

Making Proud Choices!

FIFTH EDITION

Adaptation Guidelines

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Adaptation Guidelines

Whereas the core components for *Making Proud Choices!* (MPC) specify the important components and qualities of MPC that must be implemented to insure that it is effective, these guidelines specify possible adaptations that people might like to make during implementation and how those adaptations might impact effectiveness. They fall into three categories: “Green light” adaptations are minor adjustments that are encouraged, either because they will not reduce effectiveness or because they might even improve effectiveness; “Yellow light” adaptations are those that should be implemented thoughtfully with caution and possibly guidance. These may be minor or more extensive. They might not reduce effectiveness in some situations, but could reduce effectiveness in other situations. “Red light” adaptations are those that should not be implemented, because typically they will reduce effectiveness. They are considered major adaptations.

In the table on the following pages, possible adaptations are color coded appropriately (green, yellow and red) with an accompanying explanation describing the conditions under which an adaptation may be made or reasons why it should not be made.

Summary of Adaptations

GREEN

- Offering MPC in a school setting (2a)
- Delivering to larger groups of youth (2b)
- Implementing the optional additional activities in Appendix A (3a)
- Changing the number and duration of sessions (3b)
- Teaching modules up to 1 week apart (3c)
- Implementing with facilitators who are not the same race/ethnicity or gender as the youth (4a)
- Having specially trained outside facilitators teach the curriculum (4b)
- Using only one facilitator with large groups of youth participants (4c)
- Tailoring the content (6a)
- Updating statistics, facts, or word choice (6b)
- Adding reproductive health lessons before starting (6c)
- Including information/discussion about consent (6d)
- Changing the names of select module and activity titles (6e)

- Updating/adapting myths held by youth (6f)
- Adding additional behaviors to HIV risk continuum (6g)
- Adding debriefing/processing questions (7a)
- Reinforcing information with visual material (7b)
- Recreating provided posters to be larger/more colorful (7c)
- Customizing roleplays (7d)
- Making the “Birth Control Methods Demonstration” activity more interactive (7e)
- Using an alternative to an anatomical model in the “Condom Use Skills” activity (7f)

YELLOW

- Implementing with youth who are outside of the 11–18 age range (2c)
- Changing the sequence of activities (3d)
- Implementing with facilitators who do not have all the qualities deemed important in facilitators (4d)
- Using trained peer educators to assist with implementation (4e)
- Adding activities to address additional risk/protective factors (6h)
- Adding videos to augment lessons (6i)
- Replacing videos (6j)
- Omitting videos (6k)
- Replacing games (6l)
- Tailoring instructional methods (7g)
- Using an alternative to a condom in the “Condom Use Skills” activity (7h)

RED

- Changing the title (1a)
- Contradicting or competing with the intent/goal of the program (1b)
- Implementing in any way so that youth participants do not attend consistently (3e)
- Shortening the program (3f)
- Failing to train the facilitators (4f)
- Implementing with facilitators who lack credibility with youth (4g)
- Not obtaining approval from or informing the host organization about the content of the curriculum (5a)
- Implementing without obtaining approval from parents (5b)
- Not taking steps to recruit and retain youth (5c)
- Implementing in a public space (5d)
- Implementing without reviewing curriculum or obtaining materials (5e)

- Not teaching “How to Make Condoms Fun and Pleasurable” (6m)
- Eliminating risk and protective factors (6n)
- Not teaching all content areas to save time or avoid controversy (6o)
- Not using praise and reinforcement (7i)
- Failing to emphasize a clear message about behavior (7j)
- Not creating group agreements (7k)
- Reducing classroom management efforts (7l)
- Changing the order of activities within each lesson (7m)
- Not implementing each activity as specified (7n)
- Replacing interactive activities with noninteractive activities (7o)
- Failing to use visual materials (7p)
- Deleting or replacing condom activities or not allowing youth to practice condom use (7q)
- Not implementing all roleplay activities (7r)
- Reducing opportunities for skill practice (7s)
- Reducing or eliminating activities that allow youth to personalize information (7t)
- Failing to repeat and reinforce key behavioral messages (7u)

Section 1: Theme/Messages

Core Component: The program title, *Making Proud Choices!*, which emphasizes pride, responsibility and reaching one’s goals and dreams, should remain the same.

RED



Adaptation 1a: Changing the title

Rationale and Guidance: Pride, responsibility and reaching one’s goals and dreams are critical themes of *MPC* and therefore the title should remain the same.

Core Component: The messages that, “The proud and responsible thing to do is to use a condom every time you have sex,” and “Protecting yourself will help you reach your goals and dreams,” should remain the same.

