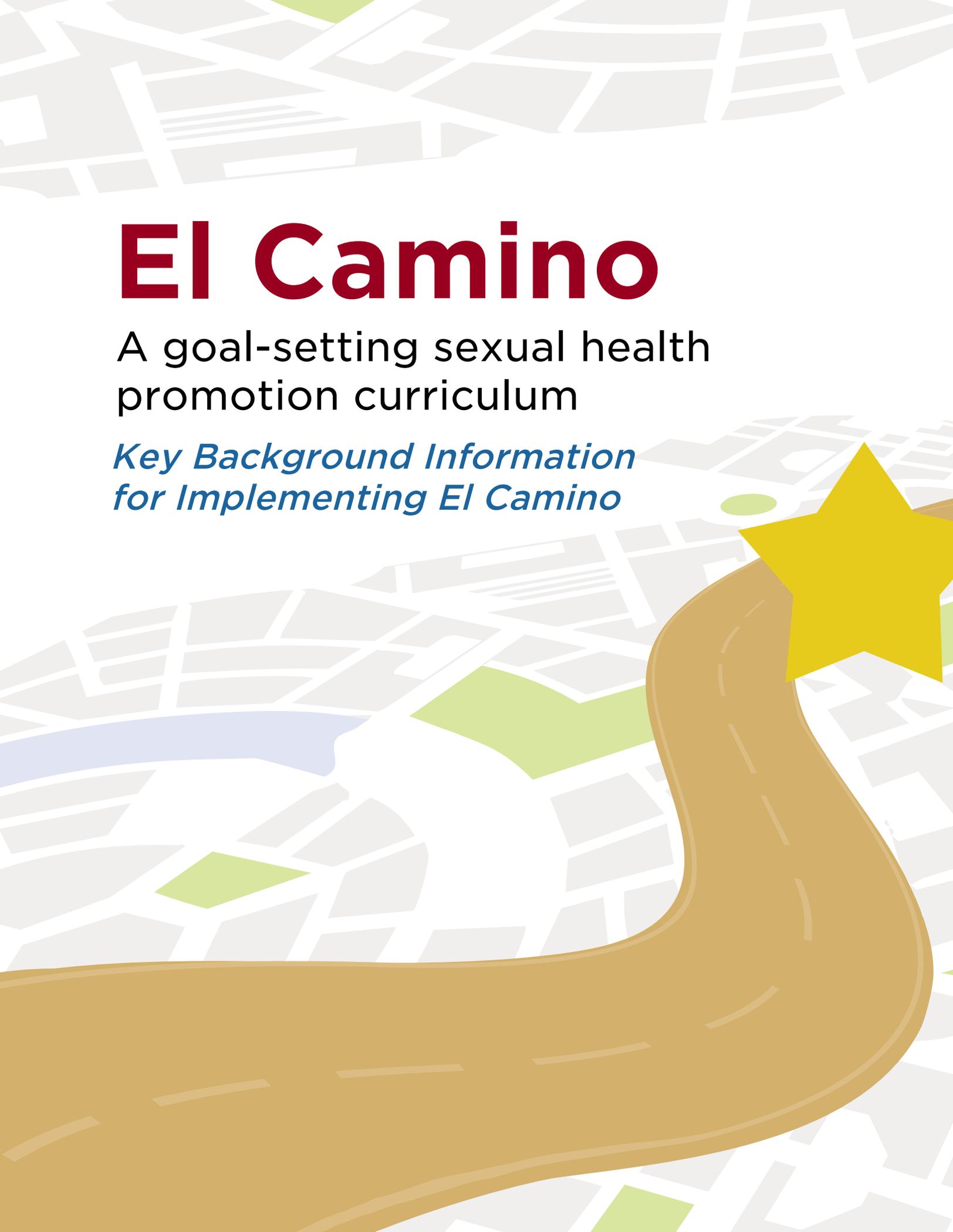


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Background

Why and How the Curriculum Was Developed

El Camino is a research-based, goal-setting sexual health promotion curriculum targeted toward Latino¹ youth. This culturally relevant program is designed to help students in high schools with large Latino populations to develop behaviors, knowledge, attitudes, and relationships that support their ability to make informed decisions about sex and pregnancy and achieve their goals. The curriculum not only focuses on goal setting, but also includes lessons and activities to help students delay sexual activity and know about, and feel empowered to use, their preferred method of contraception to avoid unintended pregnancy.

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 2019 was 25.3, which is more than 1.5 times the U.S. teen birth rate (16.7).² Notably, the vast majority of teen births are either unwanted or mistimed.³ Although not definite for all adolescents, teen childbearing may also limit or delay adolescents' achievement of other goals related to school and work. For example, for some, teen childbearing can limit or delay educational attainment and potentially undermine employment opportunities and reduce income. CDC data on contraceptive use (i.e., birth control pills; IUD or implant; shot, patch, or birth control ring) among U.S. high school students in 2019 show similar patterns by race/ethnicity to teen birth rate data: 18.2 percent of Hispanic teens reported using contraception before last sexual intercourse, compared with 30.9 percent of U.S. teens.⁴ Additionally, Hispanics in the U.S. go through particular challenges that are only applicable to them and not to other disadvantaged populations, such as language barriers, illiteracy, legal status, enhanced family duties (e.g., babysitting, interpreting for family), and religious barriers to contraception, among others.

This curriculum was developed as an effort to fill gaps in programming for Latino adolescents that Child Trends identified. It draws on research and insights derived from background research conducted.⁵

¹ Child Trends recognizes the overlap of race and Hispanic origin. We use the U.S. Office of Management and Budget (OMB) definition of Hispanic or Latino, using both terms (Hispanic, Latino) interchangeably. OMB defines “Hispanic or Latino” as a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race. See: U.S. Census Bureau. (n.d.). *About Hispanic Origin*.

<https://www.census.gov/topics/population/hispanic-origin/about.html>

² Martin, J. A., Hamilton, B. E., Osterman, M. J. K., & Driscoll, A. K. (2021). Births: Final data for 2019. *National Vital Statistics Reports*, 70(2). National Center for Health Statistics, Division of Vital Statistics.

<https://www.cdc.gov/nchs/data/nvsr/nvsr70/nvsr70-02-508.pdf>

³ Committee on Adolescence. (2014). Addendum—Adolescent pregnancy: Current trends and issues.

Pediatrics, 133(5), 954-957. <https://doi.org/10.1542/peds.2014-0450>

⁴ Centers for Disease Control and Prevention (CDC). (n.d.) *1991–2019 High School Youth Risk Behavior Survey Data*. Available at <http://nccd.cdc.gov/youthonline/>

⁵ Moore, K. A., Manlove, J., Walker, K., & Guzman, L. (2013). *Reducing teen childbearing among Latinos: An innovative anti-poverty strategy* [Report]. Child Trends. <http://www.childtrends.org/?publications=reducing-teen-childbearing-among-latinos-an-innovative-anti-poverty-strategy>

Child Trends conducted a review of research and programs for Latino adolescents, supplemented by interviews with teens, parents, program evaluators, and providers who have modified sexual health promotion programs for Latino teens. 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 want to avoid early parenthood. In addition, 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.

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 students see the links between unintended pregnancy and their goals.

El Camino is based on the following theory of change:

A program that promotes sexual health in the context of academic supports, which will reduce exposure to unprotected sex, either by abstinence or improved contraceptive use, which will then reduce the experience of unintended pregnancy and births.



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).
- Facilitators **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 (STAR) to identify the goal they want to achieve by age 25.
- Youth have the right to accurate information about reproductive biology and effective methods of contraception to help them to avoid unintended pregnancy and contracting STDs.
- Youth learn about healthy relationships, consent, and assertive communications skills.
- Youth learn about resources (people, institutional, economic) that could assist youth as they work toward their goals, learn about reproductive health, and learn about healthy relationships.
- Parents/guardians/trusted adults are engaged to support youth to reach their education and family formation goals.

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; and
- Use of an imagery of life as a road to support youth taking steps to reach their goals.

It is important for facilitators 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. 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 unintended pregnancy and STI.

- **Anchored in Sexual Health Promotion and Goal Setting.** El Camino’s high-level vision is to promote students’ achievement of goals and prevent unintended pregnancy.
- **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 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 El Camino 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, healthy relationships, sexual health promotion, the reproductive system, contraception, and condoms.
- **Designed with a Focus on the Needs and Cultural Norms of Latino Youth.** In the United States, Latino youth experience high rates of teen pregnancy. 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. These data demonstrate that achieving goals is highly valued by Latino families. Unintended pregnancy can be 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 contraceptive methods, including LARCs (i.e., IUD, implant)—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 is 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 promote adolescent sexual health, including the prevention of unintended pregnancy among youth attending high school and promote youth goal setting.
- 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 unintended 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: Only have sex when you are ready. Experience life’s road trips and identify resources that support reaching your camino.

Lesson 5: Both partners are responsible for preventing unintended pregnancy and/or STIs. To prevent unintended pregnancy, abstain from penile-vaginal sex or use an effective method each time. To prevent sexually transmitted infections, you also need to use a condom consistently.

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

Lesson 7: Safe sex means preventing unintended 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 unintended 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 facilitators 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: **S**tate your goal; **T**hink about the steps; **A**ssert your camino; **R**each your goal.
 - Arc Two (Lessons 5 to 8): Factual information about how a pregnancy occurs, and contraceptives, condoms, and contraceptive decision making.
 - Arc Three (Lessons 9 to 11): Skills to support students to reach their goals, including use of assertive communication and understanding the concept of consent.

