

RESPECTING THE CIRCLE OF LIFE

A PREGNANCY, STD AND HIV PREVENTION PROGRAM
FOR NATIVE AMERICAN YOUTH

SUPPLEMENTAL MATERIALS RESOURCE GUIDE



**Respecting the Circle of Life (RCL)
was developed through a partnership between
Johns Hopkins University and a Native community
in Arizona.**

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American Indian Health.
415 N. Washington Street, 4th Floor
Baltimore, MD 21231
www.caih.jhu.edu

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Contact for Technical Assistance or to Implement RCL in Your Community

Agencies interested in arranging training or technical assistance to implement RCL can contact the Johns Hopkins Center for American Indian Health: (410) 955-6931.



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ASSESSING AGENCY READINESS FOR RCL

It is critical to effectively assess your agency's capacity to implement an intervention. The assessment of agency capacity can help identify areas of development that can lead to the success of the intervention. In most cases, the optimal time to do this type of assessment is prior to implementing the intervention.

When assessing your agency's readiness to implement RCL, here is a checklist of things to consider:

- What are your desired outcomes/goals for your RCL program?

- What population of youth are you trying to reach? Are there certain groups of higher need / at greater risk that you would like to target?

- What has your agency previously done in this area? What made it effective/ineffective?

- Are there others in your area working with American Indian youth around sexually transmitted infection (STI) and pregnancy prevention, or substance use and other risk behaviors? What's made them effective/ineffective?

- What are the natural alliances between your agency and other community stakeholders (e.g., businesses, community-based organizations, media, etc.)? How might these relationships be leveraged?

- What resources will be required to see your RCL intervention through to its successful completion? Think about both financial and non-financial resources (human capital, space, and other donations, adequate numbers of staff, appropriate training, leadership buy-in and support, etc.).

Verify that:

- Your agency has an adequate budget to conduct the intervention.
 - Your agency can commit the additional time and staff resources.
 - There are appropriate staff, both in terms of personal characteristics and skills, and staff are culturally sensitive to the subpopulation.
 - All staff members who will be involved in RCL have been fully trained in how to conduct the intervention.
 - You gain the support of the agency administrator, and s/he reviews this Needs Assessment and the Pre-Training Timeline.
-
- How will you recruit youth for your RCL intervention?

 - What is your plan to retain youth for your RCL intervention? (e.g., incentives, hiring Health Educators who are in touch with the community and relate well to youth, planning activities that make the program fun and engaging, recruiting groups of youth and family members who can encourage one another to show up, etc.)



- It is important to ensure that your agency possesses sufficient linkages and access to the subpopulation of American Indian youth to maximize recruitment and retention success.

How will your target population best receive messages or learn about your RCL program?

Is the community aware of the extent of unplanned pregnancy and STIs on American Indians, and specifically American Indian youth? If so, do you have a gauge of their willingness to be engaged in the process?

How prepared is your organization? Is there training that needs to happen? Is there agency buy-in?



RCL TIPS FOR ENGAGING KEY STAKEHOLDERS

Sources: http://www.officeforyouth.sa.gov.au/_data/assets/pdf_file/0008/39680/Final-Better-Together-Youth-Engagement-Guide-V3-2016-02-09.pdf, Gia Naranjo-Rivera | Johns Hopkins University PhD Candidate and former youth program coordinator

What is Engagement?

Engagement is a process that “helps to develop strong communities and stakeholders; it gives them the confidence to participate and develops their interest in being part of the solution. This, in turn, can build the cohesiveness and capacity of the community”.

Potential Barriers to Engaging with Stakeholders

There are many potential barriers to stakeholder engagement, including (but not limited to):

- An historical distrust of new programs
- Limited literacy skills, knowledge of English, or health literacy
- Suspicion of the motives of the organizers
- Limited knowledge of the impact of unwanted pregnancy and STIs on American Indian communities
- Difficulty getting buy-in from important community leaders (formal or informal)
- Difficulty getting parental permission to participate
- Traditional values, belief systems, or myths that appear to be at odds with the program
- Fear of being ‘outed’ to their parents, peers or community
- Avoidance of potential stigma or discrimination (such as homophobia or being identified as a person living with HIV/AIDS or another STI)

However, there are many strategies that can be used to address and overcome these barriers.

Tips for Successful Engagement

1. **Be clear.** Clearly and succinctly describe the program’s purpose, eligibility requirements, timeline and activities, and benefits. For many stakeholders, you are more likely to create interest and gain buy-in by explaining why this program should matter to them, or is something they believe in or might naturally support.
2. **Be genuine.** Authenticity and approachability are important qualities when connecting with stakeholders. Ensure that your engagement approach is open, in the spirit of offering an opportunity without being pushy or demanding, and seeking partnership and mutual benefits.
3. **Be meaningful.** Highlight how the program is aligned with the stakeholder’s needs or desires, values, or (in the case of an organization or community leader) mission or purpose.
4. **Highlight the benefits or ‘What’s in it for me?’ (WIIFM).** After explaining that the program is something they can believe in, and that is part of a broader process to improve youth health and life outcomes *that they can actually influence and see an outcome from*.
5. **Relationships.** When engaging with stakeholders, it is important to build meaningful relationships, authentically connecting with people to foster partnership and collaboration:
 - **Be accountable.** Show up when and where you say you will.



- Respect their time. Be prepared with key messages and materials, and make your visit only as long as it needs to be to communicate clearly and create a connection.
 - Focus on what matters to the stakeholder, and explain how choosing to partner with RCL can help them further their goals or act in line with their values and/or mission.
 - Highlight mutual benefits that will be gained from partnering with your organization in delivering RCL.
6. **Resources.** Any engagement should have the resources required to complete the activity; this includes time, financial resources, people, transportation, and in-kind support. Plan ahead so that you are prepared to carry out your engagement activities. For example, do you have enough people? Time dedicated to stakeholder engagement? Printed materials? A copy of the curriculum? Donation letters? Transportation?
7. **Timing and location.** To engage stakeholders timing and location must be considered. Plan to meet at times and in locations that work well for the stakeholder. You can determine best times and locations by using common sense (e.g., schedule a meeting with school leadership before or after school hours) and asking potential partners what works best for them.

Stakeholder Group	Suggestions for Engagement
<p>Youth</p>	<ul style="list-style-type: none"> • Be your authentic self, but meet them where they're at, meaning speak in language they can understand and be kind, open, and approachable. • Emphasize the benefits to youth, including the knowledge they will gain, opportunities to make friends, fun activities, attendance awards and participation prizes, and the ability to help improve their community. • Identify 'champions'. Some youth may be great advocates for the program. Identify them and assign them a special role. For example, they could help organize and/or announce during the tournament and ceremony on the final day. • Consider offering incentives for youth who refer other friends or family members who end up joining and completing the program. This may be as simple as giving them additional raffle tickets (increasing their chance of winning larger prizes). • Consider location. Ensure that the venue where RCL is held is accessible to young people, and provide transportation for those who live at a distance if possible. The venue should be close to public transport and be handicap accessible.
<p>Parents/Guardians or Other Trusted Adults</p>	<ul style="list-style-type: none"> • Choose a time and location convenient to them. Parent/guardian availability may vary greatly. To ensure their participation in the final/9th RCL session, find a time and location that is convenient to them. This may mean meeting on evenings or weekends, at their home or another preferred location. • Build a relationship by connecting authentically, actively listening to identify and address concerns or potential barriers to their participation. For example, they may be uncomfortable talking about sex, have concerns that younger children will be in the home and overhear the session content,



	<p>or feel they are too busy to make time for the youth-parent session. Acknowledge their concerns and offer solutions to obstacles.</p> <ul style="list-style-type: none"> • Use incentives as appropriate.
Health Clinics	<ul style="list-style-type: none"> • Highlight that the clinic and RCL have similar goals of preventing pregnancy and STIs in the community. • Ask the clinic if a health care provider would share their expertise with the participants as a Public Health Nurse, or in another capacity. • Explain that reciprocal referrals are possible and mutually beneficial. Ask if the clinic will refer youth who could benefit from the program to RCL and explain that RCL will also provide referrals to the health clinic. • Ask if there are information materials or other resources they could donate (e.g., samples of different types of contraception, free condoms, put you in touch with potential teen parent speakers, etc.). • Tell them they will be acknowledged as a partner/donor on RCL materials and during the closing ceremony.
Schools	<ul style="list-style-type: none"> • Time and location. Ensure you are meeting at a time and in a place that is convenient to school staff. • Highlight that the clinic and RCL have similar goals of preventing pregnancy and STIs in the community. • Highlight the benefits to schools. Emphasize how RCL has been shown to reduce pregnancy, STIs, and risk behaviors, which are linked to poorer educational outcomes such as academic performance and graduation. • Establish a referral system, so the school can send students to you whom they feel would benefit from the program. • Ask if you can table, flyer, or make presentations to recruit youth. • Consider creating a ‘friendly competition’ to see which school can refer the most students if there are multiple local schools. • Ask the school if there are any staff who might like to serve as Facilitators, basketball coaches or volunteers. • Find out if the school might be able to donate space or other materials and resources. Highlight that these can be used for tax write-offs.
Youth / Young Adult-Serving Organizations	<ul style="list-style-type: none"> • Time and location. Ensure you are meeting at a time and in a place that is convenient to organization staff. • Highlight when/how the organization and RCL have similar goals of improving youth outcomes and/or preventing pregnancy and STIs. • Explain that reciprocal referrals are possible and mutually beneficial. Ask if the organization will refer youth who could benefit from the program to RCL and explain that RCL will also refer youth to the organization. • Ask if there are information materials or other resources they could donate (e.g., small items to give as attendance prizes, put you in touch with potential teen parent speakers, etc.). • Tell them they will be acknowledged as a partner/donor on RCL materials and during the closing ceremony.
Community Members	<p>In American Indian communities, having the support and buy-in of formal or informal community leaders may make it much easier to recruit youth and obtain parent/guardian consent. These leaders may include community elders, the leaders</p>



	<p>or charismatic figures in youth-serving organizations, sports coaches, school principals, religious leaders, or others.</p> <ul style="list-style-type: none"> • Set up meetings with important formal or informal leaders to explain the program and gain their support. Find out if they would be willing to help you promote the program; for example, be present at a presentation, tabling/flyering event, or do a radio PSA. • Time and location. Ensure you are meeting at a time and in a place that is convenient to the community member. • Honor their expertise. Listen to their suggestions. Ask them their ideas about how to most effectively connect with youth, parents, and community members. Solicit recommendations for partner organizations and donors. It is likely you will gain helpful insights that will help you recruit and retain youth, gain parent and community buy-in, and acquire resources and support to establish and grow the program. • Highlight the benefits to the community. Emphasize how RCL was designed for and with American Indian youth and has been shown to reduce pregnancy, STIs, and risk behaviors, which can improve education, life, and health outcomes. • Establish a referral system, so the community members can send youth to you whom they feel would benefit from the program. • Give leaders periodic updates and acknowledge and thank them for their support on RCL materials and during the closing ceremony. • If/when recruiting community members to a Community Advisory Board, poll them for the time and place would be best for them to meet regularly, and work to arrive at a group consensus to ensure participation over the long term.
<p>Local Public, Private, or Non-profit Partner Organizations / Possible Donors</p>	<ul style="list-style-type: none"> • Time and location. Ensure you are meeting at a time and in a place that is convenient to organization representative. Save time and energy by making sure you are meeting with the “right” person: someone able to make decisions about whether the organization can support RCL. • Highlight when/how the organization’s values, mission, and/or purpose aligns with RCL by improving the community in certain ways. Even if there are some differences focus on similarities. For example, “Your grocery store focuses on providing healthy food to the community and is proud to be family-owned and operated. The RCL program also seeks to improve the health of the youth in our community, but we focus on preventing pregnancy and STIs. Our program is offered during a summer basketball camp that also improves health by promoting physical activity.” • Don’t be afraid to ask for a donation (e.g., food, beverages, paper plates/cups/disposable silverware/napkins, small items to give as attendance prizes, raffle prizes, etc.). For example, “To make our program accessible to everyone in the community, we offer snack and lunch at no cost. Could you help us out with a food donation?” You might also prepare and share typed donation letters. (See Sample Donation Letter) • Tell them they will be acknowledged as a partner/donor on RCL materials and during the closing ceremony. • Ask for referrals to other potential donor organizations in the community.



Interview Questions for Key Stakeholders

- **Have you heard of Respecting the Circle of Life?**
- **Do you know about the different ways you can get involved with RCL?**
- **What aspects of RCL sound interesting to you, or are you most excited about?**
- **What are your concerns about the RCL?**
- **What potential barriers, obstacles, or challenges do you think might make it difficult for you to participate in RCL?**
 - **Can you help me think through some solutions to these challenges?**
- **What other individuals or organizations might you suggest I reach out to about this program?** (e.g., youth and families who might benefit from the program, organizations that might be a partner in recruiting youth, organizations that might provide dynamic Facilitator trainees, community leaders whose support could help increase the program's success, businesses or other local organizations who might be able to support or mutually benefit from RCL)

How to Assess Stakeholder Readiness or Enthusiasm for the RCL Program

- **Read body language and facial expressions.** If someone looks disinterested, unsure, or confused, ask clarifying questions.
 - "Are you understanding how the program works?"
 - "Does RCL sound like something you might be interested in?"
 - "It looks like something I said might have confused you. Can I clarify something?"
 - "What do you think about what I've shared?"
 - "What questions do you have?"
- **Ask how interested the person is in participating.** After you have explained the program find out if the person:
 - **1) Wants to get involved.** Have them make a commitment then and there (e.g., sign up, set up a donation, agree to join a CAB, etc.); ask them to attend registration days; or set up a follow-up day, time, and location to meet; and so on.
 - **2) Might want to get involved.** Answer their questions, leave them with information, and set a time to follow-up.
 - **3) Do not want to be involved.** Attempt to address concerns and answer questions, and provide information. If they show no signs of changing their level of interest, thank them for their time and move on.
- **Engage the person in next steps.** You can often assess readiness and/or enthusiasm by the next steps the person wants to take. For example, if you have a youth who seems really excited and decides to sign up, perhaps engage them as a 'champion' to recruit others and tell them there are special incentives for youth who get friends and family members to sign up.
- **Show gratitude.** A little gratitude goes a long way. Always thank stakeholders for their time, attention, and (when appropriate) involvement. Often times people could be doing something else with their time and energy, so be appreciative that they chose to spend it on RCL.