RED




Adaptation 1b: Contradicting or competing with the intent/goal of the program


Rationale and Guidance: *MPC* was designed to reduce sexual risk-taking behaviors directly associated with contracting HIV and STDs and unintended pregnancy. If you add additional goals, such as “reduce drug use” or “reduce sexual violence,” these goals may start to compete with, or in some cases contradict, *MPC*’s goal. It is a better idea to prioritize health goals and decide which ones to tackle first. Choose science-based programs to address each of these health problems, but do not try to combine programs or “cut and paste” to meet multiple health goals with one program.

Section 2: Audience and Setting


Core Component: The curriculum may be implemented in a school or a non-school setting.

GREEN 	Adaptation 2a: Offering MPC in a school setting rather than a community-based setting
	Rationale and Guidance: Although <i>MPC</i> was originally developed as a curriculum for community-based settings, it could be delivered in a school setting, as long as the activities remain interactive and all youth have a chance to participate and practice new skills. If school class periods are less than an hour (for which the curriculum is designed), the School Edition of <i>MPC</i> , designed with fourteen 40-minute modules, should be used.

Core Component: The curriculum may be implemented in a school or a non-school setting.


GREEN 	Adaptation 2b: Delivering MPC to larger groups of youth
	Rationale and Guidance: <i>MPC</i> was designed for small groups of youth. It can be led with groups of up to 35 youth if using multiple facilitators and/or the recommended practices for large groups (see Adaptation 4c). If you are implementing the program with a larger group, the School Edition may better suit your needs as it has been designed for a slightly larger audience.

Core Component: The curriculum is designed for youth who are the appropriate age (i.e., 11–18).


YELLOW 	Adaptation 2c: Implementing MPC with youth who are not yet 11 or who are 19 or older
	Rationale and Guidance: What is most important is that the curriculum be appropriate to the sexual experience of the youth. It will not increase sexual risk behavior by being implemented with youth who are either too young or too old. However, if the youth are too young, it may not delay their initiation of sex, because they would not be having sex anyway. If they are too old, they are likely to already be sexually experienced and the activities encouraging them to delay sex or not have sex may be less effective. Youth who participate in <i>MPC</i> should be about the same age (e.g., 11 year olds should not be mixed with 18 year olds). If <i>MPC</i> is taught to youth whose ages are on one of the extremes of the accepted range, it is acceptable if some students' ages are outside of the range (e.g., if teaching to a class of high school seniors, students who are 19 years old can participate).

Section 3: Implementation Schedule and Overall Structure


Core Component: All curriculum modules should be implemented in order with all of the activities included.

GREEN 	Adaptation 3a: Implementing the optional additional activities in the MPC Appendix A
	Rationale and Guidance: The activities provided in Appendix A of <i>MPC</i> should be viewed as supplemental, and can be used to help address issues and needs that may emerge in the group. The additional roleplay activities and the HIV/STD Jeopardy and Survivor games may be implemented as an alternative to the AIDS Basketball game during the course of the <i>MPC</i> modules. The remaining additional activities should only be implemented either before or after the main <i>MPC</i> curriculum so as to avoid breaking up the intended module order. <i>MPC</i> modules and activities are presented in a particular order, with each module building on previous ones. Disrupting the order of modules could decrease learning and the youths' mastery of skills and information.

Core Component: The program may be implemented in various delivery formats (e.g., eight sessions of 60 minutes each, four 2-module sessions, two 4-module sessions). The School Edition is implemented in fourteen 40-minute sessions.


GREEN 	Adaptation 3b: Changing the number and duration of sessions
	Rationale and Guidance: <i>MPC</i> was originally implemented over two weekends in two 4-hour sessions. However, it could be implemented in other formats (e.g., eight 60-minute sessions, four 2-module sessions, etc.). All modules must be implemented in order, and it is not advisable to let more than one week elapse between lessons. If the 60-minute modules in the original curriculum are too long to implement at your organization, the School Edition with fourteen 40-minute modules may better suit your needs.

Core Component: The program should ideally be completed within a 2-week period (unless implementing the School Edition). Implementation should not exceed 8 weeks.


GREEN 	Adaptation 3c: Teaching modules up to 1 week apart
	Rationale and Guidance: It is acceptable for up to 1 week to lapse between modules, provided that the material is taught within a maximum of 8 weeks. If you are unable to teach the curriculum more than once per week, provide a brief review of the previous module each time prior to moving on to the next module.

Section 3: Implementation Schedule and Overall Structure *continued*


Core Component: All curriculum modules should be implemented in order with all of the activities included.

YELLOW 	Adaptation 3d: Changing the sequence of activities
	<p>Rationale and Guidance: <i>MPC</i> modules and activities are presented in a particular order, with each module building on previous ones. It is important that youth receive basic information, perceive that they are at risk, and develop supporting attitudes, norms and motivations before learning new skills. Changing the order of modules could decrease their understandability and the mastery of skills and information. A curriculum or learning theory specialist would be able to advise you about appropriate ways to shift modules or activities, if necessary.</p>

Core Component: Outcomes of *MPC* are affected by the dose of the program participants receive. The sessions should be taught so that youth can participate in every module.