Lesson Learning Objectives

		Students will be able to...
ARC ONE: EL CAMINO AND STAR	Lesson 1: State Your Goal: Intro to El Camino	<ul style="list-style-type: none"> • Explain how El Camino can help them set and achieve their goals; • Agree on a set of group agreements; • Explain the four STAR steps in the El Camino Goal Map; • Identify a goal for themselves at age 25; and • Use STAR to identify Sofia's and Santiago's (characters in a story they will read) goals and the steps they will need to take to reach those goals.
	Lesson 2: Think About the Steps: My Life at 25	<ul style="list-style-type: none"> • Identify some of the steps they will need to take to achieve the goal they identified in Lesson 1; and • Identify some of the tools and other resources they have available to them to help in achieving their goal.
	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; • Recognize warning signs and how to use them to stay on their camino; • Describe possible consequences from engaging in early sexual behaviors; and • Describe how these consequences 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"> • Discuss warning signs and how road trips can affect their camino; • Recognize pressures teens face to have unwanted and/or unprotected sex; • Recognize external and situational factors that can lead to unwanted or unprotected sex; and • Describe challenges associated with being a young parent.

ARC TWO: REPRODUCTIVE BIOLOGY, CONTRACEPTION, AND CONDOMS	<p>Lesson 5: Teen Pregnancy and Understanding How a Pregnancy Occurs</p>	<ul style="list-style-type: none"> • Describe basic reproductive anatomy; • Explain how a pregnancy occurs; • Learn important facts about pregnancy; and • Discuss the benefits of delaying pregnancy/parenthood until completing their education and obtaining a good job.
	<p>Lesson 6: Promoting Sexual Health: Contraception</p>	<ul style="list-style-type: none"> • List six methods of safe and highly effective contraception; • Explain how to use six methods of safe and highly effective contraception; • Describe where teens can get accurate information and support to make healthy decisions; • Discuss the benefits of delaying pregnancy/parenthood until completing their education and obtaining a good job; • Describe how using contraception can help protect their camino; and • Describe how a person can support their partners in using hormonal contraception.
	<p>Lesson 7: Promoting Sexual Health and Preventing STIs: Condoms</p>	<ul style="list-style-type: none"> • Describe the benefits of correctly and consistently using condoms to prevent unintended pregnancy and/or sexually transmitted diseases (STIs); • Explain the steps to using an external condom correctly and consistently; • Overcome obstacles to using contraception and condoms; • Describe risks, signs, and treatments for STIs; • Explain how using condoms and contraception, if sexually active, supports staying on their camino; and • Describe the roles both partners can play in using condoms.
	<p>Lesson 8: Promoting Sexual Health and Staying on Your Camino</p>	<ul style="list-style-type: none"> • Discuss how effective hormonal methods of contraception work; • Discuss ways to feel more comfortable talking about contraception with a health care provider; • Discuss how contraceptives can help them protect their camino; and • Describe the role both partners 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"> • Explain why limit setting is important in keeping on their camino so they can reach their goals; • Define passive and assertive communication; • Explain how to use “nonverbal communication” when Asserting Your El Camino; • Set, communicate, and protect limits regarding sex and protected sex with partners; and • 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"> • Identify healthy relationship characteristics; • Explain the characteristics of consensual sex; • Use assertive communication to set and maintain limits regarding sex and protected sex with skits with both heterosexual and homosexual couples; and • Describe external factors that can lead some teens to have unwanted and/or unprotected sex.
	<p>Lesson 11: El Camino and Your Future</p>	<ul style="list-style-type: none"> • Complete the steps for using the El Camino Goal Map; • Set, communicate, and maintain limits regarding sex and protected sex with partners; • Use the STAR approach to work towards their goals and delay have sex; • Explain how condoms and contraception, if sexually active, supports the achievement of goals in El Camino maps; and • Explain the role a person can play a role in supporting their partners in using hormonal contraception.

Key Teaching Methods ^{6, 7, 8}

While a variety of teaching approaches are used throughout the curriculum, a few key elements run throughout the curriculum:

- 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 if they have a trauma reaction or feel uncomfortable talking about a topic publicly. It is important to avoid catching youth off guard by topics that may be reminders of adverse experiences or prior/continuing trauma, so facilitators should provide a summary of the lesson topics at the beginning of each lesson.
- 3) Facilitators should emphasize inclusion, regardless of race, ethnicity, sexual orientation, or gender identity. Facilitators should avoid language that may shame youth who have had traumatic sexual experiences and ensure LGBTQ youth feel safe. Facilitators should be understanding of challenges that their Latino students could be going through such as language barriers, legal status, enhanced family duties such as baby sitting, interpreting for family, religious barriers to contraception, among others.
- 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</p>

⁶ ETR Associates. (1999). *Advanced Teaching Skill Training*.

⁷ DeAtley, J., Levack, A., Rrolleri, L., & Trevino, N. (2015). *Gender Matters Training of Facilitators Manual*. EngenderHealth.

⁸ ETR Associates. (n.d.). *Skills for Educators*. The Resource Center for Adolescent Pregnancy Prevention (ReCAPP). <http://recapp.etr.org/recapp/index.cfm?fuseaction=pages.educatorskillshome>

Teaching Method	Description
	<p>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.
Novela/Story	<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 facilitator 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.
Large Group Discussion	<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. • Provide examples.
Small Group Work	<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</p>

Teaching Method	Description
	<p>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>Facilitator 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 skills, 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 role play) 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 provide feedback.

Teaching Method	Description
	<ul style="list-style-type: none"> • Give youth positive and constructive feedback. • Provide multiple practice opportunities using different contexts.
Games/Simulations	<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 engagement that counts, not necessarily the outcome. • Encourage respectful play, remind the group of ground rules if necessary.
Homework Assignments	<p>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.</p>

How El Camino Lessons Are Organized

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

- **Facilitator’s Notes.** The Facilitator’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 Learning Objectives 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-Glance section provides a list of **the major activities in the lesson, associated time estimates, materials needed, and specific facilitator 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.”
 - **Preparation for Virtual Adaptation:** Beneath the Key Messages, you will find a blue “Preparation for Virtual Adaptation” box with guidance for facilitators on the PowerPoint slides they should familiarize themselves with and reminders of actions to take before students log on for the lesson.
- **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 language that the facilitator can use to describe activities, give mini lectures, and ask discussion questions. Facilitators can follow this language verbatim or put it into their words as long as the essence of the instruction is not changed.
 - **Facilitator Notes:** Throughout each of the El Camino lessons, you will find shaded (gray) boxes titled “Facilitator Notes.” The text in these shaded boxes provides facilitators with tips on how to facilitate a particular activity, background information, and/or how to avoid potential pitfalls in facilitating the activity.
 - As part of Arc 2 (Lessons 5 and 6), the facilitator note includes the option

of inviting an expert in adolescent health or family planning to implement activities 5C and 5D and/or activity 6C. Facilitators should review the curriculum with the expert speaker and ensure the speaker will be able to provide information that is relevant to the various groups of the students in the class. For example, invited speakers should be able to meet the needs of youth of color as well as LGBTQ youth and other groups of youth who are sometimes overlooked or excluded.

- **Virtual Adaptation:** Throughout each lesson of the El Camino lessons, you will find blue boxes titled “Virtual Adaptation.” The text in these blue boxes provides facilitators with instructions on how to facilitate and adapt a particular activity for virtual implementation. Some activities have multiple options for delivery, so facilitators should choose the option that works best for their students. Many activities are also delivered very differently in a virtual setting compared to the in-person lesson instructions, so facilitators should pay special attention to the virtual adaptation boxes.
 - Virtual adaptation instructions were written for Zoom and utilize Zoom features within the instructions (e.g., reactions, chat, breakout rooms); however, facilitation of El Camino virtually is not limited to this platform.
- **Slogan and Closure:** 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?**

- **Facilitator Resources and Flipcharts:** At the end of each lesson, there are facilitator resources and information that can be put on a flipchart, Smartboard, or used to develop a PowerPoint presentation to share with students. The corresponding Facilitator Resources and Flipcharts/Smartboards/PowerPoints for each activity within a lesson are found listed under **Lesson-at-a-Glance** in the **Facilitator'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 **Materials in Student Workbook**.
- **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. Additionally, there are some optional activities that can be skipped if facilitators are running short on time.
- **Double Asterisks (**):** Some lessons have double asterisks before particular questions within a lesson's large group debrief. These questions are ones facilitators should prioritize and ask students if they are running short on time. Questions that are not emphasized in a discussion section can be skipped if an activity exceeds the time guidance.
- **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. Facilitators should use the question box to help students ask questions that they might be reluctant to ask in a group setting. Facilitators need to be prepared to answer questions in the box at the next lesson.
 - There are virtual adaptation instructions for how to offer a question box for these lessons if facilitators are implementing the curriculum via Zoom (or another virtual platform).

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); and 3) implementation (the logistics of how the curriculum is implemented such as facilitator-to- student ratio and class size).

It is important to maintain fidelity to the El Camino curriculum. As part of the program, the facilitator will complete fidelity forms to monitor how closely program delivery adheres to the written program. These fidelity instruments are available in the Appendix E of this package.

The Fidelity to the Curriculum section was informed by:

- Rolleri, 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(2), 135-154. <https://dx.doi.org/10.1080%2F15546128.2014.900467>

Key El Camino Facilitator 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 camino; Reach your goal).			
3. Explain basic skill strategies related to assertive communication and refusal.			
4. Explain the role that both partners have in preventing unintended pregnancy.			
5. Explain the characteristics of healthy and unhealthy adolescent relationships.			
6. Explain and define consensual sex.			
7. Explain the benefits of abstaining from sex.			
8. Use medically accurate names for body parts, STIs, and contraceptives.			
9. Explain basic reproductive anatomy and physiology, including how a pregnancy occurs.			
10. Explain the life changes and consequences of unintended pregnancy and parenthood and how these changes could lead to road trips which can affect achieving goals.			
11. Explain basic facts about contraceptive methods (including condoms), how they work, how to use them, and how they can be accessed.			
12. Explain the importance of facilitating the El Camino curriculum with fidelity.			
13. Describe services available at community reproductive health centers.			
14. 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. Believes that all teenagers have the right to medically accurate and up-to-date information about human sexuality and sexual health.			
2. Believes that teenagers should have access to quality, affordable, confidential sexual and reproductive health services.			
3. Believes that teenagers are sexual beings and have a right to healthy sexuality.			
4. Believes that any kind of sexual activity must be consensual.			
5. Believes that teenagers in consensual sexual relationships should take the responsibility to protect themselves from unintended pregnancy and STIs.			
6. Believes in gender equality and the roles/responsibilities that both partners have in preventing unintended pregnancy.			
7. Is comfortable with handling contraceptives, including condoms, for demonstration purposes.			