LIST OF RCL CURRICULUM SUPPLIES

Curriculum supplies found in the RCL Program package:

Curriculum Supplies	# Needed per Classroom	Sessions Used In	Notes
RCL Camp Curriculum guide	2	All Camp Sessions	One per facilitator
RCL Youth Workbook	1 per youth	All Camp Sessions	One is provided in the RCL Program Package, additional copies are available for purchase.
RCL Youth and Parent Session guide	2	Parent Session	One per facilitator
RCL Parent/Trusted Adult Resource Guide	1 per parent/trusted adult	Parent Session	One is provided in the RCL Program Package, additional copies are available for purchase.
RCL Implementation Guide	2		One per facilitator, as a reference guide before and during implementation of RCL
RCL Supplemental Materials Resource Guide	2		One per facilitator, as a reference guide before and during implementation of RCL
RCL Parent/Trusted Adult Session Video	1	Parent Session	
Penis models	2	4, Parent Session	
SPIRIT poster	1	1,3,4,5	
Family Tree poster	1	1,3,4,5	
Male and female body outlines poster	1	3	
Male genitalia poster	1	3, 6	
Male reproductive system poster	1	3	
Female genitalia poster	1	3	
Female reproductive system poster	1	3, 6	
Maurice's text story poster	1	5	
Contraceptives chart poster	1	6	
Stop HIV/STD Risk! sign	1	2	
Use Caution sign	1	2	



Safe. Go Ahead sign	1	2	
Agree sign	1	2	
Disagree sign	1	2	
Emotions faces	1 set	3	Laminated sheets provided, need to be cut apart by facilitators.
Anatomy labels	1 set	3	Laminated sheets provided, need to be cut apart by facilitators.
Reasons to Have Sex cards	1 set	6	Laminated sheets provided, need to be cut apart by facilitators.
With or Without Sex sign	1	6	
Sex Only (Protected, of course!) sign	1	6	
Adjustments to the Future cards	1 set	8	Laminated sheets provided, need to be cut apart by facilitators.

Curriculum supplies that site needs to provide and/or make:

Curriculum Supplies	# Needed per Classroom	Sessions Used In	Notes
Markers	1 set	All Camp Sessions	
Chart paper	~35-40 sheets	All Camp Sessions	Each group needs about 35 chart paper sheets per classroom. We recommend using the self-sticking ones.
Masking tape	1 roll	All Camp Sessions	
Question box	1	All Camp Sessions	
Index cards	2 packs of 100	All Camp Sessions	
Pens/pencils for participants	1 per youth	All Camp Sessions	
Lesson time tables (optional)	1	All Camp Sessions	Print as needed. Document provided by RCL.
Small balls or other objects	3	1	
Condoms	Lots	2,4,6, Parent Session	Need enough for each youth to race and do experiments with (so at least 2-3 per youth), plus a few for demonstrations.
Rank Your Values sticker sheets	1 per youth and facilitators	2	Print on Avery 5167 labels and cut into strips (each youth gets one strip). Document provided by RCL.
Values Voting worksheet	1 per youth	2	One per youth participant. Document provided by RCL.
Dry erase markers	1-2 markers	3	
Coins or other small objects	100	4	
Petroleum jelly	1	4	
Water-based lubricant	1	4, Parent Session	
Funnel	1	4	Instead of a funnel and container of water, see if there is a sink in the classroom. The sink is an easier way to fill condoms with water.



Tubs for condom experiment	2	4	Consider labeling 1 of the 2 in each classroom as being the one with petroleum jelly since that is hard to clean out of the tub.
Paper towels	1-2 rolls	4	Good to have handy for experiments and hand cleaning; also used to throw out condoms if tissues not available.
Hand sanitizer	1	4, Parent Session	Can also use soap and water at sink, if available.
Popsicle sticks	1 per youth	5	Used to make Truth/Lie signs for youth.
Truth/Lie popsicle sticks	~15	5	Made using popsicle sticks and Avery 5168 labels printed with Truth and Lie (document provided by RCL).
Sample roleplays	~10	7	Print as needed. A few per classroom is usually ok. Document provided by RCL.
Blank paper	Some	7	To make thank you cards for speakers.
Paper plates	1 per youth and facilitators	8	1 per youth and facilitator.
Hole punch	1	8	Used to add yarn to paper plates.
Yarn	Some	8	
Bells/buzzers	2	8	Used to ring in during game.
Parent/ Trusted Adult Session Agenda	1 per parent/trusted adult	Parent Session	Print as needed. Document provided by RCL.
Making Your Dream Come True handout	1 per parent/trusted adult	Parent Session	Print as needed. Document provided by RCL.

In addition to the supplies listed, we recommend facilitators bring **snacks** for the youth during the camp sessions.

Optional Curriculum supplies (to be supplied by the site):

Curriculum Supplies	# Needed per Classroom	Sessions Used In	Notes
Firefighter hats	4	1	
Dental dam	1	2, others?	Used as example if brought up or discussed.
Props for roleplays (e.g. hats, aprons, clown tie, shoebox, etc.)	1 set	5	Items may be provided, but other props can be random items available in the classroom.
Samples of contraception	1 set	6	Helpful to have samples of all types of contraception available to show youth.

Getting good grades	Getting good grades	Getting good grades	Getting good grades
Graduating high school	Graduating high school	Graduating high school	Graduating high school
Getting along with my parents and family			
Getting a partner or getting married			
Respecting my religion or traditional beliefs			
Being artistic or creative			
Being safe and secure			
Making money	Making money	Making money	Making money
Being accepted by my friends/ fitting in			
Getting a job I really like			
Proving I am strong			
Being independent	Being independent	Being independent	Being independent
Helping others	Helping others	Helping others	Helping others
Being good in sports			
Having children + giving them a good childhood	Having children + giving them a good childhood	Having children + giving them a good childhood	Having children + giving them a good childhood
Making time for myself and my hobbies			
Having my own car			
Being healthy	Being healthy	Being healthy	Being healthy
Falling in love	Falling in love	Falling in love	Falling in love
Treating my body with respect			



TRUTH LIE



TRUTH LIE



RCL BEHAVIORAL HEALTH COUNSELOR SPECIALIZING IN SEXUAL ASSAULT

Background: Respecting the Circle of Life is a Pregnancy, STI and HIV prevention program was culturally adapted and evaluated through a University-Tribal partnership and designed for youth ages 13-19.

- Native adolescents are at high risk for STIs and unintended pregnancy due to:
 - Early sexual initiation
 - High rates of unprotected sex
 - The highest substance use-related morbidity and mortality in the U.S.
- A lack of sexual health education in reservation-based schools threatens American Indian adolescents' healthy development

Program Design: Respecting the Circle of Life (RCL): Mind, Body and Spirit includes 9 lessons targeting knowledge, attitudes and behaviors related to preventing STIs, pregnancy, HIV/AIDS and substance use. The curriculum covers communication, problem-solving, decision-making, partner negotiation, and key sexual health education information. Eight sessions are taught to small same-sex peer groups during a summer basketball camp. A 9th session is taught to youth together with their parent/trusted adult after camp. RCL was evaluated through a pilot efficacy trial in 2011-2012 with promising results.

Lesson 5 – A Decision for Two: The lesson that the behavioral health counselor will attend is geared toward communicating with others in difficult situations that may involve sex and/or substance use. The lesson will cover a rape story. It will also provide resources from health professionals about where a youth can seek help if they are a victim of sexual assault. The lesson will explain how difficult it is to communicate after being sexually assaulted and the importance of reaching out to friends and family after a traumatizing event.

Requirements:

- Be in attendance for the full camp day (INSERT CAMP TIME HERE)
- Be available during and after the lesson for participant debriefing as necessary

Health Professional Responsibilities: The health professional will assist the facilitators attend to participants' needs following the discussion of rape. The rape story could bring up some issues that some members of the group have experienced. The health professional will be needed to provide counseling and share community resources to participants during the session. During the session the health professional volunteer will:

- Briefly introduce themselves (profession and the reason they are present)
- Remind the group they are available throughout the session and after the session
- Acknowledge to the group the difficulty and sensitivity of the topic
- Provide rape crisis brochures and materials
- Familiarize themselves with "Rachel's Story"
- If willing, they can go over the "In Case of Rape Fact Sheet" with youth
- Be able to comfortably answer questions about the topic

Provided:

- "In Case of Rape Fact Sheet"
- "Rachel's Story"

Token of Appreciation:

- INSERT ANY INCENTIVE PROVIDED FOR EXAMPLE: \$50 Walmart Gift Card and lunch

Contact Information:

[INSERT NAME AND PHONE NUMBER OF CONTACT PERSON, such as the Program Coordinator]



RCL PUBLIC HEALTH NURSE VOLUNTEER

Background: Respecting the Circle of Life is a Pregnancy, STI and HIV prevention program was culturally adapted and evaluated through a University-Tribal partnership and designed for youth ages 13-19.

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 - Early sexual initiation
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Program Design: Respecting the Circle of Life (RCL): Mind, Body and Spirit includes 9 lessons targeting knowledge, attitudes and behaviors related to preventing STIs, pregnancy, HIV/AIDS and substance use. The curriculum covers communication, problem-solving, decision-making, partner negotiation, and key sexual health education information. Eight sessions are taught to small same-sex peer groups during a summer basketball camp. A 9th session is taught to youth together with their parent/trusted adult after camp. RCL was evaluated through a pilot efficacy trial in 2011-2012 with promising results.

Lesson 6 – Making the Choice That's Right for Me: Contraception: The lesson a nurse or medical professional will attend talks about risks of STIs and unplanned pregnancy, and is focused on the different types of contraception. It will cover how to obtain and use contraception, the pros and cons of various contraception methods, and general resources for sexual and reproductive health.

Objective: By the end of the session, participants will be able to describe basic facts about selected methods of contraception, and will know where to obtain and how to use contraception.

Requirements:

- Be a public health nurse (PHN)
- Must be in attendance throughout the lesson (INSERT TIMES OF SESSIONS HERE)

Health Professional Volunteer Responsibilities: They will assist the classroom facilitator with local resources and how/where to obtain contraception. They will answer questions as they arise. The volunteer will discuss the availability and types of contraception in the community and surrounding communities.

- Briefly introduce themselves (profession and the reason you are present)
- Remind the group they are available throughout the session and after the session
- Answer questions related to topic
- Provide physical samples of different contraception
- Provide informational brochures about STIs and contraception

Token of Appreciation:

- INSERT ANY INCENTIVE PROVIDED FOR EXAMPLE: \$50 Walmart Gift Card and lunch

Contact Information:

[INSERT NAME AND PHONE NUMBER OF CONTACT PERSON, such as the Program Coordinator]



RCL TEEN PARENT GUEST SPEAKER

Background: Respecting the Circle of Life is a Pregnancy, STI and HIV prevention program for youth ages 11-19 that was culturally adapted and evaluated through a University-Tribal partnership.

- Native adolescents are at high risk for STIs and unintended pregnancy due to:
 - Early sexual initiation
 - High rates of unprotected sex
 - The highest substance use-related morbidity (disease) and mortality (death) in the U.S.
- A lack of sexual health education in reservation-based schools threatens American Indian adolescents' healthy development

Program Design: Respecting the Circle of Life (RCL): Mind, Body and Spirit includes 9 lessons targeting knowledge, attitudes and behaviors related to preventing STIs, pregnancy, HIV/AIDS and substance use. The curriculum covers communication, problem-solving, decision-making, partner negotiation, and key sexual health education information. Eight sessions are taught to small same-sex peer groups during a summer basketball camp. A 9th session is taught to youth together with their parent/trusted adult after camp. RCL was evaluated through a pilot efficacy trial in 2011-2012 with promising results.

Lesson 7 – Teen Parent Speaker: The Life Experiences and Consequences: The lesson that a teen parent will attend focuses on the life experiences of teen parents. The teen parents will give an overview of their experiences and challenges in the life changing event of becoming a teen parent. The lesson will give the participants a chance to ask the parents about their experiences. The speaker will answer questions that touch on what was it like to be a teen parent, how their life changed, whether teen parenthood was what they expected, what they knew beforehand about parenting/contraception/their risk, etc.

Requirements:

- Experience being a teen parent
- Age: between 20-30
- Be in attendance for the majority of Lesson 7. Speakers will be asked to leave after the students have asked questions so youth and facilitators can reflect on their presentation prior to the end of the lesson (INSERT DATE AND TIME OF SESSION HERE)
- Speak and answer questions for one hour during the session
 - 40 minutes for the speech
 - 20 minutes of Q&A
- Be able to meet with RCL staff/facilitators to prepare speech before

Responsibilities: The teen parent will speak to the group about their experience having a baby at a young age and then answer youth's questions. The teen parent may be asked to speak to males, females or both. The teen parents will work with staff at the organization to prepare a speech outline beforehand. The teen parent will need to demonstrate respect for their experience and partners as well as for youth and facilitators during the session. Names should not be used by teen speakers during their presentation.

Some possible questions during the Q&A period with students include:

- What decisions did you make that potentially led to your getting pregnant or impregnating someone as a teen?



- If you had an opportunity to do something differently, what would you do?
- How did having a baby at a young age affect the decisions that you make in your life now?
- How did your long-term goals change?
- How did having the baby affect your family?

Token of Appreciation:

- INSERT ANY INCENTIVE PROVIDED FOR EXAMPLE: \$50 Walmart Gift Card and lunch

Contact Information:

[INSERT NAME AND PHONE NUMBER OF CONTACT PERSON, such as the Program Coordinator]

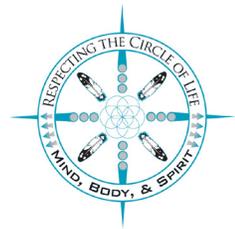


RCL TEEN PARENT SPEAKER INTERVIEW QUESTIONS

Lesson 7 of the RCL program will focus on the life experiences of teen parents. One or more teen parents will give an overview of their experiences and challenges in the life changing event of becoming a teen parent. The lesson will give the participants a chance to ask the parents about their experiences. The questions will touch on what was it like to be a teen parent, how their life changed, whether teen parenthood was what they expected, what they knew beforehand about parenting/contraception/their risk, etc.

Some possible questions for the teen speaker include:

- 1. What decisions did you make that potentially led to your getting pregnant or impregnating someone as a teen?**
- 2. How did having a baby at a young age affect the decisions that you make in your life now?**
- 3. How did your long-term goals change?**
- 4. How was the baby affected by the fact that you were just a teen when you had them?**
- 5. How did having the baby affect your family? How did they react? Were they supportive?**
- 6. Did you have support from your child's partner? What kind of support have you gotten (money, housing, emotional, help with raising the baby, etc.)?**
- 7. How did your relationships with friends change after you had the baby?**
- 8. If you had an opportunity to do something differently, what would you do?**
- 9. What advice would you give to youth about becoming a teen parent?**



SUGGESTED TRAININGS PRIOR TO THE RCL CURRICULUM TRAINING

Required of all staff:

1. **RCL Overview Webinar/Slides**
2. **Local Indian Health Service (IHS) Orientation** (if available)
3. **General Privacy Issues (GPI) HIPAA Exam Module** -- <https://secure.lwserver.net/login.cfm>
4. **Review Policies and Procedures Manual**
5. **Working with Youth and Families Webinar/Slides**

Required of some staff:

6. **Advanced Training for Supervisors** (if applicable, supervisors only)
7. **CPR and/or First Aid Training** (at least one staff member each day of camp)
8. **Introduction to Sexually Transmitted Infections and HIV/AIDS**



RCL TRAINING CHECKLIST

Pre-Training Requirements

Program planning is essential to the successful implementation of the Respecting the Circle of Life (RCL). Program planning varies from site to site and can take several months. Johns Hopkins University's Center for American Indian Health is committed to providing tools and technical assistance for the successful implementation of RCL. In our experience, a well-planned program is more likely to succeed. To ensure the program's success, supervisors and facilitators should also complete the following pre-training activities.