RED 	Adaptation 3e: Implementing the program in any setting or manner so that many youth participants do not attend consistently
	<p>Rationale and Guidance: If <i>MPC</i> is implemented such that many youth participants do not attend all classes consistently, they will miss important activities, understandings and skills that are needed for subsequent classes. Thus, the program will be less effective.</p>

Core Component: All curriculum modules should be implemented in order with all of the activities included.


RED 	Adaptation 3f: Shortening the program
	<p>Rationale and Guidance: Several replication studies of science-based sex and HIV education programs have demonstrated a negative effect on outcomes when these programs were shortened. Each risk and protective factor addressed in a curriculum is likely to be addressed by multiple activities. Substantially reducing the number of activities designed to affect each risk and protective factor may have a negative effect on behavioral outcomes.</p>

Section 4: Program Facilitators

Core Component: Facilitators for the *MPC* curriculum should be trained and familiar with the *MPC* content, comfortable discussing the material, and experienced in teaching a skills-based program.


GREEN 	Adaptation 4a: Implementing <i>MPC</i> with facilitators who are not the same race/ethnicity or gender as the youth
	Rationale and Guidance: Although some curricula are written for particular racial/ethnic or gender groups and their effectiveness might be improved by matching race/ethnicity or gender, <i>MPC</i> is written for young people of all races/ethnicities and genders, including mixed classrooms, and neither the race/ethnicity nor gender of facilitators needs to match that of the youth.

Core Component: Facilitators for the *MPC* curriculum should be trained and familiar with the *MPC* content, comfortable discussing the material, and experienced in teaching a skills-based program.


GREEN 	Adaptation 4b: Having specially trained outside facilitators teach the curriculum instead of regular classroom teachers
	Rationale and Guidance: If outside facilitators are well trained and can relate to youth, they should be able to implement <i>MPC</i> without loss of effectiveness.

Section 4: Program Facilitators *continued*

Core Component: One or two adult facilitators should lead the program.


<p style="writing-mode: vertical-rl; transform: rotate(180deg);">GREEN</p> 	<p>Adaptation 4c: Using only one facilitator with large groups of youth participants (20+)</p>
	<p>Rationale and Guidance: <i>MPC</i> was designed for groups of six to eight youth. The program could be implemented with larger groups, as long as activities remain interactive and youth are able to participate and practice new skills. When working with large groups, it is recommended to use a second facilitator from your site or from a partnering agency with educators who have expertise in sexual health education. The second facilitator should co-facilitate the program or minimally assist with classroom activities and management.</p> <p>If <i>MPC</i> is delivered to a large group of youth by a facilitator who knows the youth well, the facilitator can begin managing the group prior to starting the modules by assigning the youth into set small groups for group work ahead of time. The facilitators should take special consideration to mix the groups so that youth who will participate more actively, youth who will be more reserved, and youth who may present challenges are well distributed among the groups.</p> <p>With large groups, it is especially important to create, post, make reference to, and, as needed, update the group agreements established in the beginning of <i>MPC</i>.</p>

Core Component: Facilitators for the *MPC* curriculum should be trained and familiar with the *MPC* content, comfortable discussing the material, and experienced in teaching a skills-based program.


<p style="writing-mode: vertical-rl; transform: rotate(180deg);">YELLOW</p> 	<p>Adaptation 4d: Implementing <i>MPC</i> with facilitators who do not have all the qualities deemed important in facilitators, e.g., ability to connect with youth, credibility with youth on this topic, experience teaching a skills-based curriculum, comfort talking about sexuality, and considerable background knowledge about adolescent sexuality</p>
	<p>Rationale and Guidance: It is commonly believed that these desired qualities in facilitators do increase effectiveness; however, <i>MPC</i> may still be effective if facilitators lack one or more of these qualities but are well trained.</p>

Section 4: Program Facilitators *continued*


Core Component: The facilitators should have credibility with youth.

YELLOW 	Adaptation 4e: Using trained peer educators to assist with implementing the curriculum
	Rationale and Guidance: If they are properly selected and trained appropriately and if they are chosen to help with appropriate activities (e.g., modeling a roleplay, monitoring small-group work), use of peer educators can be an acceptable adaptation.

Core Component: Facilitators for the *MPC* curriculum should be trained and familiar with the *MPC* content, comfortable discussing the material, and experienced in teaching a skills-based program.


RED 	Adaptation 4f: Failing to train the facilitators to teach the content, to implement the interactive activities and to discuss the sexual topics comfortably
	Rationale and Guidance: Unless teachers have considerable experience with a very similar curriculum, they may not be familiar with the content, may not know how to implement the particular <i>MPC</i> activities, may not be skilled at implementing participatory activities such as roleplaying, or may not be comfortable discussing the sexual topics. Proper training can help meet all of these needs.