	Yes	No	Working on it
8. Is comfortable facilitating discussions related to teen sexual behavior with adolescents.			
9. Is aware that abstinence is the only way to 100% prevent unintended pregnancy.			
10. Is respectful of all teens, regardless of their race, ethnicity, immigration status, sex, sexual orientation, socioeconomic status, religion, parenting status, ability, etc.			
11. Is aware, sensitive, and responsive to common Latino cultural norms.			
12. Is enthusiastic about working with teens.			

The Key El Camino Facilitator Competencies section was informed by:

- Core Competencies Subcommittee of the California Adolescent Sexual Health Work Group (ASHWG). (2008). *Core Competencies for Adolescent Sexual & Reproductive Health*. California Adolescent Health Collaborative, Oakland.
<http://ashwg.org/resources/>
- DeAtley, J., Roller, L., & Levack, A. (2015). *Gender Matters program implementation and adaptation manual*. EngenderHealth.
- Children’s Home Society of North Carolina. (2014). *Wise Guys: A Curriculum Designed to Promote Healthy Masculinity, Prevent Teen Pregnancy and Prevent STIs among Adolescent Boys Aged 12-15*.

El Camino

APPENDIX A: Logic Model



Theory of Change and Logic Model for the El Camino Program: A Goal-setting Sexual Health Promotion Program

A program that promotes sexual health in the context of academic supports, which will reduce exposure to unprotected sex, either by abstinence or improved contraceptive use, which will then reduce the experience of unintended pregnancy and births.

Promoting Sexual Health Among Latinxs Program Logic Model	
Key Problems to Address	
Birth rates among Latinx youth are higher than the national average	
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 consists of eleven 45-minute lessons divided into three sections that encourage youth to (1) set goals, (2) make informed sexual and reproductive health choices, and (3) have healthy relationships.	
Inputs	Key Activities
<ul style="list-style-type: none"> • Strong partnership with schools for in and after school implementation. Partnerships based on: <ul style="list-style-type: none"> ○ Alignment of school's goals for youth the goals of El Camino curriculum. ○ School support for full program implementation and use of existing structures (such as parent communication channels) to support the program ○ School providing space for program implementation • Facilitators in the school with: <ul style="list-style-type: none"> ○ strong rapport with Latinx and other minority adolescents ○ comfort in teaching sexual and reproductive health topics • Curriculum trainers • High quality curriculum that: <ul style="list-style-type: none"> ○ includes information on how to set and achieve goals, ○ includes information about avoiding unintended pregnancy and STIs, 	<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 classes in which the El Camino curriculum can be implemented. • Work with school officials to identify facilitators with desired characteristics (see Inputs) • Training for facilitators in curriculum content, group facilitation, interactive education, psychosocial and behavioral skills development, and documenting fidelity. • Check in weekly with facilitators on program implementation and address any challenges • Implement 11 lessons, containing a high-quality goal-setting approach with sexual health promotion 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 and sexual health knowledge. ○ 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 trusted adults, peers, and partners.

<ul style="list-style-type: none"> ○ 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 sexual decision-making 	
<p>Key Outputs</p>	
<p style="text-align: center;">School Community Outputs</p> <ul style="list-style-type: none"> ● School staff are fully committed to implementing the program, providing adequate and consistent space and time to implement the program ● 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 ○ Males and females ○ Latinx and/or other young people 	<p style="text-align: center;">In-Class Outputs</p> <ul style="list-style-type: none"> ● Program facilitator <ul style="list-style-type: none"> ○ implements all program components as designed ○ documents fidelity to program components ○ appropriately omits activities based on guidance in the curriculum (if full implementation is not possible) ○ ensures the class climate is safe and respectful for young people to feel comfortable sharing ○ respects, relates, and can manage behavior appropriately ○ encourages students to be engaged respectfully ● Student satisfaction and comfort ● Students attend program sessions and participate in program activities, group discussions, and homework assignments
<p>Short-term Outcomes</p>	
<p>Knowledge</p> <ul style="list-style-type: none"> ● Knowledge about healthy and unhealthy relationships ● Knowledge about consent ● Knowledge about unintended pregnancy and STIs ● Knowledge about contraceptive methods and their effectiveness ● Knowledge about how to use condoms and other contraceptive methods <p>Attitudes and Self-Efficacy</p> <ul style="list-style-type: none"> ● Positive attitudes about setting and achieving goals ● Positive attitudes about contraception and condoms ● Self-efficacy about setting and achieving goals ● Self-efficacy about communicating with partner about sex, condoms, contraception, and healthy relationships ● Self-efficacy to ask for and give consent ● Self-efficacy in finding sexual reproductive health services ● Attitudes about having a child as a teen ● Perceptions of risk of unintended pregnancy 	

Intentions

- Intention to graduate from high school, continue education after high school, graduate from college
- Intention delay sex
- Intention to use an effective contraceptive method if they have sex in the next year
- Intention to use condoms if they have sex in the next year
- Intention and determination to avoid unintended pregnancy
- Perceived likelihood of experiencing pregnancy between now and age 20

Medium-term Outcomes

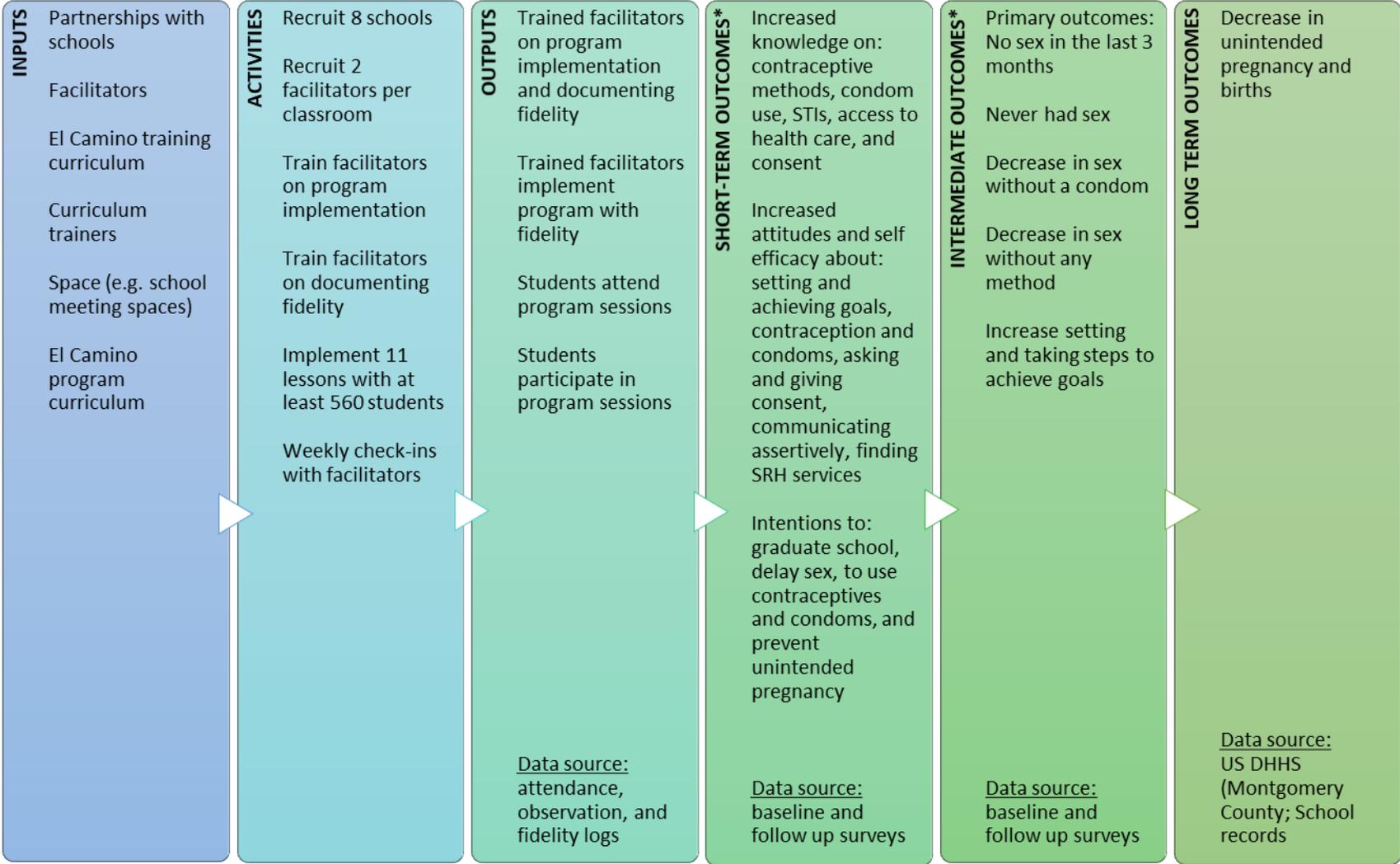
Behaviors

- No recent sex in the last 3 months
- Never had sex
- Decrease in sex without a condom
- Decrease in sex without any contraceptive method
- Increase in setting and taking steps to achieve goals

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

- Decreases in unintended pregnancies and births

Goal: To promote sexual health among Latino high school age youth as a way of preventing unintended pregnancy and births



*Data on short term outcomes are collected immediately after implementation. Data on intermediate outcomes are collected 12-months after post-test.