Administrative/Organizational Structure

General Respecting the Circle of Life (RCL) Background and Training Overview

- Review the Facilitator Training and Competency Log
 - Take the General Privacy Issues (GPI) HIPPA training and exam if applicable (link in the Facilitator Training Log)
- Join RCL Overview Webinar (program leadership will attend webinar in advance and, after training roster is finalized, all trainees will attend a separate webinar)
- Participate in scheduled pre-training calls (required for supervisors). A Pre-Training timeline will list these call/meeting dates to ensure supervisors have it scheduled in their calendars.
- Review the RCL curriculum (Youth and Parent sessions)
- Complete the RCL curriculum training
- Complete Curriculum for Facilitators Exam and pass with a score of 85% or higher

Materials Preparation

- Upon receiving curricular sets, each recipient needs to ensure all contents of the curricular set are included and of good quality. This should be completed at least 1 month prior to training.
- Prepare List of RCL Curriculum Supplies
- Purchase/secure all RCL Curriculum Supplies that are not provided by JHU (see curriculum supplies list in the supplemental resources document)

Program Evaluation (if applicable)

- Review RCL Evaluation Tools
 - Ensure that evaluation aligns with funder requirements and community/program goals
 - Review fidelity requirements
- Complete Evaluation Planning Tool at least 1 month prior to training)

Training Logistics

- Prepare Training Roster (including facilitator names, titles, phone numbers, and email addresses), using the template provided
- Secure training location



Recruitment and Retention of Families

Below is an outline of implementation activities that can begin before the training. While the training is necessary to use the curriculum, the following activities do not require in-depth knowledge of the curriculum contents.

Program implementation

Below is an outline of implementation activities that can begin before the training. While the training is necessary to use the curriculum, the following activities should be done before the training when possible. See “Task List for Replication” in the supplemental materials for detailed list of items necessary to complete.

Logistics

- Determine budget
- Identify program dates
- Organize a location for the program
- Organize transportation
- Organize meals/water
- Organize volunteers
- Organize Incentives
- Develop Protocols

Recruitment Activities

- Draft recruitment/informational brochure(s)
 - The following templates are available (as Word documents):
 - 1) Example Print Ad
 - 2) 3 Example PSAs
 - 3) Example Brochure
 - 4) Example Flyer
 - 5) Example Camp Handout
- Review the recruitment portion of the Top Recruitment and Retention Strategies for Youth document
- Initial meeting with referral agencies (i.e. local clinics) to discuss program, recruit volunteer speakers (e.g., behavioral health counselor, public health nurse, teen speaker), establish referral process
 - Customize an in-service presentation from the template provided
- Send out Donation Letters

Enrollment/Retention Activities

- Prepare Enrollment Documentation:
 - Initial Contact Form
 - Assent or Consent Forms
- Prepare Tracking Log(s) – Identify a system to log new referrals, documentation of follow up and lessons.
 - An Excel template for tracking home visits and lessons is provided; edit this tool as needed to match your organization’s needs
- Create data storage systems
 - Identify processes to conduct file audits



Policies and Procedures (P & P): We strongly urge all sites to complete an internal P & P Manual to guide their processes and to ensure that all program staff are “on the same page.” Many sites begin working on this during pre-training and aim to complete it within 4 months post-training.

Building Community Support

Community Advisory Board (CAB): We strongly recommend organizing CABs, which are helpful in providing feedback on recruitment/retention, cultural teachings, and sustainability (among many other topics). Our sites’ CAB members are also often “Community Champions” who can help tremendously in program success. Ideally, programs will begin hosting CAB meetings prior to the RCL training and will continue to host meetings after training. The following CAB resources are available:

- CAB Development Process Overview provided
- CAB Invite Letter Template provided
- CAB Agenda Template Provided
- Sample CAB Development Plan (<1 page document outlining: planned recruitment efforts, meeting timeline, and sample meeting topics)



RCL GROUND RULES FOR THE WEEK OF TRAINING

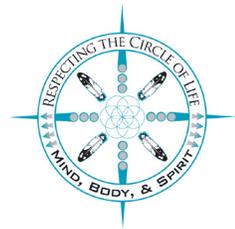
Housekeeping Items

- **Punctuality:** Training is expected to begin and end on time every day. Please arrive on time and plan to stay for the entire training week. Trainers will not be able to accommodate any requests for agenda adjustments during the actual week of training. Agendas are prepared well ahead of the training session and are quite full to take advantage of the in-person time we have together.
- **Respect:** Please be respectful of others' perspectives and opinions. Personal disclosures and other sensitive information that are communicated during training sessions will not be shared outside of the training group.
- **Participation:** We believe everyone brings a wealth of experience to the table. The training can only be successful if it is a two-way process and if everyone participates fully. Please give everyone a chance to contribute and encourage others to do so.
- **Distractions:** We politely ask for trainees to restrict their cell phone use during the training session. All phones should be set to silent mode. If you must take a call during the training session, please step out of the training room to do so. We also request for trainees to keep side conversations to a minimum.
- **Security:** Rooms will be locked during lunch and overnight for the entire training week. Trainees are welcome to leave their curricular sets in the room, but please take all valuables with you.
- **Crafts are welcome:** Trainees are welcome to bring beadwork, crochet, knitting, etc. to work on during training, as long as this does not distract from their participation.

Respecting the Circle of Life Certification Requirements

- **Attendance Policy:** If trainees are absent for more than 4 hours, the trainee is expected to make up that training time with the Trainer over the phone, prior to receiving their certificate. Trainees can be excused from training only upon receipt of their supervisor's written or verbal permission.
- **Level of Mastery:** Throughout the week, trainees will be given the opportunity to practice delivering the lesson content. Observations will be made by participating supervisory staff, and, by the end of the week, trainees are expected to achieve a score of at least 85% on the Curriculum Exam for Facilitators. Facilitator trainees who do not achieve this score will be required to retake the exam and achieve a score of at least 85%.

**Respecting the Circle of Life kindly requests participating supervisors to assist in setting and enforcing ground rules during the week of training.
Thank you!**



RCL GROUP MANAGEMENT

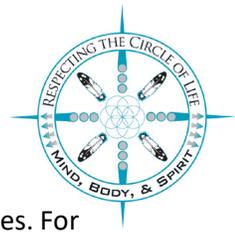
Based on: www.ksl-training.co.uk/free-resources/facilitation-techniques/tips-for-facilitating-groups/

Group facilitation is an important skill that can help ensure that youth participants have a positive experience and that the RCL program is successful. The role of the facilitator is to guide the group and help them stay on task, foster positive team dynamics, and encourage friendly cooperative interactions.

Here are ten tips that will help enhance your effectiveness at facilitating groups:

- **Mentally and physically prepare yourself as the facilitator**
Mental and physical preparation is essential to get the best out of group facilitation. Take time to familiarize yourself with useful group facilitation techniques. Prior to each session, make sure you are well rested and focus on creating a positive state of mind and overcoming challenges. In addition, take along your facilitator toolkit with everything you are likely need for the group. This will ensure you are prepared for the day.
- **Create the right environment**
Make the space as comfortable as possible. For example, you may choose to have the group sit in a circle or use natural light, depending on what works in your space. Ensure you have sufficient time to complete the lesson.
- **Establish group agreements**
Create and review group agreements. This will help to establish and maintain a safe space for sharing and a positive team dynamic. Encourage comfortable and friendly interactions, help youth manage conflicts, and foster compassion and cooperation within the group.
- **Ensure the expected outcome/s or objectives are clear**
Review the objectives of each session with the group and its activities.
- **Energize the group throughout the session**
Use ice breakers and fun activities to get the group engaged, or use these activities as an energizer when energy levels get low. Another useful tip is to regularly change the activity, or change participant roles.

Also consider moving participants around the room, where physically able. In addition, focus their discussion with questions, statements, summaries and reflections of what you have heard or observed from the group, while being careful to be neutral (not show preference to some ideas over others).
- **Manage participation**
Participant's communication styles may vary, along with how much they verbally contribute. Draw out the quieter participants through small group work. Try asking a 'safe' question or establishing their opinion, once the topic has been initially debated. In addition, consider allocating different roles to the high frequency or noisy contributors such as minute taker, time keeper, or writing on the flipchart. Ensure group work has a balance of participants with different communication styles.



- **Adjust your facilitation style**

Your facilitation style needs to meet the needs of the group at different development stages. For example, a directive style of facilitation works well at the beginning of a meeting. This is because participants typically prefer someone to initially take charge and take them in the right direction – particularly among new groups. Once the group has settled in and begun working effectively together, you take less of an instructive role in facilitation and allow ideas and discussion to flow among the group members.

- **Provide a variety of ways for youth to learn and work together**

This will help to maintain the levels of engagement within the group, and to support different learning and communication styles. It also assists the group achieve the best results. Group working methods could include:

- Brainstorming
- Action planning
- Small group activities
- Team games
- Paired or small group discussion
- Larger group discussion (e.g., sharing personal reflections in a circle)
- Designating different roles (e.g., scribe who captures information on the flipchart or white board, notetaker, person chosen to report back to the larger group)

- **Recognize and reinforce supportive behaviors and responses**

Positive reinforcement and recognition helps the group to build on each other's ideas and suggestions through your comments, questions and reflections of the group dynamics. Therefore, it is important to put a stop to or challenge any repetitive negative statements or behaviors observed during the meeting. You can do this by using these simple techniques:

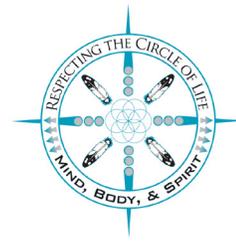
- Move the focus away from the person
- Change activities (to change their mental 'state')
- Reflect their statement back to them as a question e.g. "it always happens?"
- Ask the group for their view on the situation and then move the group on
- Ask one or more people in the group to argue the 'opposite side' of the argument, or play devil's advocate

- **Evaluate the group's success**

Evaluate success through individual and group feedback. You might also evaluate your own successes and opportunities for improvement after each session. If you are having challenges, sharing your experiences and best practices with other facilitators may help.

To facilitate effectively, the facilitator needs to focus all of their energy and commitment to the group. In addition, they need to be in touch with the group in order to help and guide them in the most appropriate way. This could involve challenging some of the group thinking, or pulling out what is not being said through supportive questioning.

The most effective facilitator is one who quickly establishes and builds trust with the group, through their honesty and transparency in their communications. Importantly, they don't necessarily have the answer for the group they are facilitating, but they hold the belief that the answer lies within the group (or their network). They use varied methods to bring these answers and solutions out.



RCL CO-FACILITATION TIPS

Having more than one instructor in a classroom can hold great value to students and facilitators. Some benefits include:

- Increased energy for all instructors, resulting in better engaged students and fresh instructors
- Instructional back-up in the classroom for the challenging questions or situations
- Better hands-on supervision
- Wider view of content to the students
- Makes teaching lessons less of a burden and more enjoyable for facilitators
- Opens the door to a variety of delivery styles and personalities for the students

Below are some suggestions for effective co-facilitation. These are not exhaustive, so please feel free to update the team with your suggestions. Applying these tips as a team will help us function more efficiently and provide a stronger experience for our students.

1. **Check-in with each other in advance.** Check in should include logistics, roles, overview of curriculum, goals, and expectations. This is where we as a team try to anticipate and prepare for the students. Keep in mind that while out in the field situations change, so constant communication is key. Also, this is a great opportunity for discussion of each facilitator's expectations for the session.
2. **Plan a system of communication.** Work with each other to come up with strategies to use to get your co-facilitator's help when needed. Situations or questions may come up where the lead facilitator may need the co-facilitator to step in. Alternatively, the co-facilitator may need to address something, so co-facilitators should have a clear way to relay messages without interrupting the flow of the session.
3. **Be present.** All lessons and interactions with youth provide opportunities to service the students of the community. Be present during the meetings and during the lesson. Look for opportunities to be engaged with students during the lesson.
4. **Check-in during facilitation.** Things don't always go as planned, so there are constant decisions made while facilitating. The better we prepare, the less last-minute decisions we have to make. It is important to all stay in constant communication and be flexible during the sessions.
5. **Don't contradict each other.** During the lesson it is important to stay in communication, but that does not mean to contradict each other during the lesson, or try to send the message to the facilitator through the students. It is very important to remember that we are here to support each other. If you have a miscommunication or have conflicting information, discuss after the session is over or during breaks.
6. **When you are not the lead facilitator, you still have a role.** Stay present and help the lead facilitator organize the students, write on the chart paper, pass out workbooks and handouts, or provide extra supervision during the class. This can help the lead facilitator stay

focused on the task and keep the energy up. By doing this, you also model for the youth the behavior you'd like to see.

7. **Stay on time.** All facilitators are expected to be at the location in advance to prepare and make sure the room is set as needed for the session. There is a lot of content to be covered in these sessions, so it is important to stay close to the time allotted for each activity, so you will have time to finish all activities in the session. Also, please plan to stay after the end of the session to allow for sufficient time for students to depart, team follow-up, and facilities clean-up.
8. **Work as a team.** When co-facilitating, remember we have an audience watching us. It is crucial for the audience to see the co-facilitators work as a team. Provide support to each other. Affirm each other. Piggyback off what co-facilitators say and tie it into the teaching.
9. **Follow up with each other.** After each session, follow up with each other. There should be time set aside to talk about what went well, what could be improved, and strategies for what could be done better next time.



RCL FACILITATOR/CO-FACILITATOR SELF-ASSESSMENT

Complete the following worksheet on your own. Your co-facilitator will complete their self-assessment, and you will use these together to create a co-facilitation plan.

1. Three things I enjoy about being a facilitator:

2. Three things I find challenging about being a facilitator:

3. Three of my strengths as a facilitator:

4. Three things I would like to improve on as a facilitator:



5. My confidence to effectively accomplish the following:

(Circle the appropriate number for each item: 1 = Low Confidence, 5 = High Confidence)

Item	LOW					HIGH
Promoting the program and recruiting youth	1	2	3	4	5	
Implementing the youth sessions	1	2	3	4	5	
Delivering the youth and parent session	1	2	3	4	5	
Providing information about puberty and body changes	1	2	3	4	5	
Providing information about STIs and HIV	1	2	3	4	5	
Providing information on pregnancy and STIs/HIV prevention, including birth control methods	1	2	3	4	5	
Facilitating group discussions	1	2	3	4	5	
Keeping youth engaged in the sessions	1	2	3	4	5	
Managing group dynamics	1	2	3	4	5	
Answering sensitive questions from youth	1	2	3	4	5	
Staying on time with session activities	1	2	3	4	5	
Completing follow-up tasks	1	2	3	4	5	

6. Three ways my co-facilitator can support me during the sessions:

(i.e. staying on time by using hand signals, charting, passing out materials, helping with group dynamics and interruptions, etc.)

7. Other things I want my co-facilitator to know that would assist us working together as a team:



RCL CO-FACILITATOR PLANNING WORKSHEET

Both facilitators should have their completed Facilitator/Co-facilitator Self-Assessments handy while completing this worksheet with their co-facilitator. Planning these details together now will assist you in effectively implementing the RCL program.