Core Component: The facilitators should have credibility with youth.


RED 	Adaptation 4g: Implementing <i>MPC</i> with facilitators who do not relate well to youth or lack credibility in the eyes of youth
	Rationale and Guidance: Especially when programs are implemented with youth who attend voluntarily, it is critical that the facilitators be able to relate well with youth and have credibility.

Section 5: Preparation


Core Component: Appropriate approval to implement the program should be obtained from the school or host organization.

	Adaptation 5a: Not informing the host organization about the content of the curriculum and not obtaining appropriate approval from the organization
	Rationale and Guidance: Sexuality education can be a controversial topic. Thus, it is important to fully inform the host organization about the curriculum content and to obtain appropriate approval from that organization. Not doing so may cause the program to be terminated.


Core Component: Parents should be informed about the program and provide consent and support for their child's participation in the program.

	Adaptation 5b: Implementing MPC without obtaining appropriate approval from parents
	Rationale and Guidance: Because sexuality education can be a controversial topic, parents should be notified that their teens are receiving the curriculum and be given the opportunity to preview materials and ask questions and should be informed of the steps required to opt out their children, if desired.

Core Component: Steps necessary to successfully recruit youth must be taken. The facilitators should promote attendance by increasing awareness of the program, communicating to youth that they are happy to see them, making reminder phone calls, providing teasers at the end of each session, and/or completing other activities that will encourage youth to attend.


	Adaptation 5c: Not taking necessary steps to recruit and retain youth
	Rationale and Guidance: If sufficient steps are not taken to recruit and retain youth, then the program cannot be effective with them.

Core Component: A private meeting space should be secured for implementing MPC and the facilitators should be present at all times.

	Adaptation 5d: Implementing the program in a public meeting space where other people enter and leave
	Rationale and Guidance: If the meeting space is not private, activities may be disrupted, youth may be less attentive or may be less comfortable sharing information or participating in roleplays and other activities.


Section 5: Preparation *continued*

Core Component: The facilitators should review preparation needs and obtain needed materials (e.g., videos, data, etc.).


RED 	Adaptation 5e: Implementing the curriculum without reviewing and obtaining needed materials
	Rationale and Guidance: If needed materials are not obtained or prepared, then some activities cannot be implemented. For example DVDs used in the modules need to be obtained and reviewed before the session.

Section 6: Content Core Areas

Core Component: All the activities in each module should be implemented.


GREEN 	Adaptation 6a: Tailoring the content (e.g., for visual learners or particular gender or racial/ethnic groups)
	Rationale and Guidance: Tailoring the content for a particular group of youth could increase its effectiveness, if done carefully. Facilitators can make other minor adaptations in order to help their youth relate to the content, provided they do not change the basic ideas and skills in the activities.

Core Component: All the activities in each module should be implemented.


GREEN 	Adaptation 6b: Updating statistics, facts, and/or word choice
	Rationale and Guidance: Updating statistics and facts about youth sexual behavior, the risk of pregnancy and STDs, the effectiveness of condoms or other things is encouraged both to keep information up to date and to increase its accuracy. Updating word choice is appropriate when newer, more relevant terms become used more than the language included in the curriculum, e.g., using STI instead of STD.

Section 6: Content Core Areas *continued*

Core Component: All the activities in each module should be implemented.


GREEN 	Adaptation 6c: Adding reproductive health lessons before the program starts
	<p>Rationale and Guidance: The program is designed to be implemented with youth who have had some basic instruction in reproductive anatomy, physiology and puberty. If youth have not had this instruction, they may benefit from being given this foundation before talking about sexual intercourse, preventing HIV and condom use. Any additional instruction should be limited to a few lessons to avoid making the program too long. Additionally, these lessons should not take away from the time available for the program and should be taught before the program lessons. In Appendix A of the <i>MPC</i> Facilitator Guide, an optional discussion activity on puberty and adolescent sexual development is included that may be appropriate for providing a brief overview.</p>

Core Component: All the activities in each module should be implemented.


GREEN 	Adaptation 6d: Including information and discussion about consent in select activities
	<p>Rationale and Guidance: Facilitators are encouraged to engage their youth participants in discussion around consent in appropriate activities. When discussing consent, it is important to ensure that there is enough time in the session to facilitate these conversations and complete the rest of the activities to their full extent.</p> <p>It is encouraged to discuss consent during the “Regretful Rihanna” scenario included in “Calling Koko.” While this situation was originally intended to highlight the risks of alcohol and other drug use on sexual decision making, it presents an opportunity to introduce and/or continue the conversation around consent. This discussion should include: (1) that consent cannot be given when people are drunk or high, (2) the importance of talking to a trusted adult when an unwanted sexual encounter occurs, and (3) that in a situation like the one described, the victim is not at fault.</p> <p>Including a discussion on consent would additionally be appropriate for the “Sean and Morgan Case Study” activity, where facilitators may choose to discuss the legal age of consent in their state. Lastly, during the “Introduction to SWAT” activity, adding extra discussion on affirmative consent would be appropriate. For this activity, the facilitator note at the beginning can help guide the conversation. It is important to present this activity without implying that the responsibility is only on the refuser to provide a “sufficient” no.</p>

Section 6: Content Core Areas *continued*


Core Component: All the activities in each module should be implemented.