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APPENDIX B: Guiding Theories

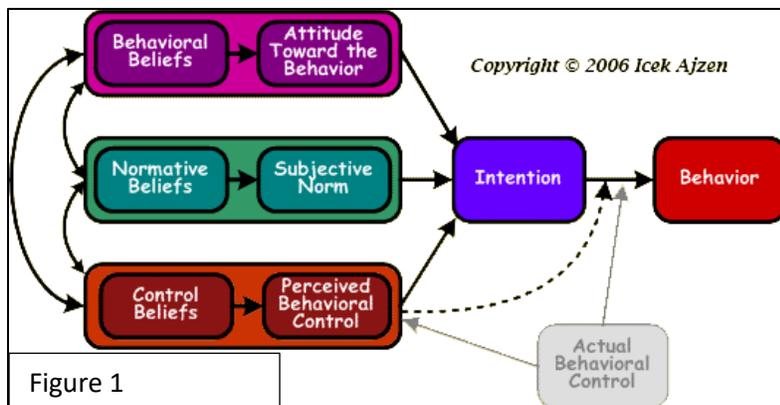


Guiding Theories

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** 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

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

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.

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APPENDIX C: List of Materials

Lesson	Facilitator Materials			Student Materials	
	Flipcharts	Facilitator's Resources	Other	Handouts	Assignment
1	<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"> Facilitator Resource 1.1: Statements for Vote with your Feet Facilitator's Resource 1.2: Sofia's and Santiago's "Camino" (Example) 	<ul style="list-style-type: none"> AGREE/DISAGREE Signs Painter's 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 	
2	<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 another object to toss) Painter's 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
3	<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"> Facilitator 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 Painter's 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

Lesson	Facilitator Materials			Student Materials	
	Flipcharts	Facilitator's Resources	Other	Handouts	Assignment
4	<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"> Facilitator Resource 4.1: Teen Parent Reality Check 	<ul style="list-style-type: none"> "YES" and "NO" signs Painter's 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 	
5	<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"> Facilitator Resource 5.1: Frequently Asked Questions (FAQs): PREGNANCY Facilitator 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 5 cards 	<ul style="list-style-type: none"> Lesson 5 Key Messages Handout 5.1a, b: Reproductive System of a Person with a Penis Handout 5.2a, b: Reproductive System of a Person with a Vagina Handout 5.3: FAQs (Pregnancy) 	
6	<ul style="list-style-type: none"> Flipchart 1.1: El Camino Group Agreements 	<ul style="list-style-type: none"> Facilitator Resource 5.2: Talking Points (Pregnancy) Facilitator Resource 6.1: Contraceptive Timeline Facilitator Resource 6.2: Frequently Asked Questions (FAQs): CONTRACEPTION Facilitator 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 	

Lesson	Facilitator Materials			Student Materials	
	Flipcharts	Facilitator's Resources	Other	Handouts	Assignment
7	<ul style="list-style-type: none"> Flipchart 1.1: El Camino Group Agreements 	<ul style="list-style-type: none"> Facilitator Resource 6.3: Talking Points (Contraceptives) Facilitator Resource 7.1: CDC Reference Guide for Sexually Transmitted Diseases Facilitator Resource 7.2: The Three Steps of Correct Condom Use Facilitator Resource 7.3: Obstacles to Using Contraception and Condoms Facilitator Resource 7.4: FAQs (Condoms) Facilitator Resource 7.5: Talking Points (Condoms) 	<ul style="list-style-type: none"> Penile models Painter's 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
8	<ul style="list-style-type: none"> Flipchart 1.1: El Camino Group Agreements 	<ul style="list-style-type: none"> Facilitator Resource 7.4: Talking Points about (Condoms) 	<ul style="list-style-type: none"> Painter's 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

Lesson	Facilitator Materials			Student Materials	
	Flipcharts	Facilitator's Resources	Other	Handouts	Assignment
9	<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"> Facilitator Resource 9.1: Santiago and Sebastian: Pedro's Party 	<ul style="list-style-type: none"> Painter's 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 	
10	<ul style="list-style-type: none"> Flipchart 1.2: El Camino Group Agreements 	<ul style="list-style-type: none"> Facilitator's Resource 10.1: Consent or Not Consent? With Responses and Questions 	<ul style="list-style-type: none"> Painter's 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 Relationship Resources Handout 10.4: Setting Limits with Romantic Partners 	

Lesson	Facilitator Materials			Student Materials	
	Flipcharts	Facilitator's Resources	Other	Handouts	Assignment
11	<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"> • 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 	

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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	41	2	1A	Welcome to El Camino Program Lesson 1!	Facilitator welcomes students to the program and defines "El Camino."
			7	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	Facilitator 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	Facilitator 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 facilitator 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.
			3	1G	Slogan and Closure	Students review the Key Messages and then compose and share "slogans" that summarize the lesson.
	Lesson 2: Think About the Steps: My Life at 25	41	3	2A	Welcome to Lesson 2!	Facilitator introduces the Key Message for the lesson: Take steps now to reach your goal.
			5	2B	Review STAR: State your goal; Think about the steps; Assert your Camino; Reach your goal	Students recall aloud the steps in STAR.

Arc	Lesson	Min.	Activity #	Activity Title	Description	
			13	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.
			15	2D	My El Camino Map: “Think about the Steps” to Achieve My Goal	Facilitator 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	Facilitator introduces the first assignment involving parents.
			3	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	42	3	3A	Welcome to Lesson 3!	Facilitator introduces the Key Message for the lesson: Learn to identify and respond to "warning signs."
			8	3B	Vote with Your Feet - Road Trips - On or Off Track?	Students discuss whether they agree or disagree with statements.
			9	3C	Warning Signs	Facilitator 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." Facilitator leads a class discussion throughout.
			3	3E	Assignment #1: A Question for your Parent/Guardian or Other Trusted Adult	
			3	3F	Slogan and Closure	Students review the Key Messages and then compose and share "slogans" that summarize the lesson.

Arc	Lesson	Min.	Activity #	Activity Title	Description	
	Lesson 4: Reach Your Goal: Setting Limits to Stay on Track	42	2	4A	Welcome to Lesson 4!	Facilitator introduces the Key Message for the lesson: Experience life's road trips and identify tools or resources that support reaching your camino.
			5	4B	Reviewing STAR	Students review the steps in STAR.
			15	4C	Sofia's and Santiago's Story/Novela: Pedro's Party (cont'd)	Facilitator leads a class discussion about different potential scenarios for Santiago, focusing on implications for his camino.
			17	4D	Vote with Your Feet: Teen Parent Reality Check	Facilitator asks yes/no questions such as "If you had a baby, would your partner live with you?" with discussion prompts.
			3	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	43	1	5A	Welcome to Lesson 5!	Facilitator introduces the Key Message for the lesson: To prevent unintended pregnancy, abstain from sex or use an effective method each time.
			11	5B	Culture, Gender, and Pregnancy	Students learn about gender and sex. Students think about what they learn about culture from their family, friends, and social media.
			20	5C	How a Pregnancy Occurs	Facilitator gives presentation while students fill in diagrams from word banks. Facilitator gives review, using completed diagrams.
			8	5D	More Facts about Pregnancy and Question Box	Class reviews FAQs from handout. Facilitator hands out index cards that students can use to submit questions anonymously. Facilitator 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.

Arc	Lesson	Min.	Activity #	Activity Title	Description	
	Lesson 6: Promoting Sexual Health: Contraception	43	1	6A	Welcome to Lesson 6!	Facilitator introduces the Key Message for the lesson: Choose and always use an effective contraceptive method to help you stay on your camino.
			3	6B	Student Questions & Review of Talking Points About Pregnancy	Facilitator reviews FAQs and students' questions from Lesson 5.
			22	6C	Contraceptive Methods	Students brainstorm different types of contraception. Facilitator gives presentation, passes around methods, addresses partner involvement.
			9	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 facilitator passes out question cards.
			3	6F	Slogan and Closure	Students review the Key Messages and then compose and share "slogans" that summarize the lesson.
	Lesson 7: Promoting Sexual Health and Preventing STIs: Condoms	42	1	7A	Welcome to Lesson 7!	Facilitator introduces the Key Message for the lesson: Safe sex means preventing unintended pregnancy and STIs.
			4	7B	Student Questions & Review of Talking Points about Contraceptives	Facilitator reviews FAQs and answers students' questions from Lesson 6.
			6	7C	Benefits of Using a Condom and Sexually Transmitted Infections (STIs)	Students list benefits of condoms and facilitator records them. Facilitator introduces STIs.
			5	7D	How to Use Condoms	Students read steps from handout and facilitator demonstrates with a model.
			10	7E	Condom Practice	Students practice using condoms in pairs using models.