1. Discuss highlights from your completed self-assessments and write down things you want to remember.

2. Ways we will support each other during the sessions include:

3. Based on the knowledge and background of the group, we will keep the following in mind:

4. When dealing with difficult situations during activities, our problem-solving process will be to:

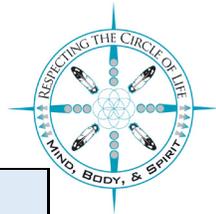
5. When providing feedback to each other, our feedback process will be (include how and when):



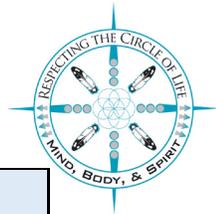
RCL SESSION PLANS

Use your self-assessments and planning worksheet to make your plan for each session.

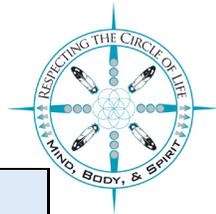
Session 1 Activities	Lead Facilitator (name lead facilitator and list any tasks other than leading activity)	Co-facilitator (name co-facilitator and list any tasks to be done during the activity)
1: Working Together		
2: RCL Program Overview		
3: Group Cohesion (canyon/box/knot)		
4: Opening and Closing Rituals		
5: Group Agreements		
6: Family Tree		
7: SPIRIT S+P		
8: Wrap up and Closing Ritual		



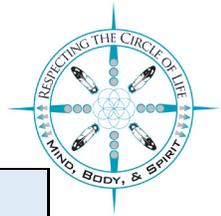
Session 2 Activities	Lead Facilitator (name lead facilitator and list any tasks other than leading activity)	Co-facilitator (name co-facilitator and list any tasks to be done during the activity)
1: Opening Ritual and Review		
2: Identifying the Risk		
3: How Risky Is It?		
4: Am I Invincible?		
5: What's Important to You?		
6: Ranking your Values		
7: To Each Their Own: Other's Values...		
8: Wrap up and Closing Ritual		



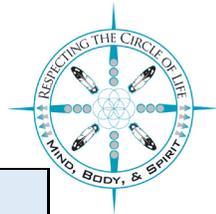
Session 3 Activities	Lead Facilitator (name lead facilitator and list any tasks other than leading activity)	Co-facilitator (name co-facilitator and list any tasks to be done during the activity)
1: Opening Ritual and Review		
2: SPIRIT I		
3: Resources: How Do I Find Out...		
4: What Are Gender Identity, Attraction, Sex and Gender Expression?		
4: Pregnancy Happens How? (body changes, emotional changes, female and male anatomy)		
5: Wrap up and Closing Ritual		



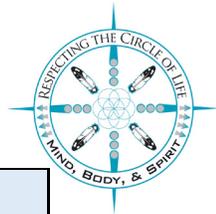
Session 4 Activities	Lead Facilitator (name lead facilitator and list any tasks other than leading activity)	Co-facilitator (name co-facilitator and list any tasks to be done during the activity)
1: Opening Ritual and Review		
2: Communication with a Trusted Adult		
2: Most Teens are Doing What?		
3: Condom Demonstration		
4: Condom Race		
5: SPIRIT R		
6: Wrap up and Closing Ritual		



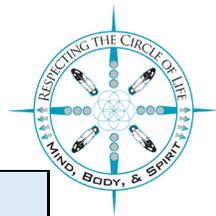
Session 5 Activities	Lead Facilitator (name lead facilitator and list any tasks other than leading activity)	Co-facilitator (name co-facilitator and list any tasks to be done during the activity)
1: Opening Ritual and Review		
2: SPIRIT IT		
3: Communication Games		
4: Assert Yourself		
5: Sex: A Decision for Two		
6: Wrap up and Closing Ritual		



Session 6 Activities	Lead Facilitator (name lead facilitator and list any tasks other than leading activity)	Co-facilitator (name co-facilitator and list any tasks to be done during the activity)
1: Opening Ritual and Review		
2: Showing You Care		
3: STDs and Unplanned Pregnancy game		
4: Making the Choice that's Right for Me: Contraception		
5: Wrap up and Closing Ritual		



Session 7 Activities	Lead Facilitator (name lead facilitator and list any tasks other than leading activity)	Co-facilitator (name co-facilitator and list any tasks to be done during the activity)
1: Opening Ritual and Review		
2: STDs and Unplanned Pregnancy Review		
3: Teen Parent Speaker		
4: Keeping my Values		
5: Sticking to my Decision Roleplay		
6: Wrap up and Closing Ritual		



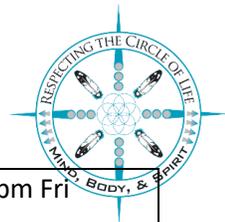
Session 8 Activities	Lead Facilitator (name lead facilitator and list any tasks other than leading activity)	Co-facilitator (name co-facilitator and list any tasks to be done during the activity)
1: Opening Ritual and Review		
2: Making YOUR Dreams Come True		
3: Obstacles to Reaching Goals		
4: Identifying Add'l Obstacles and Concerns		
5: Making a Difference		
6: Buzz! Knowledge Feud		
7: Pat on the Back		
8: Wrap up and Closing Ritual		



RCL LIST OF KEY CONTACTS AND RESOURCES (TEMPLATE)

Below is a list of resources and key contacts that may be helpful for program staff and Health Educators to have available. A helpful pre-implementation activity is compiling key community resources, such as health clinics, especially those that offer STI and pregnancy counseling and testing; youth-serving organizations; and agencies that you might typically refer youth and families to for common challenges you may discover they are facing, but which are beyond the scope of RCL.

Key RCL Program & Community Contacts			
Contact / Org Name, Type & Title	Phone Number(s)	Email or Website Address	Notes
RCL Program Coordinator Contact: [NAME]	W: XXX-XXX-XXXX C: XXX-XXX-XXXX	coordinator@RCL.org	<ul style="list-style-type: none"> • Prefers to be reached by cell after 5pm. • Office M/W/F, site visits T/R
RCL Co-Facilitator Contact: [NAME]	XXX-XXX-XXXX	facilitator@gmail.com	<ul style="list-style-type: none"> • Not available on weekends • Prefers texts to calls, emails
Community Leader 1 Contact: [NAME], [TITLE]	XXX-XXX-XXXX	CABpresident@yahoo.com	<ul style="list-style-type: none"> • Community Advisor Board President • Leads community and youth rite of passage/coming of age ceremonies, rituals
Indian Health Service Contact: [NAME], [TITLE]	XXX-XXX-XXXX	mylocalagency@ihs.gov	<ul style="list-style-type: none"> • Notes about the types of support provided
LGBTQ Support Organization Contact: [NAME]	XXX-XXX-XXXX	lgbtqsupportorg@native.com	<ul style="list-style-type: none"> • Open T, W, R • Youth programs T, R 6-8pm
Local Health Organization 1 Contact: [NAME], [TITLE]	XXX-XXX-XXXX	localhealthorg1@native.com	<ul style="list-style-type: none"> • Provides free pregnancy testing & counseling
Local Health Organization 2 Contact: [NAME], [TITLE]	XXX-XXX-XXXX	Localhealthorg2@native.com	<ul style="list-style-type: none"> • Provides free condoms and low/no-cost contraception
Local Middle School Contact: [NAME], [TITLE]	XXX-XXX-XXXX	MSprincipal@reshigh.com	<ul style="list-style-type: none"> • Standing bi-weekly meeting, 12pm Mondays
Local High School Contact: [NAME], [TITLE]	XXX-XXX-XXXX	HSprincipal@reshigh.com	<ul style="list-style-type: none"> • Meeting best on Tues/Thurs morning



Local GED / Adult Ed / Vocational Training Program Contact: [NAME], [TITLE]	XXX-XXX-XXXX	YoungAdultEd@native.com	<ul style="list-style-type: none"> • Open 2-8pm M-R, 2-7pm Fri
Youth Organization 1 Contact: [NAME]	XXX-XXX-XXXX	Youthorg1@rise.org	<ul style="list-style-type: none"> • Offers after-school programming, ages 13-18
Youth Organization 2 Contact: [NAME]	XXX-XXX-XXXX	Youthorg2@thrive.org	<ul style="list-style-type: none"> • Programs for older teens & young adults, ages 16-25
Suicide Prevention Lifeline	English: 1-800-273-8255 Spanish: 1- 888-628-9454	www.suicidepreventionlifeline.org	<ul style="list-style-type: none"> • Information about suicide prevention training • Suicide safety planning & crisis app: My3

Modify the table below to meet your needs by adding other relevant community resources.

Key Community Resources			
Information Type & Organization	Phone Number(s)	Email or Website Address	Notes
Abuse/Neglect Reporting (Arizona)	1-888-SOS-CHILD (767-2445)	https://dcs.az.gov/report-child-abuse	
CDC Pregnancy Info		https://www.cdc.gov/teenpregnancy/index.htm	
CDC STI Info		https://www.cdc.gov/std/default.htm	<ul style="list-style-type: none"> • Specific info for gay, bisexual, and other MSM, STIs during pregnancy, adolescents & young adults
LGBTQ Resource 1: The Two Spirit National Cultural Exchange	720-261-1854	www.twospiritnce.net apmxted@hotmail.com	<ul style="list-style-type: none"> • Provides outreach to LGBTQ Two Spirit native youth, elders, and the non-native community
LGBTQ Resource 2: 1in10 Contact: Michael Weakley	602-475-7456		<ul style="list-style-type: none"> • In Phoenix, AZ • Serves LGBTQA youth and young adults, social and service programs, promotes self-expression/ acceptance, help make healthy life decisions
LGBTQ Resource 3: IHS LGBTQ-2S		https://www.ihs.gov/lgbt/	
Suicide Prevention Lifeline	English: 1-800-273-8255 Spanish: 1- 888-628-9454	www.suicidepreventionlifeline.org	<ul style="list-style-type: none"> • Information about suicide prevention training • Suicide safety planning & crisis app: My3



SUICIDE PREVENTION LIFELINE & RESOURCES

Phone – English: 1-800-273-TALK (8255)
– Spanish: 1-888-628-9454

Website – suicidepreventionlifeline.org

1. Listen/Ask | 2. Keep them safe | 3. Be there
4. Help them connect | 5. Follow up



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Resources for LGBTQ Youth By State

ALABAMA

GLBT ADVOCACY & YOUTH SERVICES, INC. (GLBTAYS)

www.glbtays.org

GLBT Advocacy & Youth Services, Inc. is dedicated to engaging in effective advocacy for LGBTQ people and to ensuring the well-being of youth and young adults struggling due to sexual orientation or gender identity issues.

PO Box 3443
Huntsville, AL 35810
Phone: 256-425-7804

ALABAMA LGBT MENTORS

www.facebook.com/group.php?gid=117888378225291

Alabama LGBT Mentors is a Facebook group that provides a forum in which LGBT youth in Alabama can connect with older, college-age LGBT students from Alabama as mentors.

Email: preston_whitt25@hotmail.com

ALASKA

IDENTITY, INC

www.identityinc.org

Identity, Inc. builds the infrastructure for a strong LGBTQ community in Alaska through its core programs, including Youth Program Support.

336 East 5th Avenue
Anchorage, AK 99501
Phone: 907-929-4528

ANCHORAGE MPOWERMENT PROJECT (AMP)

www.bentalaska.com/tag/anchorage-mpowerment-project-amp

The Anchorage MPowerment Project (AMP) is a group dedicated to empowering young gay, bi or curious guys by getting involved with and building a better community for themselves and their friends in Anchorage.

ARIZONA

1n10

www.1n10.org

The mission of 1n10 is to serve LGBTQ youth and young adults. It works to enhance their lives by providing empowering social and service programs that promote self-expression, self-acceptance, leadership development and healthy life choices.

Phoenix, AZ
Contact: *Michael Weakley*
Phone: 602-475-7456
Email: michael@1n10.org

EON

www.wingspan.org

The Homeless Youth Project offers advocacy, information, a support group, access to shelters and basic services to LGBTQ youth.

Phone: 520-624-1779 ext. 115
Email: kjackson@wingspan.org

ARKANSAS

NWA CENTER FOR EQUALITY

www.nwacenterforequality.org

Youth Equality Services (YES) is an LGBTQ youth program providing a safe space for open dialogue, support and authentic self-expression.

179 N. Church Avenue, Suite 101
Fayetteville, AR 72701
Phone: 479-966-9014
Toll Free: 888-391-9222
Christina Seitz, Facilitator
Email: cseitz@nwacenterforequality.org

CALIFORNIA

THE PACIFIC CENTER

www.pacificcenter.org

The Pacific Center offers extensive LGBTQ youth programming, including free drop-in groups, counseling and opportunities for activism. The Pacific Center also offers HIV counseling and information about testing sites.

2712 Telegraph Avenue
Berkeley, CA 94705
Phone: 510-548-8283

STONEWALL ALLIANCE CENTER

www.stonewallchico.org

The Stonewall Alliance Center has provided a drop-in group for LGBTQ youth since 1994. Currently, it has two discussion groups, SAY Twenties and SAY Teens.

358 East 6th Street
Chico, CA 95927
Phone: 530-893-3336
Teens: teens@stonewallchico.org
20's: youth@stonewallchico.org

L.A. GAY & LESBIAN CENTER

www.laglc.convio.net

The Jeff Griffith Youth Center
The Youth Center is a safe, welcoming place where youth can get free meals, clothing and emergency shelter, as well as housing and education support.

Transitional Living Program

This program offers LGBT youth 18-24 years old a safe, comfortable place to live for up to 18 months in dorm-style rooms.

Latino Services

Created by The Center, the mission of Latino/a Services is to provide a safe, welcoming and culturally and linguistically appropriate space that allows our community members to accept and embrace all of who they are, including their culture, traditions, language, spirituality and sexual and gender identities.

McDonald/Wright Building
1625 N. Schrader Boulevard
Los Angeles, CA 90028
Phone: 323-993-7450
Email: youthservices@laglc.org

LIFEWORKS MENTORING

www.lagaycenter.org/site/PageServer?pagename=Lifeworks_Homepage_Test

LifeWorks Mentoring offers two mentoring programs for LGBTQ youth ages 15-24. For youth ages 15 and older, LifeSupport is a weekly peer mentoring program where youth can come and talk with peers, make friends and take part in monthly workshops.

1125 N. McCadden Place
Los Angeles, CA 90038
Phone: 818-506-5344
Email: info@lifeworksmentoring.org

SISTERS OF SAKIA

www.myspace.com/sistersofsakia

Sisters of Sakia is a collective that exists to empower and specifically address the needs of young queer women of African descent.

PO Box 743038
Los Angeles, CA 90004
Phone: 310-902-6292
Email: sistersofsakia@gmail.com

ZUNA INSTITUTE

www.zunainstitute.org

This e-mail address is being protected from spam bots, you need JavaScript enabled to view it
Zuna proposes that in order to counter the effect of the disproportionate impact of social discrimination and stigma on black lesbians, we need the development of a healthy black lesbian identity.