GREEN 	Adaptation 6e: Changing the name of select module titles and activity titles to increase resonance with youth or setting
	<p>Rationale and Guidance: Changing the title of a module or activity is an appropriate adaptation when doing so will not compromise the message of the module or activity. For example, to be less stigmatizing, it is permissible to change the titles of modules that begin with “The Consequences of...” to “The Outcomes of...” as these changes will not impact the core components of the curriculum.</p> <p>Another often inquired about title is “How to Make Condoms Fun and Pleasurable.” The title of this activity reflects its purpose, which is to empower and teach youth how to make condom use easy and more comfortable for themselves and their partners and how to respond to a partner’s objections. This encourages consistent use and a sense of pride and responsibility. If this title will cause controversy in the community, a suggested alternate title is “How to Make Condom Use Easy and More Comfortable.” It is critical, however, that youth have the opportunity to talk about strategies that can increase the likelihood that they will use condoms with their partners and help them respond if a partner is reluctant to use condoms.</p>


Core Component: All the activities in each module should be implemented.


GREEN 	Adaptation 6f: Updating/adapting myths held by young people for the “Myths and Facts” activities
	<p>Rationale and Guidance: Because myths about sexual risk may vary from one community to another, determining which myths are most common in the particular community and with potential youth participants and then addressing and refuting these myths can increase the effectiveness of <i>MPC</i>.</p>


Core Component: All the activities in each module should be implemented.

GREEN 	Adaptation 6g: Adding additional behaviors to the HIV risk continuum
	<p>Rationale and Guidance: If there are particular risk behaviors that youth are engaging in, it would be appropriate to include them in this activity to enable the youth to reflect on the risk level of those behaviors. Assessment data gathered from youth can help guide these types of adaptations.</p>

Section 6: Content Core Areas *continued*


Core Component: All the activities in each module should be implemented.	
YELLOW 	Adaptation 6h: Adding activities to address additional risk and protective factors
	Rationale and Guidance: Pre-assessment may show that youth participating in <i>MPC</i> face other determinants of sexual risk taking—such as alcohol or other drug use—that are not addressed in <i>MPC</i> . Or, youth may lack knowledge about basic reproductive anatomy and physiology and would therefore benefit from instruction in these topics before they talk about sexual intercourse and condom use. Although it is possible to add activities to address these topics, it is important not to add too many additional activities or sessions, which could make the program too long and cause retention problems. It is also important to add these activities only before or after, not in the middle of, the <i>MPC</i> modules. A curriculum or health behavior theory specialist would be able to assess how much additional time would be appropriate to add and how the activities might be designed. Exercise caution when adding activities; trying to accomplish too many objectives with one program may dilute <i>MPC</i> 's positive outcomes.

Core Component: All the activities in each module should be implemented.	
YELLOW 	Adaptation 6i: Adding videos to augment lessons
	Rationale and Guidance: The <i>MPC</i> program includes a number of videos used in the modules. Including additional videos should be done with caution, as the included videos are already intended to address particular determinants of behavior change.


Core Component: All the activities in each module should be implemented.	
YELLOW 	Adaptation 6j: Replacing videos
	Rationale and Guidance: If videos do not seem appropriate for the youth, facilitators may substitute another video or interactive activity. However, it is important to make sure the new video is culturally appropriate and addresses the same determinants as the original video. For example, if replacing a video that addresses “perception of risk,” do not replace it with one that is about how to use condoms correctly, but find a replacement video that also addresses “perception of risk.” The characters in the video should represent the same race/ethnicity, age and gender as the youth.

Section 6: Content Core Areas *continued*


Core Component: All the activities in each module should be implemented.

YELLOW 	Adaptation 6k: Omitting videos
	<p>Rationale and Guidance: As videos are integral activities included in the curriculum, omitting them should be avoided if at all possible. If it is not possible to show videos (i.e., TV/DVD equipment unavailable), then it is recommended to use the core components of the curriculum as a guide to create an alternate activity that will address the same content, skills and objectives.</p> <p>For example, one possible alternate activity would be to use a series of case studies that parallel the situations from the video with characters that mirror youths’ lives. Write several scenarios that reflect the behaviors and situations shown in the video and that will address the same issues. Have youth review and reflect on the scenarios in small groups or in guided discussion with the whole class.</p>

Core Component: All the activities in each module should be implemented.