Arc	Lesson	Min.	Activity #	Activity Title	Description	
			6	7F	Obstacles to Using Contraception & Condoms	Students brainstorm solutions to a variety of obstacles in pairs, and then facilitator leads a class discussion.
			5	7G	More Facts About Condoms and Question Box	Class reviews FAQs from handout and facilitator 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: Promoting Sexual Health and Staying on Your Camino	43	1	8A	Welcome to Lesson 8!	Facilitator introduces the Key Message for the lesson: Healthcare providers are a resource for choosing and using an effective contraceptive.
			10	8B	Promoting Sexual Health on Your Camino	Students map out their goals about sex, contraception, and condoms.
			23	8C	Sofia and David Going to the Clinic: Meeting with a Nurse Practitioner	Students create skits where both partners visit the provider to talk about contraceptive methods. Groups present and discuss as a class.
			3	8D	Review of Assignment #2: A Question for Your Parent/Guardian or Other Trusted Adult	Facilitator 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	Lesson	Min.	Activity #	Activity Title	Description	
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!	Facilitator introduces the Key Message for the lesson: Communicate your limits assertively to prevent unintended pregnancy and STIs.
			6	9B	Introduction to Setting and Protecting Our Personal Limits	Facilitator reviews STAR and leads a discussion about personal limits.
			11	9C	Two Communication Styles	Facilitator and student volunteer demonstrate three styles, and then facilitator leads a class discussion.
			10	9D	Nonverbal Communication (Body)	Class reviews types of nonverbal communication and practice in pairs. Facilitator leads a class discussion.
			14	9E	Practicing Assertive Communication	Students take turns in small groups practicing assertive communication. Facilitator leads a class discussion.
			3	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	42	1	10A	Welcome to Lesson 10!	Facilitator introduces the Key Message for the lesson: Communicate assertively to support yourself, your relationships, and your camino.
			18	10B	Setting Sexual Limits with Partners: What is Consent?	Facilitator leads class discussion about consent in different scenarios.
			2	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.
			3	10D	Slogan and Closure	Students review the Key Messages and then compose and share "slogans" that summarize the lesson.
		42	2	11A	Welcome to Lesson 11!	Facilitator introduces the Key Message for the lesson: (Note: there is no new key message for this lesson).

Arc	Lesson	Min.	Activity #	Activity Title	Description
	Lesson 11: El Camino and Your Future		11B	Slogan	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."
		4	11C	A Review of Handout 1.1: My El Camino Map with STAR Definition	Students revisit and edit their individual goal maps.
		3	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.
		27	11E	Healthy Relationships	Students recall what they learned about consent. The students write characteristics of a healthy relationship in a paper and have a group discussion.
		5	11F	Closure	

El Camino

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	
1A: Welcome to El Camino Program Lesson 1!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1B: Vote with Your Feet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1C: Introduction to El Camino and Group Agreements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1D: STAR: State your goal; Think about the steps; Assert your Camino; Reach your goal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1E: Sofia's and Santiago's Story/Novela	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1F: STAR: State Your Goal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1G: Slogan and Closure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Lesson 1: State Your Goal: Intro to El Camino	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
1A: Welcome to El Camino Program Lesson 1!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1B: Vote with Your Feet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1C: Introduction to El Camino and Group Agreements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1D: STAR: State your goal; Think about the steps; Assert your Camino; Reach 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"/>
1E: Sofia's and Santiago's Story/Novela	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1F: STAR: State 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"/>
1G: Slogan and Closure (Optional)	<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 1: State Your Goal: Intro to El Camino	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
1A: Welcome to El Camino Program Lesson 1!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1B: Vote with Your Feet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1C: Introduction to El Camino and Group Agreements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1D: STAR: State your goal; Think about the steps; Assert your Camino; Reach 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"/>
1E: Sofia's and Santiago's Story/Novela	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1F: STAR: State Your Goal	<input type="checkbox"/>								
1G: Slogan and Closure (Optional)	<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).

Facilitators 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	
2A: Welcome to Lesson 2!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2B: Review STAR: State your goal; Think about the steps; Assert your Camino; Reach your goal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2C: "Pass the Ball": Think About Steps to Your Goal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2D: My El Camino Map: "Think about the Steps" to Achieve My Goal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2E: Assignment #1: A Question for your Parent/Guardian or Other Trusted Adult	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2F: Slogan and Closure (Optional)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Lesson 2: Think About the Steps: My Life at 25	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
2A: Welcome to Lesson 2!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2B: Review STAR: State your goal; Think about the steps; Assert your Camino; Reach 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"/>
2C: "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"/>
2D: 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"/>
2E: Assignment #1: A Question for your Parent/Guardian or Other Trusted Adult	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2F: Slogan and Closure (Optional)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Use the space provided to describe other changes or adaptations made to each activity (if applicable).</i>								
Lesson 2: Think About the Steps: My Life at 25	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
2A: Welcome to Lesson 2!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2B: Review STAR: State your goal; Think about the steps; Assert your Camino; Reach your goal	□	□	□	□	□	□	□	□
2C: “Pass the Ball”: Think About Steps to Your Goal	□	□	□	□	□	□	□	□
2D: My El Camino Map: “Think about the Steps” to Achieve My Goal	□	□	□	□	□	□	□	□
2E: Assignment #1: A Question for your Parent/Guardian or Other Trusted Adult	□	□	□	□	□	□	□	□
2F: Slogan and Closure (Optional)	□	□	□	□	□	□	□	□
<i>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).</i>								
Empty space for notes								

Facilitators Name: _____ **Start Time** _____

Date: _____ **End Time:** _____

of participants: _____

Lesson 3: Assert Your El Camino: Relationships and 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	
3A: Welcome to Lesson 3!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3B: Vote with Your Feet - Road Trips - On or Off Track?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3C: Warning Signs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3D: Sofia's and Santiago's Story/Novela: Pedro's Party	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3E: Assignment #1: A Question for your Parent/Guardian or Other Trusted Adult	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3F: Slogan and Closure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Lesson 3: Assert Your El Camino: Relationships and 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
3A: 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"/>
3B: 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"/>
3C: 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"/>
3D: 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"/>
3E: Assignment #1: A Question for your Parent/Guardian or Other Trusted Adult	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3F: Slogan and Closure	<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 and 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
3A: 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"/>
3B: 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"/>
3C: 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"/>
3D: 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"/>
3E: Assignment #1: A Question for your Parent/Guardian or Other Trusted Adult	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3F: Slogan and Closure

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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).

Facilitators 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	
4A: Welcome to Lesson 4!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4B: Reviewing STAR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4C: Sofia's and Santiago's Story/Novela: Pedro's Party (cont'd)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4D: Vote with Your Feet: Teen Parent Reality Check	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4E: Slogan and Closure (Optional)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Lesson 4: Reach Your Goal: Setting Limits to Stay on Track	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
4A: Welcome to Lesson 4!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4B: Reviewing STAR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4C: Sofia's and Santiago's Story/Novela: Pedro's Party (cont'd)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4D: Vote with Your Feet: Teen Parent Reality Check	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4E: Slogan and Closure (Optional)	<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 4: Reach Your Goal: Setting Limits to Stay on Track	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
4A: Welcome to Lesson 4!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4B: Reviewing STAR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4C: Sofia's and Santiago's Story/Novela: Pedro's Party (cont'd)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4D: Vote with Your Feet: Teen Parent Reality Check	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4E: Slogan and Closure (Optional)

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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).

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

Lesson 5: Teen Pregnancy and Understanding How 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	
5A: Welcome to Lesson 5!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5B: Culture, Gender, and Pregnancy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5C: How a Pregnancy Occurs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5D: More Facts about Pregnancy and Question Box	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5E: Slogan and Closure (Optional)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Lesson 5: Teen Pregnancy and Understanding How 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
5A: 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"/>
5B: 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"/>
5C: 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"/>
5D: 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"/>
5E: Slogan and Closure (Optional)	<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 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
5A: 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"/>
5B: 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"/>
5C: 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"/>
5D: 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"/>
5E: Slogan and Closure (Optional)	<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).

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

Lesson 6: Promoting Sexual Health: 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	
6A: Welcome to Lesson 6!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6B: Student Questions & Review of Talking Points About Pregnancy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6C: Contraceptive Methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6D: Sofia and David: Making Decisions & Contraceptive Timeline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6E: More Facts About Contraceptives and Question Box	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6F: Slogan and Closure (Optional)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Lesson 6: Promoting Sexual Health: 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
6A: 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"/>
6B: 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"/>
6C: 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"/>
6D: 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"/>
6E: More Facts About Contraceptives 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"/>
6F: Slogan and Closure (Optional)	<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: Promoting Sexual Health: 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
6A: 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"/>
6B: 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"/>
6C: 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"/>
6D: 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"/>
6E: More Facts About Contraceptives 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"/>
6F: Slogan and Closure (Optional)	<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: Promoting Sexual Health and Preventing 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	
7A: Welcome to Lesson 7!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7B: Student Questions & Review of Talking Points about Contraceptives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7C: Benefits of Using a Condom and Sexually Transmitted Infections (STIs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7D: How to Use Condoms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7E: Condom Practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7F: Obstacles to Using Contraception & Condoms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7G: More Facts About Condoms and Question Box	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7H: Assignment 2: A Question for Your Parent/Guardian or Other Trusted Adult	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7I: Slogan and Closure (Optional)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Lesson 7: Promoting Sexual Health and Preventing STIs: Condoms	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
7A: Welcome to Lesson 7!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7B: Student Questions & Review of Talking Points 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"/>
7C: Benefits of Using a Condom and Sexually Transmitted Infections (STIs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7D: How to Use Condoms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7E: Condom Practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7F: Obstacles to Using Contraception & Condoms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7G: More Facts About Condoms 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"/>
7H: Assignment 2: A Question for Your Parent/Guardian or Other Trusted Adult	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7I: Slogan and Closure (Optional)	<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 7: Promoting Sexual Health and Preventing STIs: Condoms	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
7A: Welcome to Lesson 7!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7B: Student Questions & Review of Talking Points 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"/>
7C: Benefits of Using a Condom and Sexually Transmitted Infections (STIs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7D: How to Use Condoms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7E: Condom Practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7F: Obstacles to Using Contraception & Condoms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7G: More Facts About Condoms and Question Box

7H: Assignment 2: A Question for Your Parent/Guardian or Other Trusted Adult

7I: Slogan and Closure (Optional)

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).