4660 Natomas Boulevard 120-181
Sacramento, CA 95835
Phone: 916-207-1037
Email: info@zunainstitute.org

THE CENTER LONG BEACH

www.centerlb.org

Mentoring Youth Through Empowerment (MYTE) is committed to improving the quality of life for LGBTQ youth by providing a safe, affirmative environment for peer interaction and by enlisting informed, productive and positive role models.

2017 E. Fourth Street
Long Beach, CA 90814
Phone: 562-434-4455 ext. 227
Email: youth@centerlb.org

STANISLAUS PRIDE CENTER

www.stanpride.org

The GLBTQ Youth Group provides social opportunities and support to LGBTQ and allied youth ages 14 to 9. Youth can expect a safe, friendly and confidential environment, with food and music provided.

201 Needham Street
Modesto, CA 95354
Phone: 209-338-0855
Fax: 209-338-0852
Email: modteens@stanpride.org

SACRAMENTO GAY AND LESBIAN CENTER

www.saccenter.org

The Center provides a safe place for LGBT people to seek free legal assistance, referrals and information without judgment.

1927 L Street
Sacramento, CA 95811
Phone: 916-442-0185
Fax: 916-325-1840
Email: info@SacCenter.org

WALDEN FAMILY SERVICES

www.waldenfamily.org

Walden Family Services' LGBTQ Network is designed to meet the special needs of LGBTQ foster youth.

6150 Mission Gorge Road, Suite 210
San Diego, CA 92120
Phone: 619-584-5777
Fax: 619-584-5757

LARKIN STREET YOUTH SERVICES

www.larkinstreetyouth.org

With 25 comprehensive youth service programs located throughout San Francisco in over 13 sites, Larkin Street Youth Services is now an internationally recognized model successfully integrating street outreach and emergency shelter, primary medical care, transitional housing, and job training and scholarship assistance to get homeless and at risk kids off the streets.

701 Sutter Street, Suite 2
San Francisco, CA 94109
Phone: 415-673-0911
Fax: 415-749-3838

THE LESBIAN, GAY, BISEXUAL, TRANSGENDER COMMUNITY CENTER OF SAN DIEGO

www.thecentersd.org

The Youth Housing Project will provide 23 units of affordable, supportive housing for youth between 18-24 years of age, with a special focus on LGBTQ youth who are currently transitioning out of foster care and/or group homes or living in the streets.

3909 Centre Street
San Diego, CA 92103
Phone: 619-255-7854 ext. 102
Email: yhp@thecentersd.org

THE ARK OF REFUGE

www.arkofrefuge.org

The Ark of Refuge runs a 15 person transitional living facility specifically targeting LGBTQ young adults in San Francisco.

1025 Howard Street
San Francisco, CA 94103
Phone: 415-861-6566
Fax: 415-861-6103
Email: info@arkofrefuge.org

CENTER FOR YOUNG WOMEN'S DEVELOPMENT

www.cywd.org/nelly.html

CYWD provides on-going opportunities to young low-income lesbians of color who are involved in the juvenile justice system and who have lived and worked on the streets of San Francisco.

832 Folsom Street, Suite #700
San Francisco, CA 94107
Phone: 415-703-8800
Fax: 415-703-8818
Marlene Sanchez, Executive Director
Email: marlene@cywd.org

LEGAL SERVICES FOR CHILDREN

www.lsc-sf.org

LSC provides confidential legal and related social services to LGBTQ young people, free of charge. LSC also provides legal representation in cases of guardianship, emancipation, child abuse and neglect and school discipline.

1254 Market Street, Third Floor
San Francisco, CA 94102
Phone: 415-863-3762
Fax: 415-863-7708

ASIAN AND PACIFIC ISLANDER WELLNESS CENTER

www.apowellness.org/youth.html

AQU25A (Asian & Pacific Islander Queer and Questioning Under 25, Altogether) is a program of Asian/Pacific Islander (including multiracial/multiethnic APA) LGBTQ youth age 25 and under.

730 Polk Street
San Francisco, CA 94109
Phone: 415-292-3400

THE CENTER ORANGE COUNTY

www.thecenter.org

This LGBT community center offers free drop-in HIV testing six days a week, with a special youth drop-in from 1:30-6 PM Wednesdays, as well as recreational youth programming.

1605 N. Spurgeon Street
Santa Ana, CA 92701
Phone: 714-953-5428
Fax: 714-246-8907
Counseling info: 714-953-5428 ext. 330
Youth info: 714-953-5428 ext. 206

BILLY DEFRANK LGBT COMMUNITY CENTER

www.defrankyouthspace.org

LGBTQ Youth Space is a community drop-in center and mental health program for LGBTQ and allied youth ages 13-25 who live in Santa Clara County.

938 The Alameda
San Jose, CA 95126
Phone: 408-293-3040
Intake Line: 408-343-7940
Email: youthprog@defrank.org

SPECTRUM

www.spectrumlgbtcenter.org

Spectrum is currently hosting a monthly support group for LGBTQ youth ages 14-19.

30 N. San Pedro Road, Suite 160
San Rafael, CA 94903
Phone: 415-472-1945
Fax: 415-472-2158
Youth: 415-472-1945 ext. 203
Counseling: 415-472-1945 ext. 273
Email: info@spectrumlgbtcenter.org

SOUTH BAY CENTER

www.southbaycenter.org

The Outlet is a social network for LGBTQ young adults ages 18-30.

PO Box 4218
Torrance, CA 90510
Phone: 310-328-6550
Youth: 310-328-6550
Email: youngadults@southbaycenter.org

REACH LA

www.reach.la

Through its media arts programs, REACH LA is committed to advocacy of LGBTQ youth rights, visibility for the LGBTQ youth of color community, fostering LGBTQ youth creative media expressions and building connections to existing resources.

1400 E. Olympic Boulevard, Suite 240
Los Angeles, CA 90021
Phone: 213-622-1650
Email: reachla@earthlink.net

BIENESTAR

www.bienestar.org/eng/page/114/LGBT-Youth.html

Mpowerment is Bienestar's community level intervention program targeting gay/bisexual Latino youth ages 18 to 24 at risk of HIV infection.

5326 East Beverly Blvd
Los Angeles, CA 90022
Email: info@bienestar.org
Phone: 323-727-7896 ext. 116

THE CENTER

www.thecentersd.org/programs/youth-services/hillcrest-youth-center.html

The Hillcrest Youth Center is a drop-in and recreational center in San Diego County serving primarily Latino, African-American, Asian and Pacific Islanders, and Native American LGBTQ youth.

1807 Robinson Avenue, Suite 106
San Diego, CA 92103
Phone: 619-692-2077 ext. 116
Email: hyc@thecentersd.org

COLORADO

THE GLBT COMMUNITY CENTER OF COLORADO

www.glbtcOLORADO.org

Rainbow Alley is a drop-in center for youth, including many in Out-of-Home care, that provides education, advocacy, support and fun.

PO Box 9798
Denver, CO 80209
Phone: 303-831-0442
Fax: 303-282-9399
Email: info@glbtcOLORADO.org

LA GENTE UNIDA

La Gente Unida is an organization serving the needs of LGBTQ Latinas and Latinos in the Denver and Colorado Area.

PO Box 11714
Denver, CO 80211
Phone: 303-831-6086

THE TWO SPIRIT NATIONAL CULTURAL EXCHANGE

www.twospiritnce.net

The Two Spirit Society of Denver provides community outreach to GBLT Two Spirit, Native, youth, elders, and the non-Native community.

PO Box 140634
Edgewater, CO 80214
Email: apmxtld@hotmail.com This e-mail address is being protected from spambots. You need JavaScript enabled to view it
Phone: 720-261-1854

CONNECTICUT

HARTFORD GAY AND LESBIAN HEALTH COLLECTIVE

www.hglhc.org

Hartford Gay and Lesbian Health Collective offers HIV counseling, education and outreach programs and several support groups, including the Rainbow Room for LGBTQ youth ages 13-21.

1841 Broad Street
Hartford, CT 06114
Phone: 860-278-4163
Fax: 860-278-5995
Email: info@hglhc.org

TRUE COLORS, SEXUAL MINORITY YOUTH AND FAMILY SERVICES

www.ourtruecolors.org

Components of the Safe Harbor Project include foster parent recruitment, an LGBTQ youth mentoring program and comprehensive training for those who work with LGBTQ youth.

576 Farmington Avenue
Hartford, CT 06105
Phone: 860-232-0050
Email: safeharbor@ourtruecolors.org

OUTSPOKEN

www.ctoutsoken.com

Outspoken is a confidential social and support group for LGBTQ youth ages 16-22.

Triangle Community Center
River View Plaza
19 River Street
Norwalk, CT 06850
Contact: Dan Woog
Phone: 203-227-1755
Email: dwoog@optonline.net

DELAWARE

J.U.S.T. FOR YOUTH

www.justforyouthde.org

J.U.S.T. for Youth aims to create a safe and nurturing environment for sexual and gender minority youth in families, schools and communities, while reducing risk behaviors so they can develop into healthy adults.

1308 Delaware Avenue, Suite 10
Wilmington, DE 19806
Phone: 302-547-6629

FLORIDA

COMPASS (GAY AND LESBIAN COMMUNITY CENTER OF THE PALM BEACHES)

www.compassglcc.com

The HOPE Program offers a safe, non-judgmental environment staffed by experienced counselors and trained professionals and offers weekly social and support groups.

201 N. Dixie Highway
Lake Worth, FL 33460
Phone: 561-533-9699 Fax: 561-586-0635
Email: compass@compassglcc.com

ALSO OUT YOUTH

ALSO offers social activities, workshops, one-on-one individual attention and crisis support for GLBT youth.

1470 Boulevard of the Arts
Sarasota, FL 34236-2906
24-Hour Crisis Hotline: 941-544-7016
Office Phone: 941-951-2576

JACKSONVILLE AREA SEXUAL MINORITY YOUTH NETWORK, INC. (JASMYN)

www.jasmyn.org

JASMYN provides support and advocacy for LGBTQ youth under the age of 24 who are currently or were formerly in foster care.

923 Peninsular Place
Jacksonville, FL 32204
Phone: 904-389-3857
Youth Information Line: 904-389-0089
Fax: 904-389-3089
Email: jasmyn@jasmyn.org

ORLANDO YOUTH ALLIANCE

www.orlandoyouthalliance.org

The mission of OYA! Is to provide a non-exploitative, safe, drug and alcohol-free social outlet for youth ages 13-20 who are dealing with LGBTQ issues.

PO Box 536944
Orlando, FL 32853
Phone: 407-244-1222

THE ALLIANCE FOR GLBTQ YOUTH

www.glbtqalliance.com

The Alliance for GLBTQ Youth offers care coordination, community-based group and individual counseling, prevention education and youth enrichment activities.

1175 NE 125th Street, Suite 510
North Miami, FL 33161
Toll Free Number: 866-634-8087
Office Number: 305-899-8087
Fax: 305-899-8071
Email: alliance@glbtqalliance.org

PRIDELINES YOUTH SERVICES

www.pridelines.org

Pridelines is dedicated to supporting, educating and empowering South Florida's LGBTQ youth in a safe and diverse environment.

9526 NE 2nd Avenue #104
Miami Shores, FL 33138
Phone: 305-571-9601
Fax: 305-571-9602
Email: victor@pridelines.org

THE PRIDE CENTER

www.glccsf.org

The LGBTQ Youth Group includes two groups, one for teens ages 13-17 and young adults ages 18-21 that provide a youth-led safe space.

2040 N. Dixie Highway
Wilton Manors, FL 33305
Phone: 954-463-9005
Fax: 954-764-6522

SUNSHINE SOCIAL SERVICES, INC.

www.sunserve.org

Sunshine Social Services provides life assistance and mental health care for the LGBTQ community with a focus on economically disadvantaged and marginalized youth.

1480 SW 9th Avenue
Fort Lauderdale, FL 33315
Admin. Phone: 954-764-5150
Intake/Info/Referral Line: 954-548-4602
Email: info@sunserve.org

ZEBRA COALITION

www.zebra youth.org

The Zebra Coalition is a network of organizations that provides services to LGBTQ youth. These organizations assess and support youth in need of shelter, emotional or spiritual guidance, medical services or education.

PO Box 1513
Windermere, FL 34786
Phone: 877-909-3272

GEORGIA

ATLANTA JEWISH LGBT CENTER

www.therainbowcenter.org

The Center offers a compassionate Jewish response to LGBT Jewish people and their families by delivering support, education and resources.

4549 Chamblee Dunwoody Road
Atlanta, GA 30338
Phone: 770-677-9471

THE RAINBOW PROGRAM

www.chriskids.org

The CHRIS Rainbow Program provides a safe and supportive residence for homeless LGBTQ youth.

3111 Clairmont Road, Suite B
Atlanta, GA 30329
Phone: 404-457-1721
Fax: 404-486-9053
Email: generalinfo@chriskids.org

YOUTHPRIDE

www.youthpride.org

Youth Pride offers Safe Zone, a daily after-school program, and regular support and discussion groups.

1017 Edgewood Avenue
Atlanta, GA 30307
Phone: 404-521-9713
24/7 Crisis Line: 404-521-9711
Email: terence@youthpride.org

FIERCE YOUTH RECLAIMING AND EMPOWERING (FYRE)

www.fyrerj.org/

Fierce Youth Reclaiming & Empowering (FYRE) seeks to support and build the leadership and power of LGBTQ youth of color and their allies, in Atlanta and statewide.

PO Box 8551
Atlanta, GA 31106
Phone: 404-532-0022

IDAHO

BOISE GLBT COMMUNITY CENTER

www.yadiversity.org

Youth Alliance for Diversity strives to provide youth with the opportunity to meet and receive the support of other youth who are LGBTQ and allied.

305 Adams Street
Garden City, ID 83714
Phone: 208-841-3220

ILLINOIS

AFFINITY COMMUNITY SERVICES

www.affinity95.org

Affinity Community Services is a social justice organization that works with and on behalf of Black LGBTQ communities, queer youth and allies.

1424-28 E. 53rd Street, Suite 306
Chicago, IL 60615
Phone: 773-324-0377
Email: admin@affinity95.org

UP CENTER OF CHAMPAIGN COUNTY

www.unitingpride.org

Talk it UP is a peer-run LGBTQ support group for middle and high-school youth. LGBTQ youth can expect an atmosphere of acceptance and support while meeting other LGBTQ youth.

202 S. Broadway, Suite 102 (IMC)
Urbana, IL 61801
Phone: 217-892-0071

MID ILLINOIS YOUTH ALLIANCE

www.midillinoisyouthalliance.webs.com

The Mid Illinois Youth Alliance is a group of LGBTQ youth and their allies who meet weekly.

900 Main Street, Conference Room AB
Peoria, IL 61602-5004
Email: miya2011@sbcglobal.net

HOWARD BROWN HEALTH CENTER-BROADWAY YOUTH CENTER

www.howardbrown.org

Howard Brown's Broadway Youth Center (BYC) is a safe space in which young people can access compassionate support, life-saving healthcare, and a range of support services.

4025 North Sheridan Road
Chicago, IL 60613
Phone: 773-388-1600

HORIZONS COMMUNITY SERVICES, INC.

www.horizonsonline.org

Horizons Youth Group provides a safe, supportive environment for LGBTQ youth and young adults to meet and socialize.