YELLOW 	Adaptation 6l: Replacing games
	<p>Rationale and Guidance: The games in <i>MPC</i> are used to reinforce information about HIV and STDs. Games may be modified, as long as the modification reinforces the basic knowledge about HIV and STDs taught in the curriculum.</p>

Core Component: All the activities in each module should be implemented.


RED 	Adaptation 6m: Not teaching “How to Make Condoms Fun and Pleasurable”
	<p>Rationale and Guidance: This activity is critical to building self-efficacy for condom use. Studies show that one of the main reasons people do not use condoms is the belief that they will interfere with the fun and pleasure of sex. Therefore, this activity should be included in any adapted version of <i>MPC</i>. To increase acceptance of this activity by an organization or community, it is permissible to simply change the title of the activity (see Adaptation 6e).</p>

Section 6: Content Core Areas *continued*

Core Component: All the activities in each module should be implemented.


RED 	Adaptation 6n: Eliminating risk and protective factors
	<p>Rationale and Guidance: <i>MPC's</i> core content components clearly show the important risk and protective factors addressed by the program's learning activities. These core content components are grounded in the Theory of Reasoned Action, the Theory of Planned Behavior and Social Cognitive Theory. Removing one or more of the risk and protective factors, may compromise the "recipe" for success that <i>MPC's</i> developers created.</p>

Core Component: All the activities in each module should be implemented.

RED 	Adaptation 6o: Not teaching all the content areas in order to save time or to avoid any possible controversy
	<p>Rationale and Guidance: Research studies of other curricula demonstrate that deleting activities or content areas can reduce their effectiveness. This is especially true of topics such as condoms or other forms of contraception. As demonstrated by the logic model, every activity is designed to affect an important risk and protective factor that, in turn, affects sexual risk behavior. Omitting one or more of the content areas would dilute the program's ability to address one or more of these factors, and, therefore, reduce its overall effectiveness.</p>


Section 7: Core Teaching Strategies (Pedagogy)

Core Component: Implement all activities using the interactive strategies included in the lessons, as these teaching strategies and activities were designed to influence the theory-based risk and protective factors related to sexual risk behaviors.


GREEN 	Adaptation 7a: Adding debriefing/processing questions
	<p>Rationale and Guidance: Questions are provided in the curriculum for large-group or debriefing discussions. Facilitators may add a question or two, as long as the additional questions do not move the group away from the primary topic being discussed.</p>

Section 7: Core Teaching Strategies (Pedagogy) *continued*


Core Component: Implement all activities using the interactive strategies included in the lessons, as these teaching strategies and activities were designed to influence the theory-based risk and protective factors related to sexual risk behaviors.

GREEN 	Adaptation 7b: Reinforcing information with additional visual material
	Rationale and Guidance: Because some youth learn best visually, providing additional visual reinforcement may increase effectiveness, provided doing so does not replace other learning strategies.

Core Component: Implement all activities using the interactive strategies included in the lessons, as these teaching strategies and activities were designed to influence the theory-based risk and protective factors related to sexual risk behaviors.


GREEN 	Adaptation 7c: Recreating provided posters to be larger, more colorful, and more fun
	Rationale and Guidance: Provided that they contain the same content as those provided with <i>MPC</i> , recreated posters that are larger, more colorful and more fun will enhance program by making the posters easier to see and more engaging in their appearance.

Core Component: Implement all activities using the interactive strategies included in the lessons, as these teaching strategies and activities were designed to influence the theory-based risk and protective factors related to sexual risk behaviors.


GREEN 	Adaptation 7d: Customizing roleplays
	Rationale and Guidance: <i>MPC</i> uses roleplays to demonstrate or allow youth to practice a skill. Facilitators may change names, settings, language, and even some of the details of the roleplay, as long as the meaning and skill practice elements do not change (see Adaptation 6a). Assessment data gathered from youth can help guide these types of adaptations; for example, getting their suggestions for wording or ideas for places where they usually socialize.

Section 7: Core Teaching Strategies (Pedagogy) *continued*


Core Component: Implement all activities using the interactive strategies included in the lessons, as these teaching strategies and activities were designed to influence the theory-based risk and protective factors related to sexual risk behaviors.

GREEN 	Adaptation 7e: Making the “Birth Control Methods Demonstration” activity more interactive
	<p>Rationale and Guidance: While this activity is set up as a mini-lecture, adaptations to make lessons more interactive and engaging for different learning styles are positive changes to the curriculum. It is important, however, to ensure that these changes do not compromise any elements of the content.</p>

Core Component: Implement all activities using the interactive strategies included in the lessons, as these teaching strategies and activities were designed to influence the theory-based risk and protective factors related to sexual risk behaviors.