Facilitators Name: _____			Start Time	
Date: _____			End Time:	
# of participants:				
Lesson 8: Promoting Sexual Health 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	
8A: Welcome to Lesson 8!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8B: Promoting Sexual Health on Your Camino	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8C: Sofia and David Going to the Clinic: Meeting with a Nurse Practitioner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8D: Review of Assignment #2: A Question for your Parent/Guardian or Other Trusted Adult	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8E: Student Questions & Review of Talking Points about Contraceptives and Condoms and Question Box	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8F: Slogan and Closure (Optional)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Lesson 8: Promoting Sexual Health and Staying on Your Camino	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
8A: Welcome to Lesson 8!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8B: Promoting Sexual Health on Your Camino	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8C: Sofia and David Going to the Clinic: Meeting with a Nurse Practitioner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8D: Review of Assignment #2: A Question for your Parent/Guardian or Other Trusted Adult	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8E: Student Questions & Review of Talking Points about Contraceptives and Condoms 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"/>
8F: Slogan and Closure (Optional)	<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 8: Promoting Sexual Health and Staying on Your Camino	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
8A: Welcome to Lesson 8!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8B: Promoting Sexual Health on Your Camino	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8C: Sofia and David Going to the Clinic: Meeting with a Nurse Practitioner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8D: Review of Assignment #2: A Question for your Parent/Guardian or Other Trusted Adult	<input type="checkbox"/>									
8E: Student Questions & Review of Talking Points about Contraceptives and Condoms and	<input type="checkbox"/>									
8F: Slogan and Closure (Optional)	<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).

Facilitators 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	
9A: Welcome to Lesson 9!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9B: Introduction to Setting and Protecting Our Personal Limits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9C: Two Communication Styles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9D: Nonverbal Communication (Body)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9E: Practicing Assertive Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9F: Slogan and Closure	<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
9A: 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"/>
9B: 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"/>
9C: 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"/>
9D: Nonverbal Communication (Body)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9E: 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"/>
9F: Slogan and Closure	<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
9A: 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"/>
9B: 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"/>
9C: 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"/>
9D: Nonverbal Communication (Body)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9E: 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"/>
9F: Slogan and Closure	<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: Assertive 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	
10A: Welcome to Lesson 10!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10B: Setting Sexual Limits with Partners: What is Consent?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10C: Setting Sexual Limits with Partners: Assertive Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10D: Slogan and Closure (Optional)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Lesson 10: Assertive 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
10A: 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"/>
10B: 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"/>
10C: 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"/>
10D: Slogan and Closure (Optional)	<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: Assertive 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
10A: 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"/>
10B: 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"/>
10C: 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"/>
10D: Slogan and Closure (Optional)	<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).

Facilitators 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	
11A: Welcome to Lesson 11!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11B: Slogan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11C: A Review of Handout 1.1: My El Camino Map with STAR Definition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11D: A Story/Novela about Angela's and Carlos's Caminos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11E: Healthy Relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11F: Closure	<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
11A: 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"/>
11B: 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"/>
11C: A Review of Handout 1.1: My 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"/>
11D: A Story/Novela about Angela's and Carlos's 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"/>
11E: 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"/>
11F: Closure	<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
11A: 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"/>
11B: 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"/>
11C: A Review of Handout 1.1: My 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"/>
11D: A Story/Novela about Angela's and Carlos's 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"/>

11E: Healthy Relationships

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11F: Closure

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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).

El Camino

APPENDIX F: Background Resources for Facilitators



Background Resources for Facilitators

Behavior Change Theory

Social Learning Theory

Resource Center for Adolescent Pregnancy Prevention (ReCAPP). (n.d.). *Theories & approaches: Social learning theory*. ETR.

<http://recapp.etr.org/recapp/index.cfm?fuseaction=pages.TheoriesDetail&PageID=380>

Theory of Reasoned Action

ReCAPP. (n.d.). *Theories & approaches: Theory of reasoned action (TRA)*. ETR.

<http://recapp.etr.org/recapp/index.cfm?fuseaction=pages.TheoriesDetail&PageID=517>

Goal-Setting

Usher, A., & Kober, N. (2012). *Can goals motivate students?* 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 (CDC). (n.d.). *Contraception: Birth Control Methods*.

<http://www.cdc.gov/reproductivehealth/unintendedpregnancy/contraception.htm>

Sexual Health Promotion

American Academy of Pediatrics. (2014). *Adolescent Sexual Health: Pregnancy Prevention*.

<https://www.aap.org/en-us/advocacy-and-policy/aap-health-initiatives/adolescent-sexual-health/Pages/Pregnancy-Prevention.aspx>

Centers for Disease Control and Prevention (CDC). (n.d.) *Sexual Health*.

<https://www.cdc.gov/sexualhealth/Default.html>

World Health Organization. (n.d.) *Sexual Health*. https://www.who.int/health-topics/sexual-health#tab=tab_2

Facilitation Skills

Large-Group Discussion

ReCAPP. (n.d.). *Skills for educators: Guiding large group discussions*. ETR.

<http://recapp.etr.org/recapp/index.cfm?fuseaction=pages.EducatorSkillsDetail&PageID=82>

Facilitating Role Plays

ReCAPP. (n.d.). *Skills for educators: Role play for behavioral practice*. ETR.

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Managing Small-Group Work

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<http://recapp.etr.org/recapp/index.cfm?fuseaction=pages.EducatorSkillsDetail&PageID=78>

Condom Demonstration

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<http://www.youtube.com/watch?v=EdSq2HB7jqU>

AIDS United AmeriCorps. (2010). *How to use a condom* [Online video].

<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. (n.d.). *Reproductive anatomy and physiology*.

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

Sexually Transmitted Infections

Helpful Websites

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

Sexual Risk Behaviors

Centers for Disease Control and Prevention. (n.d.). *Sexual risk behaviors can lead to HIV, STDs, & teen pregnancy prevention.*

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

Unintended Teen Pregnancy

Helpful Websites

- Power to Decide, The Campaign to Prevent Unplanned Pregnancy: <https://powertodecide.org/>
- Centers for Disease Control and Prevention: <http://www.cdc.gov/teenpregnancy/>
- Office of Population Affairs—Adolescent Health: <https://opa.hhs.gov/adolescent-health>

Sexual Risk Behaviors

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

Latino Youth

Teen Pregnancy and Childbearing among Latino Youth

Deardorff, J., Tschann, J.M., Flores, E., & Ozer, E.J. (2010). Sexual values and risky sexual behaviors among Latino youths. *Perspectives on Sexual and Reproductive 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. *Perspectives on Sexual and Reproductive Health*, 42(3), 186-196.

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Reducing Teen Childbearing among Latinos

Moore, K. A., Manlove, J., Guzman, L., & Walker, K. (2014). *Reducing teen childbearing among Latinos: An innovative anti-poverty strategy* [Research brief]. Child Trends.

<http://www.childtrends.org/reducing-teen-poverty-among-latinos/>

Barriers to High School Graduation

National Women’s Law Center (NWLC) & Mexican American Legal Defense and Educational Fund (MALDEF). (2009) *Listening to Latinas: Barriers to high school graduation*. <https://www.nwlc.org/sites/default/files/pdfs/ListeningtoLatinas.pdf>

Working with LGBTQ Youth

Creating a Safe Space

GLSEN. (2016). *The Safe Space Kit: Guide to being an ally to LGBT students*. <https://www.glsen.org/sites/default/files/GLSEN%20Safe%20Space%20Kit.pdf>

Girl’s Best Friend Foundation & Advocates for Youth. (2005). *Creating safe space for GLBTQ Youth: A Toolkit*. <https://advocatesforyouth.org/wp-content/uploads/storage/advfy/documents/safespace.pdf>

The National Child Traumatic Stress Network. (2005). *Safe places, safe spaces: Creating welcoming and inclusive environments for traumatized LGBTQ youth video*. <https://www.nctsn.org/resources/safe-places-safe-spaces-creating-welcoming-and-inclusive-environments-traumatized-lgbtq-0>

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*. American Institutes for Research (AIR). <http://www.air.org/resource/guide-understanding-supporting-and-affirming-lgbtqi2-s-children-youth-and-families>

Health

CDC. (n.d.). *Lesbian, Gay, Bisexual, and Transgender Health: LGBT Youth*. <http://www.cdc.gov/lgbthealth/youth.htm>

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

Engaging LGBTQ Youth

GLSEN. (n.d.). *Inclusive sexual health education for lesbian, gay, bisexual transgender, LGBTQ-inclusive sexual health education*. <https://www.glsen.org/sexed>

Gender Terminology and Discussion Guide

GLSEN. (n.d.). *Gender Triangle Education Guide*. <https://www.glsen.org/activity/gender-triangle-education-guide>

Positive Youth Development

Evidence for PYD

Family & Youth Services Bureau (FYSB). (n.d.). *Positive Youth Development*.
<https://www.acf.hhs.gov/fysb/positive-youth-development>

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Trauma Informed Approach

For Adolescent Sexual Health

Schladale, J. (2013). *A trauma informed approach for adolescent sexuality*.
Resources for Resolving Violence, Inc. <https://foster-ed.org/wp-content/uploads/2017/01/A-Trauma-Informed-Approach-for-Adolescent-Sexual-Health-2013.pdf>

Guiding Principles to a Trauma-Informed Approach

CDC. (n.d.). Infographic: 6 guiding principles to a trauma-informed approach.
https://www.cdc.gov/cpr/infographics/6_principles_trauma_info.htm

Healthy and Unhealthy Relationships

Helpful Websites

- Power to Decide: Teen Talk. <https://powertodecide.org/teen-talk>

Tips

Love is Respect. *Healthy relationships*. <http://www.loveisrespect.org/healthy-relationships/>

Characteristics of Healthy Relationships

TeensHealth.org. (n.d.). *Am I in a healthy relationship?*
http://teenshealth.org/teen/your_mind/relationships/healthy_relationship.html