961 W. Montana Street
Chicago, IL 60614
Phone: 773-472-6469

LESBIAN AND GAY HOTLINE

Trained volunteer resource counselors assist callers to the Helpline by providing information and referrals, as well as support, counseling, and crisis intervention.

Phone: 773-929-HELP

AMIGAS LATINAS YOUTH GROUP

www.amigaslatinas.org

Amigas Latinas is a youth group specifically for Latina adolescents and 20-somethings who identify as LBTQQ.

Phone: 773-661-0940

Email: amigaslatinas.chicago@gmail.com

PROJECT VIDA

www.projectvida.org/THECRU.html

The CRU (Committed, Responsible, United) is Project Vida's program for LGBTQ, curious, and down-low Latino & African American men 14-24 years old.

4045 W. 26th Street

Chicago, IL 60623

Phone: 773-522-4570

Email: csamaniego@projectvida.org

INDIANA

INDIANA YOUTH GROUP

www.indianayouthgroup.org

IYG provides a safe place, a confidential environment and services which foster self-esteem, resiliency and positive decision-making skills among LGBTQ young people.

2943 E. 46th Street

Indianapolis, IN 46205

Phone: 317-541-8726

IOWA

OZONE HOUSE

www.ozonehouse.org

Ozone House provides a crisis line, emergency youth shelter, transitional housing, drop-in center, counseling, case management, street outreach, community education and QueerZone, a social and support group for LGBTQ youth.

1705 Washtenaw Avenue

Ann Arbor, MI 48104

Phone: 734-662-2265

Fax: 734-662-9724

Ozone Drop-In

102 N. Hamilton Street

Ypsilanti, MI 48197

Phone: 734-485-2222

Fax: 734-829-0126

24-Hour Crisis Line: 734-662-2222

UNITED ACTION FOR YOUTH

www.unitedactionforyouth.org

The GLBTQ & A Youth Group is a free, informal, drop-in social and support group for LGBTQ and allied junior and senior high aged youth.

410 Iowa Avenue

Iowa City, IA 52245

Phone: 319-338-7518

24 Hour Crisis Services: 319-338-7518

Email: gltqa@unitedactionforyouth.org

IOWA PRIDE NETWORK

www.iowapridenetwork.org

The Iowa Pride Network is a state-wide non-profit organization that works directly with students, helping empower them to start and enhance gay-straight alliances in their high schools and colleges.

777 Third Street, Suite 312

Des Moines, IA 50309

Executive Director: 515-471-8062

Outreach Coordinator: 515-471-8063

KANSAS

LAWRENCE AREA GAY-STRAIGHT ALLIANCE

www.lawrenceareagsa.wordpress.com

The mission of the GSA is to work toward a more accepting environment for all people, regardless of sexual orientation or gender identity, through education, support, social action and advocacy.

Phone: 785-330-2391

Email: arlakan@usd497.org

KENTUCKY

LEXINGTON GAY-STRAIGHT ALLIANCE

www.lexgsa.com

The GSA provides a safe environment for LGBTQ youth to meet, socialize, and support one another.

Email: marycrone@insightbb.com

LOUISVILLE YOUTH GROUP

www.louisvilleyouthgroup.com

LYG provides a safe, fun space for LGBTQ youth.

PO Box 406764

Louisville, KY 40204

Phone: 502-499-4427

Email: lygmail@louisvilleyouthgroup.com

LOUISIANA

JUVENILE JUSTICE PROJECT OF LOUISIANA

www.jjpl.org

The LGBT and HIV/AIDS Project is dedicated to ensuring that LGBT youth in the juvenile justice system receive quality representation and secure care facilities and significantly reducing the number of incidents of violence and harassment experienced by this population in secure confinement.

1600 Oretha Castle Haley Boulevard
New Orleans, LA 70113
Phone: 504-522-5437
Fax: 504-522-5430

LGBT COMMUNITY CENTER OF NEW ORLEANS

www.lgbtccno.org

The young adult peer support and social group is open to all people ages 18-24.

2114 Decatur Street
New Orleans, LA 70116
Phone: 504-945-1103

BROTHERHOOD INC.

www.brotherhoodinc.org

MyHOUSE is a program of Brotherhood, Inc. that targets youth at high risk for HIV, including men of color who have sex with men and young transgender persons of color.

4032 Canal Street, Suite C1-A
New Orleans, LA 70119
Phone: 504-566-7955

MAINE

PRYSM

www.commcc.org

PRYSM provides a safe and positive space for LGBTQ and allied youth, offering social support, leadership development, psycho-education about common problems facing youth and community education.

165 Lancaster Street
Portland, ME 04101
Program Coordinator: Tara Roberts
Phone: 207-874-1030 ext. 403
Email: robert@commcc.org

MARYLAND

UNITARIAN UNIVERSALIST CHURCH OF ROCKVILLE

www.uucr.org/rainbow.php

The Rainbow Youth Alliance is a support group for LGBTQ and allied teens. RYA is a safe place to ask questions, find mutual support and learn information pertinent to their lives.

1 Welsh Park Drive
Rockville, MD 20850
RYA Coordinator: Ryan Logue
Phone: 301-762-7666
Email: ryacoordinator@yahoo.com

GLBT COMMUNITY CENTER OF BALTIMORE AND CENTRAL MARYLAND

www.glccb.org

Sufficient As I aM (SAIM) is a support group for youth dealing with issues of sexuality, coming out, relationships, etc.

241 W. Chase Street
Baltimore, MD 21201
Email: info@glccb.org
Phone: 410-837-5445

MASSACHUSETTS

FENWAY COMMUNITY HEALTH PEER LISTENING LINE

The Peer Listening Line is an anonymous and confidential phone line that offers LGBTQ youth a safe place to call for information, referrals and support.

Phone: 617-267-2535
Toll Free: 800-399-PEER

BAGLY-BOSTON ALLIANCE OF GLBT YOUTH

www.bagly.org

The Boston Alliance of GLBT Youth is a youth-led, adult-supported social support organization committed to social justice and creating, sustaining and advocating for programs, policies and services for GLBT youth aged 22 and under.

Emmanuel Church Boston
15 Newbury Street
Boston, MA 02116
Phone: 617-227-4313

BOSTON GLASS COMMUNITY CENTER

www.jri.org/glass

GLASS provides a drop-in center for LGBTQ youth aged 13-25. It is a safe space to relax and socialize with trained adults who are available to talk.

93 Massachusetts Avenue, 3rd floor
Boston, MA 02115
Phone: 617-266-3349
Email: jlopez@jri.org

BOSTON AREA TRANSGENDER SUPPORT (BATS)

www.groups.yahoo.com/group/boston-area-trans-support

BATS is a peer-run support group for transgender young adults in the Boston area.

JUSTICE RESOURCE INITIATIVE-HEALTH

www.jri.org

JRI-Health offers programs addressing the needs of persons at risk of or living with HIV/AIDS, for homeless, troubled, and GLBT youth, and for persons with a broad range of disabilities requiring supported housing.

25 West Street
Boston, MA 02116
Phone: 617-457-8150
Email: jrihealth@jri.org

WALTHAM HOUSE

www.thehome.org

Waltham House is a residential home that can house up to twelve LGBTQ youth ages 14-18.

271 Huntington Avenue
Boston, MA 02115-4506
Phone: 617-267-3700
Fax: 617-267-8142
Email: mdenofrio@thehome.org

MICHIGAN

ANN ARBOR'S TEEN CENTER

www.neutral-zone.org

Riot Youth is a space for youth to talk and find support about their struggles as LGBTQ youth.

310 E. Washington Street
Ann Arbor, Michigan 48104
Phone: 734-214-9995
Email: lwernick@umich.edu

RUTH ELLIS CENTER

www.ruthelliscenter.com

The Center provides residential and drop-in programs for LGBTQ youth. Ruth's House provides youth 12-21 with two programs: semi-independent living for youth ages 12-17 and transitional living for those aged 16-21. Second Stories is a Monday-Friday drop-in center.

2727 Second Avenue, Suite 158
Detroit, MI 48201-2654
Phone: 313-964-2091
Fax: 313-964-3372
Email: info@ruthelliscenter.com

TRANS YOUTH FAMILY ALLIES

www.imatyfa.org

TYFA empowers children and families by partnering with educators, service providers and communities to develop supportive environments in which gender may be expressed and respected.

PO Box 1471
Holland, MI 49422
Phone: 888-462-8932
Email: info@imatyfa.org

OZONE HOUSE

www.ozonehouse.org

QueerZone is a weekly program that provides a safe space for LGBTQ youth to congregate, socialize, build community and access support.

102 N. Hamilton Street
Ypsilanti, MI 48197
Phone: 734-662-2265
Crisis Line: 734-662-2222
Email: queerzone@ozonehouse.org

MINNESOTA

YOUTHLINK

www.youthlinkmn.org

One housing program offered by Youth Link is the Host Home Program in which carefully-screened GLBT members open their homes to GLBT youth.

41 N. 12th Street
Minneapolis, MN 55403
Phone: 612-252-1200
Email: youthlink@youthlinkmn.org

FAMILY AND CHILDREN'S SERVICES

www.everyfamilymatters.org

PRIDE (from Prostitution to Independence, Dignity and Equality) is a nationally recognized and highly successful program to help women, teens and transgender youth get out and stay out of prostitution. GLBT-KIDS offers resources to GLBT youth who may have experienced trauma.

PRIDE Crisis Line Number: 612-728-2062

PRIDE Toll-Free: 888-PRIDE-99

GLBT-KIDS Phone: 877-452-8543

Email: pride@fcsmn.org

DISTRICT 202

www.dist202.org

District 202 is a youth community center committed to providing social, cultural and educational opportunities by and for LGBT youth and their friends.

PO Box 8139

St. Paul, MN 55108

Phone: 651-340-6167

Email: youth@dist202.org

JEWISH COMMUNITY CENTER OF THE GREATER ST. PAUL AREA

www.stpauljcc.org

The St. Paul JCC teen department supports teens who identify as GLBT or who are questioning their sexuality.

1375 St. Paul Avenue

St. Paul MN 55116

Phone: 651-698-0751

Teen Director: 651-255-4767

SHADES OF YELLOW

shadesofyellow.org/

INSPIRE is Shades of Yellow's youth-led program aimed towards developing youth leadership for LGBTQ Hmong (an Asian ethnic group from the mountainous regions of China, Vietnam, Laos, and Thailand) youth aged 14-24.

379 University Avenue W. #213

St. Paul, MN 55103

Email: info@shadesofyellow.org

Phone: 651-309-0037

MISSOURI

GROWING AMERICAN YOUTH

www.growingamericanyouth.org

Growing American Youth is a social and support organization for LGBTQ youth 21 and under.

PO Box 11785

St. Louis, MO 63105

Phone: 314-821-3524 ext. 3

Email: growingamericanyouth@gmail.com

PASSAGES

www.kcpassages.org

Passages is a youth group for LGBTQ and allied youth, providing educational information and experiences to encourage personal growth and social interaction to ease their transition into self-acceptance and to become empowered.

620 E. Armour Boulevard

Kansas City, MO 64109

Phone: 816-931-0334

Email: info@kcpassages.org

THE EQUAL YOUTH CENTER

www.equalcenter.org

EQUAL was founded on the belief that by giving youth the power to organize, lead and collaborate, youth would not only transform themselves, but transform their communities.

PO Box 32974

Kansas City, MO 64171

Phone: 816-984-0799

Email: support@equalcenter.org

MONTANA

WESTERN MONTANA COMMUNITY CENTER

www.gaymontana.org

Youth Forward is a safe and confidential gathering of LGBTQ youth ages 13-19.

127 N. Higgins Avenue, Suite 202

Missoula, MT 59802

Phone: 406-541-6891

Email: jason@ncbimissoula.org

HELENA YOUTH GSA

www.montanapridenetWORK.org

Helena Youth GSA is a support/discussion group for LGBTQ and allied youth.

Contact: Aileen Gleizer

Phone: 406-457-2469

Email: aileen.gleizer@ppmontana.org

NEBRASKA

RAINBOW OUTREACH METRO OMAHA GLBT CENTER, GLBT CENTER YOUTH PROGRAM

www.rainbowoutreach.org

The Center Youth program is a safe and supportive place for LGBTQ and allied youth ages 13-23 to make friends.

1719 Leavenworth Street

Omaha, NE 68108

Phone: 402-341-0300

Email: gltcenter@rainbowoutreach.org

PROUD HORIZONS YOUTH GROUP

www.proudhorizons.pflag-omaha.org

Proud Horizons is a youth group specifically for LGBTQ and allied youth ages 13 to 23.

PO Box 390064

Omaha, NE 68139-0064

Phone: 402-291-6781

NEVADA

GAY AND LESBIAN COMMUNITY CENTER OF SOUTHERN NEVADA

www.thecenterlv.com

R.U.1.2. Youth Group consists of 13-19 year old LGBT and allied youth. The participants are educated on HIV prevention, coming out issues, drug and alcohol abuse and many other topics.

953 E. Sahara Avenue, B-31

Las Vegas, NV 89104

Phone: 702-733-9800

NEW JERSEY

CROSSROADS PROGRAMS, INC.

www.crossroadsprograms.org

Project DISCOVERY provides specialized foster homes for LGBTQ youth, aged 12-21, who are not able to live at home but who are capable of functioning in a home environment with extra support.



610 Beverly-Rancocas Road

Willingboro, NJ 08046

Phone: 609-261-5400

Fax: 609-261-1824

Email: julie@crossroadsprograms.org

PRIDE CENTER OF NEW JERSEY

www.pridecenter.org

The Youth Drop-in is for LGBTIQ and allied youth ages 17 and under.

85 Raritan Avenue, Suite 100

Highland Park, NJ 08904-2701

Phone: 732-846-2232

SOCIAL JUSTICE CENTER

www.litsjc.org

The Social Justice Center offers True Colors, a drop-in program for LGBTQ youth and young adults.

LGBTQI Programs

11 Halsey Street

Newark, NJ 07102

Phone: 973-621-2100

Email: info@litsjc.org

AFRICAN AMERICAN OFFICE OF GAY CONCERNS

www.aaogc.org/programs

T.G.I.F. (Thank Goodness I'm Fabulous) provides support to young African-American and Latina transgender girls.

877 Broad Street, Suite 211

Newark, NJ 07102

Phone: 973-639-0700

Fax: 973-639-9722

Email: brother@aaogc.org

NEW HAMPSHIRE

OUTRIGHT

www.nhftm.org

Outright is a social & support group for LGBTQ youth.

PO Box 4064

Concord, NH 03302

Phone: 603-223-0309

Email: concordoutright@nhftm.org

Seacoast Outright

PO Box 842

Portsmouth, NH 03801

Phone: 603-431-1013
Email: seacoastoutright@nhftm.org

Manchester Outright
PO Box 492
Manchester, NH 03105
Phone: 603-537-7004
Email: manchesteroutright@yahoo.com

NEW MEXICO

U21

www.commonbondnm.org

U21 is open to LGBTQ and allied youth under 21. It is largely a social time with some planned events and sessions, such as arts & crafts, poetry, information on the community, films, dances and workshops.