GREEN 	Adaptation 7f: Using an alternative to an anatomical penis model during the “Condom Use Skills” activity
	<p>Rationale and Guidance: To implement <i>MPC</i> with fidelity, the “Condom Use Skills” activity must be included. However, since having youth practice applying condoms to an anatomical penis model may be controversial in some communities, it is acceptable to have the youth practice condom use skills with an appropriate alternative (e.g., fingers, a cucumber, a water bottle, etc.). The opportunity for youth to practice condom use skills cannot be removed without compromising the effectiveness of <i>MPC</i>. See Adaptation 7h pertaining to a yellow light alternative to using condoms for condom demonstrations and practice.</p>

Core Component: Facilitators address multiple learning styles and use different experiential activities, including videos, worksheets, roleplays and skill practice.


YELLOW 	Adaptation 7g: Tailoring instructional methods
	<p>Rationale and Guidance: Current <i>MPC</i> instructional methods are designed to improve particular risk and protective factors and use effective teaching strategies. Using alternative teaching strategies may reduce learning or personalization.</p> <p>However, teaching strategies can be slightly changed to address the particular needs of different learners if done very carefully.</p> <p>Tailoring the language used in roleplays is also acceptable.</p>

Section 7: Core Teaching Strategies (Pedagogy) *continued*

Core Component: Implement all activities using the interactive strategies included in the lessons, as these teaching strategies and activities were designed to influence the theory-based risk and protective factors related to sexual risk behaviors.

YELLOW 	Adaptation 7h: Using an alternative to a condom in the “Condom Use Skills” activity
	Rationale and Guidance: To implement <i>MPC</i> with fidelity, the “Condom Use Skills” activity must be included. Youth need to touch, feel and practice using condoms in order to consistently use them with a partner. Therefore, it is critical that youth have as much opportunity to practice using condoms as possible. However, since introducing condoms in the classroom is not allowed in some communities, it is acceptable to have the youth practice condom use skills with the ConDemo™ condom demonstration alternative. The patent pending educational device allows for the demonstration and practice of every step of proper condom use (i.e., check expiration date, make sure package has not been compromised, etc.). When using ConDemos, it remains crucial that all youth are allowed hands-on practice of the skill, i.e., all participants need to be provided a ConDemo to use. ConDemos are available from dfusion (contact Brittany.Lucas@dfusioninc.com) and come with directions for use. The opportunity for youth to practice condom use skills cannot be removed without compromising the effectiveness of <i>MPC</i> .

Core Component: Create a caring and supportive environment by providing frequent encouragement and demonstrating to youth that the facilitators really believe in them and their futures.

RED 	Adaptation 7i: Not using praise and reinforcement
	Rationale and Guidance: Some youth may feel uncomfortable discussing sexual topics, doing roleplays and participating in other interactive activities. Thus, giving them appropriate praise and reinforcement is important to promote engagement in the lessons.

Section 7: Core Teaching Strategies (Pedagogy) *continued*

Core Component: Clearly state messages about important values and sexual behaviors and focus on them repeatedly. They emphasize pride, responsibility and goals. They also stress that abstinence is safest, but that youth who are sexually active need to know how to engage in safer sex and use condoms.

RED



Adaptation 7j: Failing to emphasize a clear message about behavior

Rationale and Guidance: Emphasizing a clear message about which behavior is safest and how to reduce risk is one of the most important characteristics of effective programs. Therefore, it is very important to emphasize the message.

Core Component: Create a safe, inclusive, and effective learning environment in the classroom by establishing group agreements and including mechanisms for asking sensitive questions, respecting diversity, and actively involving youth.

RED



Adaptation 7k: Not creating group agreements

Rationale and Guidance: Creating group agreements is important to the effectiveness of *MPC*. Youth participants need to feel reasonably safe and comfortable asking questions, completing roleplays and participating in other activities. Agreements contribute to good classroom management, to a safe environment and to youths' feelings of safety and comfort.

Core Component: Create a safe, inclusive, and effective learning environment in the classroom by establishing group agreements and including mechanisms for asking sensitive questions, respecting diversity, and actively involving youth.

RED




Adaptation 7l: Reducing efforts put into classroom management

Rationale and Guidance: *MPC* explicitly talks about several classroom management techniques that are also part of the program's core pedagogical or implementation components. It is essential to allow sufficient time for setting the tone with youth. This includes time for introductions and group agreements, practicing and delivering clear directions for activities, providing reinforcement and specific feedback when youth are practicing skills, engaging and eliciting ideas and questions from youth, etc. For more information about classroom management, see:


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

Section 7: Core Teaching Strategies (Pedagogy) *continued*


Core Component: Teach all activities in sequence within each lesson.

RED 	Adaptation 7m: Changing the order of activities within each lesson
	Rationale and Guidance: Many of the activities build upon one another and have appropriate transitions from one activity to another. Changing the order affects flow and effectiveness.