El Camino

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 unintended teen pregnancy/parenting. Be sensitive to how the term “Roadtrip” is applied to unintended teen pregnancy/parenting. Unintended teen pregnancy/parenting certainly introduces challenges to a teen’s ability to reach their future goals, but it doesn’t mean reaching those goals is impossible.
- **Avoid Language that may Shame Youth that have had Traumatic Sexual Experiences.** When discussing making decisions about having sex, it is important to recognize that some youth may have been forced or coerced into having sex. Acknowledging that fact and noting the abuse is never the fault of the person being abused/raped is important context when talking about the choices that youth have about when and how they have sex. Not addressing this issue can inadvertently lead to shaming youth that have been abuse/raped for not setting boundaries or for ignoring warning signs.
- **Ensure LGBTQ Youth Feel Safe.** Discuss gender identity and sexual orientation in an affirming way. Be prepared to adequately address homophobic and transphobic comments or bullying, particularly in the lessons that address LGBTQ characters in the novela.
 - **Respect for pronouns.** During introductions in Lesson 1, introduce yourself with your name and pronouns and encourage youth to do the same. Use students’ pronouns and avoid misgendering students in conversation. Correct yourself if you make a mistake, such as, “I meant [insert correct pronoun].” Avoid apologies as that can put students in a position where they feel social pressure to downplay the incident or comfort you, which is not their job.
 - Use LGBTQ-related terminology accurately and respectfully.
 - **Make no assumptions.** When engaging with students, do not assume you know their sexual orientation or gender identity.
 - **Use inclusive language and avoid gendered terms when possible.** Through casual conversation and during instructional time, make sure the language you are using is inclusive of all people. When referring to people in gender,

use words like “partner(s)” instead of “boyfriend/girlfriend.” Refer to sex organs without gendered terms. For example, referring to a penis, rather than a male’s/man’s penis.

- **Respond to anti-LGBT behavior.** Address name-calling, bullying or harassment immediately. Concentrate on stopping the behavior in the moment, for example, if you hear a student use a derogatory term, respond with a simple response like, “That language is unacceptable in this classroom.” If a student was targeted by name-calling, bullying or harassment, support the student by asking what they need or want and hold students accountable for their words/actions.
 - Additional resources on supporting LGBTQ resources are available in Appendix F, “Background Resources for Facilitators.”
- **Recognize the Different Values of the Cultures Youth Navigate.** Encourage students to be open minded to others’ values and how individual experiences and differences in cultural norms and values may shape someone’s goals and/or camino.
 - **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 them 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 facilitators are not therapists, lawyers, or health care providers. Stay within the bounds of your expertise, role, and responsibilities as a facilitator.
 - **Be Up Front about Confidentiality.** Related to addressing sensitive questions, it is important to let students know that if lesson content brings up thoughts of a traumatic experience, there are certain things that facilitators are required to report if students disclose them. This allows students to determine whether to disclose something to a facilitator with an understanding of what may happen related to reporting.
 - **Avoid Catching Youth Off Guard.** Provide information about lesson content up front to avoid youth being caught off guard by topics that may be reminders of adverse

experiences or prior/continuing trauma. Consider providing a brief overview of the upcoming lesson at the end of each lesson, as well as a brief summary at the beginning of each lesson. In particular, topics related to sexual behaviors, reproductive systems, consent, gender and gender identity, or sexual orientation should be mentioned in advance.

- **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.
 - **Have an Anonymous Question Box.** Some students may not feel comfortable asking questions aloud. It may be helpful to include an anonymous question box in all sessions, particularly for lessons that address consent, gender and gender identity, sexual orientation, and reproductive systems.
- **Address Discrimination.** Because the curriculum focuses on setting and attaining personal goals, it is important to acknowledge that some groups of youth may experience barriers to achieving their goals that are due to institutional discrimination. This can be a difficult topic for facilitators to deal with, but it may come up in discussions about potential barriers to achieving personal goals. Facilitators should be equipped to address it in a way that acknowledges the effects of racism, sexism, homophobia, and ableism while also maintaining the focus on empowering youth to make choices that support their personal goals.
- **Establish Norms Around Dealing with Trauma Responses.** An important aspect of safety is establishing norms and providing relevant psychoeducation about trauma. In addition to the group norms activity in Lesson 1 is great, it is important that facilitators discuss up front what trauma is and some signs that indicate a person is having a trauma response. Facilitators should:
 1. Have a plan in place for youth who are triggered. Ideally, youth who are feeling triggered during a session could leave the room and be able to access help in working through what triggered them. If youth are not able to leave the room, or if there are not adults available to receive them, the facilitator could take a few minutes with the whole class to take some deep breaths together. Another option can be to put their head down for an activity.
 2. Make arrangements ahead of time to identify a person (counselor, school nurse, other facilitator) who has the skills to help youth work through being triggered. Youth could be given the option to talk through their feelings, journal and reflect

on their own, or do a mindful exercise (coloring, drawing, focus on breathing) that would help them process through what trigger them.

3. Finally, make sure that you have a list of resources, supports, and referrals available to your community to provide students if they need it.
- **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).
 - **Vet Invited Guests.** Facilitators should vet invited guests to ensure guest speakers will be able to provide information that is relevant to the various groups of students in the class. For example, they should be able to meet the needs of youth of color as well as LGBTQ youth and other groups of youth that are sometimes overlooked or excluded.
 - **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, facilitators can add an additional lesson at the end of Lesson 6. This lesson would be set up as a 'question and answer' session. Facilitators 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 1, 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.
 - **Provide Accurate Information and Resources for All Youth.** When making your community referral list and sharing information about reproductive health, it is important to make sure this information is relevant for LGBTQ youth. It is also important to share information about mental health services that are available at the school and in the community (including

local and national hotlines), including supports for students experiencing abusive relationships.

- **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 Facilitators” on Appendix F).
- **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 **Facilitator’s Notes** section of the lesson plan.
 - Gathering materials needed to facilitate the lesson before the lesson begins.
 - Reviewing the **Facilitator Resources, Flipcharts, and Student Handouts** for each activity.
 - Preparing the classroom space.
 - Reading/studying facilitator 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 facilitators 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 sexual health promotion 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 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. Group neutrally and ensure you don’t divide students into “boy” or “girl” groups.
- **Support 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.
- **Encourage Students to Support One Another.** In addition to establishing group norms in Lesson 1, consider discussing how students can support one another when they notice a peer is struggling to reduce stigma around asking for help/space.
- **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.

¹ Kirby, D., Laris, B. A., & Roller, L. (2007). Sex and HIV education programs: Their impact on sexual behaviors of young people throughout the world. *Journal of Adolescent Health, 40*(3), 206-217. <https://doi.org/10.1016/j.jadohealth.2006.11.143>

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

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APPENDIX H: Training Materials





El Camino Training Materials

Contents

Adolescent Development Overview

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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.

El Camino

APPENDIX I: Virtual Facilitation Tips

Tips for Facilitating El Camino on Zoom

Get Ready to Facilitate Virtually

1. Pick a good location.

- Find a quiet spot to set up for facilitating El Camino in your home. Do your best to limit background noise (e.g., other people talking, television, music, phones, etc.).
- Sit at a desk or table or stand if you have the proper desk set up.
- Turn on a light or open a window shade (if needed) so everyone can see you clearly. Avoid a dark room.
- Avoid sitting in place where a bright window is behind you. The light will cast a shadow on you, and it will be hard to see your face.
- Be sure there is nothing in your background that you want to keep private.

2. Limit distractions.

- Silence your cell phones.
- Turn off your email and close other documents on your computer to limit distractions.
- If you are using Apple devices, turn on “do not disturb” in your phone’s settings.
- Consider closing the door to the room in which you will be facilitating.

3. Be comfortable.

- Bring a drink if you think you will need/want it.
- Dress comfortably while also maintaining professionalism.

4. Manage Zoom.

- Login at least 10 minutes before the lesson starts. Use this time to cue up PPT slides, write a welcome message in the chat box, etc.
- Be sure your laptop is plugged in or has sufficient battery charge.
- If possible, use a large screen when facilitating El Camino rather than a laptop. When facilitating El Camino, you are likely to have several items open at that same time that you will want to monitor simultaneously: 1) Chat Box, 2) Participant Box, 3) Video of students’ faces, 4) Shared Screen of PPT slides or another document, and 5) Zoom Navigation Bar. The more “real estate” you have on your screen, the easier it will be to see and manage all of these items at once.

Be Prepared

5. **Cue up PPT slides, documents, and videos before the lesson.** You will be sharing your screen to show PPT slides, documents, whiteboards, or videos during each El Camino lesson. Before the lesson starts, be sure all of these items are cued up and ready to be shared. Avoid having to find documents on your computer or doing a web search during the lesson—doing so will add extra time to the lesson and may affect student engagement.
6. **Have other supplies ready.** Be sure you have the El Camino student workbook and curriculum, as well as other supplies you will need for the lesson (e.g., condom and penile model, birth control kit, etc.) at your side. Avoid having to search for these items during the lesson.

Virtual Facilitation Tips

7. **Sharing PPT Slides.** You have two options in sharing PPT slides on Zoom.
 - 1) **Share PPT slides in “Normal” view.** Normal view is the view that one uses when creating PPT slides. When you are ready to share the slides with students:
 - Click on **Share Screen** (green tab in the Zoom navigation tab).
 - Then click on the middle tab called **Advanced**.
 - Then click on **Portion of Screen**. A green box will appear on the slides. Adjust that green box (like you would a text box in a Word document) around the portion of your screen that you want to share with students.

Note that if you move the slides around on your screen, the green box will not move. You will need to readjust the green box accordingly.

When you share your screen using this option, you will not be able to use slide animation. One way around this, is to create multiple slides. For example, if you have 4 points on a slide that you want to reveal one by one by using animation, put each point on its own slide. Click to show the next slide with the next point and so on.
 - 2) **Share PPT slides in “Slide Show” view.** Sharing your slides as a **Slide Show** view allows you to use animation (i.e., use if you only want to reveal parts of the slide at different points while you present information or conduct an activity).