MCC Albuquerque
1101 Texas Street NE
Albuquerque, NM 87110
Email: poetoishi@yahoo.com

TRANS YOUTH SUPPORT GROUP

www.tgrcnm.org

Young Women United
120 Morningside Drive NE
Albuquerque, NM 87108
Email: seth@tgrcnm.org

NEW YORK

AIDS COMMUNITY RESOURCES

www.aidscommunityresources.com

AIDS Community Resources is a center of support for LGBTQ youth throughout New York State. The Q Center offers a number of programs, *support group meetings*, and activities for youth.

627 West Genesee Street
Syracuse, NY 13204
Phone: 315-475-2430
Fax: 315-472-6515
Hotline: 888-475-2437
Email: information@aidscommunityresources.com

ASIAN AND PACIFIC ISLANDER COALITION ON HIV/AIDS (APICHA)

www.apicha.org

APICHA offers a Young People's Project, as well as a weekly LGBTQ Asian and Pacific Islander youth group.

400 Broadway
New York, NY 10013
Phone: 212-620-7287
Email: apicha@apicha.org

THE AUDRE LORDE PROJECT

www.alp.org

The Audre Lorde Project is a Lesbian, Gay, Bisexual, Two Spirit, Trans and Gender Non-Conforming People of Color community organizing center, focusing on the New York City area.

Brooklyn
85 S. Oxford Street
Brooklyn, NY 11217
Phone: 718-596-0342

Manhattan
147 W. 24th Street, 3rd floor
New York, NY 10011-1911
Phone: 212-463-0342
Email: alpinfo@alp.org

BRONX COMMUNITY PRIDE CENTER

www.bronxpride.org

Youth Services includes The Spot Next Door, a drop-in center open Monday-Friday; Operation Home Base, a case management program for homeless and at-risk youth; free legal services; the Youth Leadership Institute and a Youth Advisory Board.

448 E. 149th Street
Bronx, NY 10455
Phone: 718-292-4368
Fax: 718-292-4999
Email: info@bronxpride.org

THE ALI FORNEY CENTER (AFC) HEADQUARTERS

www.aliforneycenter.org

The Ali Forney Center offers a Day Center, Emergency Housing Program and Transitional Housing for LGBTQ youth.

527 W. 22nd Street, 1st Floor
New York, NY 10011
Phone: 212-222-3427
Fax: 212-222-5861

Day Center
527 W. 22nd Street, 1st Floor
New York, NY 10011
Phone: 212-206-0574
Fax: 212-206-7486

HEALTH AND EDUCATION ALTERNATIVES FOR TEENS

www.heatprogram.org/lgbt.html

HEAT's LGBT program provides case management, HIV/STD screening, mental health services, hormone therapy treatment and various social and support groups.

760 Parkside Avenue, Room 308
Brooklyn, NY 11226
Phone: 718-467-4446
Email: info@heatprogram.org

SCO FAMILY SERVICES

www.sco.org

SCO Family Services provides a continuum of community based residential programs for 24 homeless and at-risk LGBTQ youth.

1 Alexander Place
Glen Cove, NY 11542
Phone: 516-671-1253

METROPOLITAN COMMUNITY CHURCH OF NEW YORK

www.homelessyouthservices.org

Sylvia's Place is an emergency night shelter with beds for GLBTQ youth ages 16-23. It accepts walk-ins after 6PM 365 days a year.

446 W. 36th Street
New York, NY 10018
Phone: 212-629-7440
Email: fwoodmccny@gmail.com

NEW ALTERNATIVES

www.newalternativesnyc.org

New Alternatives provides basic items, case management, recreation, community building, several support groups and a Life Skills dinner group for homeless LGBT youth ages 16-24.

50 E. 7th Street
New York, NY 10003

GAY ALLIANCE OF THE GENESEE VALLEY

www.gayalliance.org

The Youth Center is dedicated to providing a safe and supportive place for youth ages 13-23 to discuss issues, make friends and get support.

875 E. Main Street, Suite 500
Rochester, NY 14605
Phone: 585-244-8640
Email: info@gayalliance.org

THE JEWISH COMMUNITY CENTER

www.jccmanhattan.org

The JCC offers two social and support groups for LGBTQ Jewish youth: Cometfire for youth aged 11-14, and Jqyouth for young adults aged 18-30.

334 Amsterdam Avenue
New York, NY 10023
Phone: 646-505-4444
Fax: 212-799-0254
Email: info@jccmanhattan.org

Cometfire
Contact: Scott Quasha
Email: scottquasha@me.com
Phone: 646-505-5708

Jqyouth
Email: jqyouth@yahoo.com
Phone: 646-505-5708

CAPITAL PRIDE CENTER

www.capitalpridecenter.org

Center Youth offers LGBTQ and allied youth ages 13-18 a peer support group, healthy social opportunities and various opportunities to participate in activism.

332 Hudson Avenue
Albany, NY 12210
Email: admin@jqyouth.org

GREEN CHIMNEYS CHILDREN'S SERVICES, INC.

www.greenchimneys.org

The Gramercy Residence houses 25 LGBTQ teenagers in foster care aged 16-21. It provides a Supervised Independent Living Program, the agency operated boarding home for LGBTQ youth 12-16; a Transitional Living Apartment Program for youth 17-21 and a Basic Center that provides emergency shelter and referrals for homeless and runaway youth 14-21.

456 W. 145th Street, Suite 1
New York, NY 10031
Phone: 212-491-5911
Fax: 212-368-8975

HETRICK-MARTIN INSTITUTE

www.hmi.org

The Supportive Services Department of the Hetrick-Martin Institute provides services for homeless and at-risk LGBTQ youth.

740 Broadway, 8th Floor
New York, NY 10003
Phone: 212-674-2400 ext. 247

URBAN JUSTICE CENTER

www.urbanjustice.org

The Peter Cicchino Youth Project provides legal services to LGBT youth who are homeless, in foster care or in the juvenile justice system.

666 Broadway, 10th Floor
New York, NY 10012
Phone: 646-602-5600 Fax: 212-533-4598

LAWYERS FOR CHILDREN

www.lawyersforchildren.org

LFC has published a handbook for GLBTQ youth in foster care with a list of resources in NYC and information about legal rights. They also provide legal services to GLBTQ youth in foster care.

110 Lafayette Street
New York, NY 10013
Phone: 212-966-6420

STATEN ISLAND LGBT CENTER

www.silgbtcenter.org

The Center offers extensive youth programming, including a drop-in space, support groups for teens and young adults, safer sex resources and opportunities to develop creative and leadership skills.

75 Victory Boulevard
Staten Island, NY 10301
Phone: 718-808-1360 Fax: 718-808-1397
Email: lgbt@chasiny.org

THE DOOR

www.door.org

In addition to health, legal, education, counseling and career services, the Door also provides a wide range of programs and services geared towards GLBTQ members.

121 Avenue of the Americas
New York, NY 10013
Phone: 212-941-9090 ext. 3328

FIERCE

www.fierceny.org

FIERCE is a membership-based organization building the leadership and power of LGBTQ youth of color in New York City. It develops politically conscious leaders who are invested in improving themselves and their communities through youth-led campaigns, leadership development programs, and cultural expression.

147 West 24th Street, 6th floor
New York, NY 10011
Phone: 646-336-6789
Fax: 646-336-6788

GAY MEN OF AFRICAN DESCENT (GMAD)

www.gmad.org

MARS is the young adult program of GMAD, an organization of gay, bisexual, transgender and questioning men of color. MARS offers members training workshops, recreational activities, connections to local shelters and service organizations and a positive space for GLBTQ youth to socialize.

103 E. 125th Street, 5th Floor
New York, NY 10035
Phone: 212-828-1697 ext. 117
Email: mars@gmad.org

THE RASHAWN BRAZELL MEMORIAL SCHOLARSHIP MENTORING PROGRAM

www.gmad.org/mars/page2.htm

The Rashawn Brazell Memorial Scholarship Mentoring Program connects scholars to a variety of professionals who have pledged time and support for the Memorial Fund, as well as the larger community of African-descended LGBT people and their allies.

85 S. Oxford Street
Brooklyn, New York 11217
Phone: 718-596-0342 ext. 45
Email: info@rashawnbrazell.com

SYLVIA RIVERA LAW PROJECT

www.srlp.org

Sylvia Rivera Law Project provides free legal services to transgender, intersex and gender nonconforming low-income people and people of color. It represents and advises clients in a variety of contexts.

147 West 24th Street, 5th floor
New York, NY 10011
Phone: 212-337-8550
Toll Free: 866-930-3283 Fax: 212-337-1872
Email: info@srlp.org

NORTH DAKOTA

BISMARCK GAY AND PROUD YOUTH GROUP

Phone: 701-255-6120

NORTH CAROLINA

NORTH CAROLINA LAMBDA YOUTH NETWORK

www.angelfire.com/nc/nclambda/

NCLYN is collaborating with a transitional housing agency in Durham to offer a residential program specifically for LGBTQ youth.

343 W. Main Street, Suite 201
Durham, NC 27701
Phone: 919-683-3037

LGBT CENTER OF RALEIGH

www.lgbtcenterofraleigh.org

The Center includes youth programming.

411 Hillsborough Street
Raleigh, NC 27603
Phone: 919-832-4484
Fax: 919-832-4483
Email: info@lgbtcenterofraleigh.org

WRENN HOUSE

www.havenhousenc.org

Wrenn House is the only homeless/runaway crisis intervention program and shelter for youth in the Triangle. It partners with the LGBT Center of Raleigh to provide services for LGBTQ youth.

908 W. Morgan Street
Raleigh, NC 27603
Phone: 919-832-786

INSIDEOUT

www.insideout180.org

iNSIDEoUT is a youth-founded, youth-led organization that provides leadership opportunities and a safe space for North Carolina's Triangle-area LGBTQ and allied youth, both in and out of schools.

Contact: Corrin Donahue
Email: corrindonahue@gmail.com

TIME OUT YOUTH

www.timeoutyouth.org

Time Out Youth is dedicated to providing support, advocacy and education to LGBTQ and allied youth aged 13-23 in Charlotte and the surrounding areas.

1900 The Plaza
Charlotte, NC 28205
Phone: 704-344-8335
Fax: 704-344-8186
Email: sbentley@timeoutyouth.org

OHIO

LGBT COMMUNITY CENTER OF GREATER CLEVELAND

www.lgbtcleveland.org

The Center offers counseling support for youth ages 14-24. Youth programming and HIV testing is open to LGBTQ youth ages 14-24. The Trans-Formers program is a support group for trans young adults ages 18-30, facilitated by a licensed counselor.

6600 Detroit Avenue
Cleveland, OH 44102
Phone: 216-651-5428
Fax: 216-651-6439

RAINBOW AREA YOUTH (RAY)

www.toledoray.org

Rainbow Area Youth (RAY) is a peer-based support group created to provide emotional support, social opportunities, and health education to sexual minority teens.

St. Mark's Episcopal Church
2272 Collingwood Boulevard
Toledo, OH 43620
Phone: 419-255-7510
Email: toledoray@toledoray.org

KALEIDOSCOPE YOUTH CENTER

www.kycOhio.org

Kaleidoscope Youth Center provides a drop-in center, counseling, homework help, and various recreational & educational opportunities.

1904 N. High Street
Columbus, Ohio
Phone: 614-294-KIDS (5437)
Fax: 614-297-5906

OKLAHOMA

CENTRAL OKLAHOMA TRANSGENDER SUPPORT GROUP

www.twofoldgroup.org

This group is for transgender people and their allies.

PO Box 75784

Oklahoma City, OK 73147-0784

Phone: 405-443-4131

Email: info@twofoldgroup.org

GAY LESBIAN BI YOUTH GROUP

311 South Madison Avenue

Tulsa, OK 74120-3208

Phone: 918-587-1300

OKC YOUTH UNITED

www.okcyu.org

The mission of Oklahoma City Youth United is to provide a safe, inclusive and affirming environment to youth, 14-20, of all genders and sexual orientations from the Oklahoma City metropolitan area.

First Unitarian Church

600 NW 13th Street

Oklahoma City, OK 73103

Email: okcyouthgroup@gmail.com

OPENARMS YOUTH PROJECT

www.openarmsproject.org

Openarms brings LGBTQ and allied youth together to build a peer-based community that empowers them to end isolation, create a progressive youth voice and increase well being and self-esteem.

2015-B S. Lakewood Avenue

Tulsa, OK 74112

Phone/Hotline: 918-838-7104

YOUTH SERVICES OF TULSA –LGBTQ SUPPORT GROUP

www.yst.org

311 S. Madison Avenue

Tulsa, OK 74120

Phone: 918-582-0061

OREGON

SEXUAL MINORITY YOUTH RESOURCE CENTER (SMYRC)

www.smyrc.org

SMYRC provides a safe, supervised, harassment-free and alcohol- and drug-free space for sexual minority youth ages 23 and younger.

3024 N.E. M.L. King, Jr. Boulevard

Portland, OR 97212

Phone: 503-872-9664 ext. 35

Fax: 503-231-3051

Email: info@smyrc.org

OUTSIDE IN

www.outsidein.org

Outside In provides housing, education, employment, counseling, medical care, food, recreation and a safe space. Outside In is a national leader in serving LGBTQ youth.

1132 SW 13th Avenue

Portland, OR 97205

Phone: 503-535-3800

Fax: 503-223-6837

Medical clinic: 503-535-3890

Email: info@outsidein.org

TRANSACTIVE

www.transactiveonline.org

TransActive is a monthly social & support group for trans youth 12-21.

OHSU Richmond Clinic

3930 S.E. Division Street

Portland, OR 97202

Phone: 503-252-3000

Email: info@transactiveonline.org

PENNSYLVANIA

LUTHERAN CHILD AND FAMILY SERVICES OF SOUTHEASTERN PENNSYLVANIA

www.lcfsinpa.org

Bethel House is a group home for dependent LGBT youth aged 15-18, in Philadelphia, PA.

937 South 3rd Street

Philadelphia, PA 19147

Phone: 215-339-8002

Fax: 215-339-8070

ATTIC YOUTH CENTER

www.atticyouthcenter.org

The Attic creates opportunities for LGBTQ youth to develop into healthy, independent, civic-minded adults within a safe and supportive community, and promotes the acceptance of LGBTQ youth in society.

255 South 16th Street
Philadelphia, PA 19102
Phone: 215-545-4331
Email: info@atticyouthcenter.org

RHODE ISLAND

YOUTH PRIDE, INC.

www.youthpride-ri.org

YPI's programming is dedicated to meeting the social, emotional and educational needs of LGBTQ youth.

95 Cedar Street
Providence, RI 02903
Phone: 401-421-5626
Fax: 401-274-1990
Email: youth_pride@yahoo.com

SOUTH CAROLINA

AFFIRM

www.affirmyouth.org

AFFIRM provides LGBTQ youth education, social activities and referrals to related services.

PO Box 4094
Greenville, SC 29608
Phone: 864-467-9004
Email: affirmyouth@affirmyouth.org

WE ARE FAMILY

www.waf.org

SafeSpace is a weekly gathering of LGBTQ and allied youth 16-23 who get together to share their experiences, express their feelings, and find encouragement among their peers.