Core Component: Implement all activities using the interactive strategies included in the lessons, as these teaching strategies and activities were designed to influence the theory-based risk and protective factors related to sexual risk behaviors.

RED 	Adaptation 7n: Not implementing each activity as specified
	Rationale and Guidance: Certain types of instructional methods are particularly effective in changing the risk and protective factors. For example, roleplaying is a particularly effective method of teaching skills and improving confidence in those skills. <i>MPC</i> uses instructional methods that are well designed to change the designated risk and protective factors. Using other teaching methods, especially less interactive methods, may reduce the impact on those risk and protective factors.

Core Component: Implement all activities using the interactive strategies included in the lessons, as these teaching strategies and activities were designed to influence the theory-based risk and protective factors related to sexual risk behaviors.


RED 	Adaptation 7o: Replacing interactive activities with lectures, individual work, or other noninteractive activities
	Rationale and Guidance: Interactive activities such as group discussions, games, roleplays and small-group work are an integral pedagogical component of <i>MPC</i> and should not be replaced by more passive, individual activities.

Core Component: Implement all activities using the interactive strategies included in the lessons, as these teaching strategies and activities were designed to influence the theory-based risk and protective factors related to sexual risk behaviors.


RED 	Adaptation 7p: Failing to use visual materials
	Rationale and Guidance: Many youth learn best visually. Failing to use visual materials can reduce effectiveness.

Section 7: Core Teaching Strategies (Pedagogy) *continued*

Core Component: Implement all activities using the interactive strategies included in the lessons, as these teaching strategies and activities were designed to influence the theory-based risk and protective factors related to sexual risk behaviors.


RED 	Adaptation 7q: Deleting or replacing condom activities (e.g., not doing the condom demonstration at all), or not allowing youth to practice proper condom use
	Rationale and Guidance: Learning to use a condom is a skill which, like any skill, requires practice. Studies have demonstrated that when condom activities are deleted from curricula, the programs are less likely to increase condom use. Condom skill building is a core component of the <i>MPC</i> curriculum and if it is eliminated or replaced, fidelity is compromised and the expected results of the curriculum may not be realized. Further, these activities address theory-based risk and protective factors, such as attitudes and norms toward condom use and condom use skills and self-efficacy. Therefore, the condom activities should not be deleted. See Adaptation 7h pertaining to a yellow light alternative to using condoms for condom demonstrations and practice.

Core Component: Implement all activities using the interactive strategies included in the lessons, as these teaching strategies and activities were designed to influence the theory-based risk and protective factors related to sexual risk behaviors.


RED 	Adaptation 7r: Not implementing all the roleplay activities
	Rationale and Guidance: Some of the roleplays teach different skills. If the different skills are not taught, then the curriculum may be less effective. In addition, youth must have an opportunity to practice these skills until they can use them effectively and comfortably. If not all roleplays are taught, then the youth will be less likely to master those skills and to use them in real life.

Section 7: Core Teaching Strategies (Pedagogy) *continued*

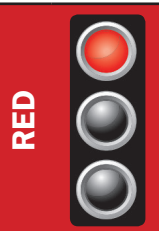
Core Component: Implement all activities using the interactive strategies included in the lessons, as these teaching strategies and activities were designed to influence the theory-based risk and protective factors related to sexual risk behaviors.

	Adaptation 7s: Reducing opportunities for skill practice (e.g., roleplays)
	Rationale and Guidance: Youth are more likely to adopt skills when they are clear about the components of the skill, know what the skill looks like in real life, and have had an opportunity to practice and master the skill. These steps are essential ingredients of behavior change. It is not sufficient to simply present the steps of the skill and model it for youth. <i>MPC</i> teaches several important skills, including problem solving, how to use condoms correctly, and negotiating abstinence and condom use. Youth participants must have an opportunity to practice these skills until they can use them effectively and comfortably, and must receive positive feedback as they improve on and master each skill.

Core Component: Implement all activities using the interactive strategies included in the lessons, as these teaching strategies and activities were designed to influence the theory-based risk and protective factors related to sexual risk behaviors.

	Adaptation 7t: Reducing or eliminating activities that allow youth to personalize information
	Rationale and Guidance: Youth need to personally understand the risks they face through activities such as reflection discussions after they view videos, discussions of personal goals and dreams, and the HIV risk continuum. Reducing or eliminating these activities would undermine one of the main ways of achieving <i>MPC</i> 's outcomes.

Core Component: Reinforce learning with reviews and repetition.

	Adaptation 7u: Failing to repeat and reinforce key MPC behavioral messages
	Rationale and Guidance: People often need to hear new information multiple times before they can remember and integrate new learning. Although repeating the key behavioral messages throughout <i>MPC</i> may seem redundant, it is important to do so.