However, you are not able to write/edit slides when they are shown in the Slide Show view.

You will also have to rearrange the participant box, chat box, video of participants, and Zoom navigation bar in a way that you can see them and also see what is written on the slides.
8. **Using Virtual Flipchart.** In a face-to-face El Camino lesson, you would use flipchart paper to record student answers, ideas, or comments. In the virtual adaptation, you will mostly use a PPT slide to record student responses (in Normal view). In some cases, you may need more than one slide to record answers (depending how many ideas are shared by students). In the case that you need an additional slide, simply click on “duplicate slide” under the Insert tab or “new slide.” If you use

duplicate slide, you will have to erase the content from the previous slide so you have a blank slide, but you will maintain the slide heading. If you use “new slide,” you will have a blank slide but will lose the slide heading.

As a general rule, do not cram too much on a slide as it becomes hard to read. Do not use a font size lower than 24-point. Select a font style and color that is easy to read.

Other options for virtual flipchart are to (1) use Zoom’s whiteboard feature or (2) share your screen to show a blank Word document. These are fine options but will require a few extra steps to bring the Word document or whiteboard up for students to see. When using these options, you can also use Zoom’s **Annotate** feature which allow students to type there answer directly onto the screen. This is a nice way to engage youth. As the host of the session, you can move around student responses to create a list or organize them in a particular way.

- After sharing your screen or opening a Zoom whiteboard, Instruct the students to click on the pencil icon in a new Zoom navigation bar called “**Annotate.**” A new navigation bar will pop up on the top of the screen.
- Ask them to click on the “**T**” (text) in that new navigation bar.
- Then ask them to click anywhere on the screen and a text box will show up (outlined in light blue).
- Tell them to type their answer in the text box.
- After doing so, they should click outside the text box and their answer will appear on the screen for everyone to see (this might take a second or two).

Engaging Students

9. Encourage students to turn on their video and use their audio, but do not make it a requirement.

Some students may feel uncomfortable turning on their video because other people in their home may be watching/listening, there are people or things in the room that they rather keep private, or other reasons. A few things that a facilitator can do to help students feel comfortable are:

- Explain how to use Zoom’s virtual background options. Click on the **Video** icon, then select **Choose Virtual Background**. Zoom provides a few backgrounds to choose from. Students can also upload their own background. Provide a set of rules about the type of background they can upload. For example, images with nudity, vulgar words, political or religious symbols, etc. will not be allowed.
- Suggest the use of earphones so they can hear what is being said during the lesson but others in their home cannot.
- Allow students to use the **Chat Box** to ask or respond to questions rather than respond verbally.
- For “yes” or “no” type questions, allow them to use Zoom **Reactions** (thumbs up or hands clapping in the Zoom navigation bar, or “yes” or “no” in the Participant box) to respond.

10. Be sure each student’s name is listed correctly on Zoom. Students may be logging into Zoom with someone else’s Zoom account. If so, you will not see the student’s actual name appear in the

participant box or on the bottom of their video. Explain to students that you want to make sure you call them by their correct name during class and you want their peers to be able to do the same. For example, *Activity 2C: Pass the Ball* requires that students call each other by name.

Students can rename themselves by doing the following:

- Open the participant box.
- Rollover their name listed in the participant box and click on the blue “more” tab.
- Click on “Rename.”
- A window will appear. The student should type in the name they want to be referred to.
- Click on the blue “Rename” button to confirm.

11. **Connect with students by using their names.** Facilitating El Camino on a virtual platform like Zoom can feel less personal compared to face-to-face instruction. One way to increase the feeling of inclusion and connection is to welcome students by name as they enter Zoom. Simply saying something like “Hi Michael” or “Welcome Elena” makes a difference. Give a student a compliment and use their name while doing so. In other words, show students that you “see” them.

12. **Make sure everyone gets a turn.** One challenge in facilitating virtual activities is managing group participation in a way that does not feel awkward, where participants do not talk over each other, and where participants are not unintentionally left out. One way to make sure that everyone is included is to create a participation “system” for the group to follow. For example, ask that each participant have a turn participating by:

- Alphabetical order of their first name or last name
- Number of siblings (the person with the greatest number of siblings goes first and so on)
- Birth month and day (the oldest person goes first, and so on)

You can ask students to put this kind of information next to their name by renaming themselves (see guidance on renaming above).

Students can indicate that they want to speak by raising their hand in front of the camera, raising their hand in the participant box, or sending you (or the group) a chat message. Note the last two options can be challenging to monitor while you are also facilitating discussion and focusing on facing.

As with face-to-face lessons, let participants know that they have the right to pass. Avoid making students feel like they have been put on the spot.

13. **Conduct a quick energizer.** It is challenging for adults and teens to sit for many hours in front of a computer screen—especially for students who are attending school classes virtually. If you sense that students are fidgety or losing energy, consider doing a quick energizer (less than 60 seconds). Be mindful of students’ abilities/physical limitations—they should only do what feels comfortable. Below are a few examples of quick energizers. Feel free to adapt as you see fit.

- **Body Gestures**

- Ask each person in the group to make a gesture with their body/face that represents how they are feeling. Ask everyone to observe each other.
- Comment on what you observed and/or ask the group to do so.
- **Dance Freeze**
 - Ask everyone to stand.
 - Play music (from your music library or from YouTube) and ask participants to dance.
 - When you stop the music, they have to freeze.
 - Repeat two or three more times.
- **Mindfulness Meditation**
 - There are many free applications and videos that can help you guide participants through a short mindfulness meditation. Alternatively, rather than leading the meditation, simply play the video or app for participants (and you!) to follow.
 - Sometimes just closing your eyes and concentrating on your breath for 10-30 seconds is enough to help refocus.
- **Shake It Out**
 - Ask participants to stand.
 - Ask participants to shake their right hand 4 times, then their left hand 4 times, then their right leg 4 times and then their left leg 4 times. Repeat, but now each body part is shaken 3 times, then 2 times, then 1 time.
 - Feel free to change the exercises and the number of times that each exercise is repeated.
- **Stretching**
 - Type “stretching exercises” into your browser and you will find many examples. Select ones that are relatively simple. CDC has a handout describing some simple ones (see pages, 6 and 8): <https://bit.ly/2Y7JQta>
 - Tell participants that they should only do what feels comfortable.
- **Swimming**
 - Ask participants to stand.
 - Tell them to pretend they are in the water and swimming.
 - First ask them to do a few free style strokes with their arms. Then a few breast strokes. Then a few back strokes. (For a reminder on how these strokes are done, go to YouTube and search “swimming strokes.”)
 - You can change this activity by replacing swimming moves, with row boating, basketball dribbling and shooting baskets, etc.
- **Touch Blue**
 - Ask participants to stand.

- Ask participants to look around the room they are in and touch something blue (or green, purple, red, yellow, etc.)
- Next, ask them to touch something made of glass (or wood, plastic, paper, metal, etc.)
- Then something soft (or hard, sharp, smooth, etc.)
- Then something square (or circular)
- End by asking them to touch something that makes them happy or brings back a fond memory.

Other Tips

14. **Maintain a positive facilitator “stage presence.”** Just like in the face-to-face facilitation of El Camino, facilitator body language and energy are important in the virtual adaptation. Here are a few tips:
 - Sit up straight in your chair or stand up straight if you are standing at your desk.
 - Show enthusiasm.
 - Smile.
 - Speak loud enough.
 - When you can, talk to the camera (as opposed to your screen).
 - Keep in mind that although you may be looking at a student on *your* screen, they might not perceive it that way on *their* screen. Use student names when addressing them.
 - It can be distracting to present during a Zoom meeting and see your face on the screen. Zoom allows the host to hide their video, but still display their video to other participants. Zoom automatically begins in Speaker View and you can see your own video. Right-click your video to display the menu, then choose “Hide Myself.” You will no longer see the video of yourself, but others in the meeting will still see the video of you.
 - Look professional (as you normally would) in how you dress.
 - Pay attention to student body language. If someone looks lost or confused, check in with them. If someone is raising their hand on camera or using a reaction icon, address their question.
 - Use humor when appropriate.
15. **Minimize long pauses.** You might find that in the virtual delivery of El Camino, pauses may seem awkward or longer as compared to face-to-face instruction. Practice how you are going to transition smoothly from one activity to the next.
16. **Get comfortable with Zoom.** There are many fun and interactive features on Zoom. Take some time to explore settings and options. If you find something that you think will enhance virtual facilitation of El Camino, share it with your team!

17. **Ask students to keep their audio off when not speaking.** Noise in student home backgrounds will make it difficult for a person to talk and for others to listen on Zoom. Ask everyone to mute themselves when they are not talking. Remind students to turn on their audio when they want to share. You (the host) also have the ability to “mute all” in the participant box. This might be helpful when multiple students have been participating and forget to mute themselves.

Adapting to an Uncharted and Challenging Time

18. **Keep students’ home context in mind.** We are living in an uncharted and challenging time. The COVID-19 pandemic, civil unrest related racial injustice, and heated political campaigning has affected all of us in different ways. Keep in mind that some students may:
- Have lost of a family member due to COVID-19
 - Know someone who has been sick with COVID-19
 - Have parents who have lost their jobs
 - Be experiencing food or housing insecurity
 - Be feeling depressed or anxious
 - Be feeling “Zoom fatigue”
 - Be underperforming on their school assignments for various reasons and feel frustrated as a result
 - Be witnessing or experiencing increased violence (physical, sexual, or emotional) in their homes

Keep these contextual factors in mind as you interact with students. Adjust your expectations accordingly.

Recognize your own fatigue and feelings. Take care of yourself and get support from your colleagues and/or others.

19. **Have patience!** Have patience with yourself, students, and the process of facilitating El Camino virtually. This is a learning experience for all of us!