PO Box 21806
Charleston, SC 29413
Phone: 843-637-9379
Email: info@waf.org

SOUTH DAKOTA

THE BLACK HILLS CENTER FOR EQUALITY

www.bhcfef.org

PRISM is a gay-straight alliance for youth ages 15-25 that provides support to young people who are in the process of coming out, as well as their allies.

1102 West Rapid Street
Rapid City, SD 57701
Phone: 605-348-3244

CENTER FOR EQUALITY

www.centersforequalitysd.org

The Drop-in Center is open regularly for youth and the general community.

406 S. 2nd Avenue, Suite 102
Sioux Falls, SD 57104
Phone: 605-331-1153

TENNESSEE

ONE-IN-TEEN YOUTH SERVICES

www.one-in-teen.org

The Mission of One-In-Teen Youth Services, Inc. shall be to provide a continuum of support and services to benefit LGBTQ youth and youth-serving agencies throughout Middle Tennessee.

703 Berry Road
Nashville, TN 37204
Phone: 877-663-4686
Email: oneinteen@hotmail.com

MEMPHIS GAY AND LESBIAN COMMUNITY CENTER

www.mglcc.org

Queer as Youth is a place for youth ages 14 to 19 to meet and hang out with other youth while learning and expressing their creativity in a safe space.

892 S. Cooper Street
Memphis, TN 38104
Phone: 901-278-6422
Email: info@mglcc.org

TEXAS

OUT YOUTH

www.outyouth.org

Out Youth's mission is to promote the well-being of sexual minority youth so that they can openly and safely explore and affirm their identities.

909 E. 49 1/2 Street
Austin, TX 78751
Phone: 512-419-1233 Fax: 512-419-1232
Email: out@outyouth.org

YOUTH FIRST TEXAS

www.youthfirsttexas.org

Youth First Texas provides numerous resources for LGBTQ and allied youth, including counseling services, support groups, educational programming, recreational activities and leadership development.

3918 Harry Hines Boulevard
Dallas, TX 75219
Phone: 214-879-0400
Toll-Free: 866-547-5972 Fax: 469-547-5972
Email: info@youthfirsttexas.org

UTAH

VOLUNTEERS OF AMERICA UTAH'S HOMELESS YOUTH RESOURCE CENTER

www.voa.org

HYRC runs a 3-part program for homeless youth, and about 30% of the youth it serves report being LGBTQ. Programs include a drop-in center, a transitional living center and a street outreach program that focuses on reaching young male prostitutes.

655 S. State Street
Salt Lake City, UT 84111
Phone: 801-364-0744
Fax: 801-364-0745

LGBTQ OUT OF HOME YOUTH INDEPENDENT CONSULTANT

Melissa Larsen, CSW
Melissa is an independent consultant and trainer concerning homeless LGBTQ youth and LGBTQ youth in foster care.

Phone: 801-706-9168
Email: melissalarsen2003@yahoo.com

GLBT COMMUNITY CENTER OF UTAH

www.glccu.com

The Youth Activity Center's mission is to bring sexual minority youth together to build a peer-based community. The YAC serves homeless LGBTQ youth and LGBTQ youth in foster care.

355 N. 300 W., 1st Floor
Salt Lake City, UT 84103
Phone: 801-539-8800
Toll free phone: 888-874-2743
Email: gretchen@glbtccu.org

UTAH PRIDE CENTER

www.utahpridecenter.org

Tolerant Intelligent Network of Teens (TINT) is the Center's youth activity center which provides a safe place for LGBTQ people ages 14-20.

361 N. 300 W., 1st Floor
Salt Lake City, UT 84103
Phone: 801-539-8800
Email: thecenter@utahpridecenter.org

VERMONT

OUTRIGHT VERMONT

www.outrightvt.org/wordpress

The Mission of Outright is to build safe, healthy, and supportive environments for LGBTQ youth.

241 N. Winooski Avenue
McClure Mutigenerational Building
Burlington, VT 05401
Phone: 802-865-9677
Fax: 802-861-2075
Email: info@outrightvt.org

YOUTH OF COLOR SUPPORT GROUP –CASEY FAMILY SERVICES

www.caseyfamilyservices.org/ourdivisions/vermont

This group is open to all teens of color, ages 13 to 17, in Vermont's Upper Valley. It meets on the first Sunday of the month.

35 Railroad Row, Suite 400
White River Junction, VT 05001
Contact: *Claudia Brandenburg*
Phone: 802-649-1400 ext. 8142
Email: vermont@caseyfamilyservices.org

VIRGINIA

ROSMY

www.rosmy.org

Richmond Organization for Sexual Minority Youth (ROSMY) was created for all youth aged 14-20 who are LGBTQ. ROSMY offers a drop-in center, support groups, a youth support line and a leadership program.

2311 Westwood Avenue
Richmond, VA 23230
Phone: 804-644-4800
Support Line: 888-644-4390
Email: youthprograms@rosmy.org

WASHINGTON

LA-BA-TE-YAH YOUTH HOME COMMUNITY

La-Ba-Te-Yah is an independent living program for homeless youth, for urban Native Americans and youth of color. There is case management on site. It includes a Two-Spirit Program.

9010 13th Avenue N.W.
Seattle, WA 98117-3405
Phone: 206-781-8303

YOUTH CARE

www.youthcare.org

Youth Care offers transitional living for homeless youth 18-21 and an emergency shelter for 12-17 year olds.

Isis House: 206-694-4507
The Shelter: 206-694-4506
24 Hour Help/Referral Line: 800-495-7802

SEATTLE COUNSELING SERVICES

www.seattlecounseling.org

Seattle Counseling Services specializes in providing mental health services to the LGBTQI community. Youth Services offers counseling and support groups for youth.

1216 Pine Street, Suite 300
Seattle, WA 98101
Phone: 206-323-1768 Fax: 206-323-2184
Email: info@seattlecounseling.org

LAMBERT HOUSE

www.lamberthouse.org

Lambert House is a center for LGBTQ and allied youth ages 14-23 that encourages empowerment through the development of leadership, social and life skills.

PO Box 23111
Seattle, WA 98102
Phone: 206-322-2515

OASIS YOUTH CENTER

www.oasisyouthcenter.hypermart.net

Oasis is the only drop-in and support center dedicated to the needs of GLBTQ youth ages 14-24 in Pierce County and is a program of the Pierce County AIDS Foundation.

3520 South Pine Street
Tacoma, WA 98409
Office Phone: 253-671-2838
Emergency Cell Phone: 253-988-2108
Email: oasisyouthcenter@gmail.com

VISTA YOUTH CENTER

www.vistayouthcenter.org

Vista Youth Center offers LGBTQ individuals between the ages of 14-21 a unique combination of direct service, social service and referrals.

2625 W. Bruneau Place, Suite E
Kennewick, WA 99336
Phone: 509-396-5198

WASHINGTON, DC

ADVOCATES FOR YOUTH

www.advocatesforyouth.com

Advocates for Youth champions efforts to help young people make informed and responsible decisions about their reproductive and sexual health. Advocates for Youth offers resources specifically for LGBTQ youth and their families.

2000 M Street N
Washington, DC 2003
Phone: 202-419-342
Fax: 202-419-1448

SEXUAL MINORITY YOUTH ASSISTANCE LEAGUE (SMYAL)

www.smyal.org

SMYAL is a center for LGBTQI youth that has a comprehensive list of housing options for youth and can refer to youth to the LGBT friendly housing.

410 7th Street, SE
Washington, DC 20003
Phone: 202-546-5940 ext.104
Fax: 202-544-1306

Brotherhood University
Brotherhood University is SMYAL's HIV prevention intervention for young men of color who sleep with men.

Phone: 202-546-5940 ext. 105
Email: alexander.king@smyal.org

MY SISTAHS

www.amplifyyourvoice.org

MySistahs was created by and for young women of color to provide information and offer support on sexual and reproductive health issues through education and advocacy.

2000 M Street N.W., Suite 750
Washington, DC 20036
Phone: 202-419-3420

TRANSGENDER EDUCATION ASSOCIATION

www.tgea.net

TGEA is a website offering a wealth of resources to the transgender community in Maryland, Northern Virginia and Washington DC.

WISCONSIN

LGBT CENTER OF SOUTHEAST WISCONSIN

www.lgbtsewisc.org

The center offers programs and services for LGBTQ people, youth, transgender people, people of color and those with HIV/AIDS, LGBT seniors, parents and family of LGBT youth and children with LGBT parents.

1456 Junction Avenue
Racine, WI 53403
Phone: 262-664-4100
Fax: 262-664-4104
Email: info@lgbtsewisc.org

MILWAUKEE LGBT COMMUNITY CENTER

www.mkelgbt.org

Project Q, the youth program of the Milwaukee LGBT Community Center, provides a safe space for LGBTQ and allied youth ages 24 and under.

315 W. Court Street, First Floor
Milwaukee, WI 53212
Phone: 414-223-3220
Fax: 414-271-2161

WYOMING

WIND RIVER COUNTRY INITIATIVE FOR YOUTH

Wind River Country Initiative for Youth is an alliance of LGBTQ and allied people of Native American and Caucasian ancestry who work to address multiple oppressions at the local level.

Email: info@uglw.org



RCL SAMPLE TRACKING LOG

ID Number	Youth Information						Parent/Trusted Adult (TA) Information						Camp Attendance								Parent/Youth Session									
	First Name	Last Name	Age (at Camp start date)	Cell Phone	Mailing Address	Physical Address	School	Parent Permission Form Signed (Y/N)	Medical Release (Y/N)	First Name	Last Name	Relationship to Youth	Cell Phone	Mailing Address	Physical Address	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Total Days at Camp	Parent/Youth Session Completed (Y/N)	Parent/TA Attended?	Youth Attended?	Other Attended?		
1001																														
1002																														
1003																														
1004																														
1005																														
1006																														
1007																														
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RCL SAMPLE FACILITATION OBSERVATION FORM

Program Implementer(s): [INSERT NAME OF YOUR ORGANIZATION]	
Location: [INSERT CITY, STATE]	
Please complete all items in the boxes below:	
Observer Name: _____	
Observation Date: ___/___/___	
Facilitator Name(s):	
1. _____	2. _____
Session Name: _____	Session Number (1-9): _____
Duration of Session: ___hr ___min	
# of Participants: _____	

Introduction: The purpose of the observation form is to measure the fidelity and quality of implementation of the program delivery. Please use the guidelines below when completing the observation form and *do not* change the scoring provided; for example, do not circle multiple answers or score a 1.5 rather than a 1 or a 2.

You should complete the observation form *after viewing the entire session*, but you should read through the questions prior to the observation. It is also helpful to take notes during your viewing; for example, for Question 1, each time an implementer gives explanations, place a checkmark next to the appropriate rating.

Instructions: The following questions assess the overall quality of the program session and delivery of the information. Use your best judgment and do not circle more than one response.

1. In general, how clear were the program implementer's explanations of activities?

1	2	3	4	5
Not clear		Somewhat clear		Very clear

- 1 - Most participants do not understand instructions and cannot proceed; many questions asked.
- 3 - About half of the group understands, while the other half ask questions for clarification.
- 5 - 90-100% of the participants begin and complete the activity/discussion with no hesitation and no questions.



2. To what extent did the implementer keep track of time during the session and activities?

1 **2** **3** **4** **5**
Not on time **Some loss of time** **Well on time**

- 1 – Implementer does not have time to complete the material (particularly at the end of the session); regularly allows discussion to drag on (e.g., participants seem bored or begin discussing non-related issues in small groups).
- 3 - Misses a few points; sometimes allows discussions to drag on.
- 5 - Completes all content of the session; completes activities and discussions in a timely manner (using the suggested time limitations in the program manual, if available).

3. To what extent did the presentation of materials seem rushed or hurried?

1 **2** **3** **4** **5**
Very rushed **Somewhat rushed** **Not rushed**

- 1- Implementer doesn't allow time for discussion; doesn't have time for examples; tells participants they are in a hurry; body language suggests stress or hurry.
- 3 - Some deletion of discussion/activities; sometimes states but does not explain material.
- 5 - Does not rush participants or speech but still completes all the materials; appears relaxed.

4. To what extent did the participants appear to understand the material?

1 **2** **3** **4** **5**
Little understanding **Some understanding** **Good understanding**

Use your best judgment based on participant conversations and feedback.
 Roughly: 1 - Less than 25% seem to understand; 3 - About half; 5 - 75-100% understand.

5. How actively did the group members participate in discussions and activities?

1 **2** **3** **4** **5**
Little participation **Some participation** **Active participation**

Use your best judgment based on listening to the discussions and feedback.
 Roughly: 1 - Less than 25% participate; 3 - About half participate. 5 - 75-100% participate

6. On the following scale, rate the implementer on the following qualities:

a) Knowledge of the program

1 **2** **3** **4** **5**
Poor **Average** **Excellent**

- 1 - Cannot answer questions, mispronounces names; reads from the manual.
- 5 - Provides information above and beyond what's in the manual; seems very familiar with the concepts and answers questions with ease.



Poor sessions look like:

- Lecture-style of presenting the content
- Reading the content from the notebook
- Stumbling along with the content and failing to make connections to what has been discussed previously or what participants are contributing.
- Uninvolved participants
- Getting into power struggles with participants about the content.
- Judgmental responses
- Flat affect and boring style
- Unorganized and random
- Loses track of time

8. How many activities were planned for this session?

(Please reference the curriculum supplement for the appropriate randomization group)

_____ (insert number)

9. How many activities did the facilitator(s) complete during this session?

_____ (insert number)

Note: The following questions (10, 11, and 12) are for organization's internal use only for program improvement purposes.

10. Briefly describe any implementation problems you noticed, including any major changes to the content or delivery of the material; time wasted in getting the session started or finished, etc.:

11. Please note at least one major strength of the session and/or facilitator's delivery of the material:

12. Other Comments: Use the space below for additional comments regarding strengths or weaknesses of the session, particularly if there is anything that affected your ratings above.

Facilitator Initials _____

Date ___/___/___



RCL SAMPLE SESSION SUMMARY FORM: FACILITATOR 9TH SESSION SUMMARY FORM

INSTRUCTIONS: Complete this form after each completed 9th session. If there is more than one youth participant present, complete a form for each youth.

1. Date of Visit: ___ / ___ / _____
2. Youth Participant Name: _____
3. Parent/Trusted Adult Participant Name: _____
4. Location of Visit: Home
 School
 Other (specify: _____)
5. How many people were present at the visit (not including the facilitator)?
 1
 2
 3
 4
 5
 6
 >6

6. Who was present at this visit (check all that apply):

<input type="checkbox"/>	Youth Participant
<input type="checkbox"/>	Participant's Trusted Adult
<input type="checkbox"/>	A second youth participant with the same trusted adult
<input type="checkbox"/>	A third youth participant with the same trusted adult
<input type="checkbox"/>	A youth participant with a different trusted adult
<input type="checkbox"/>	A second parent/trusted adult
<input type="checkbox"/>	Other (specify: _____)

7. How is the Parent/Trusted Adult who consented to participate, related to the youth?
 Youth's Mother
 Youth's Father
 Youth's Stepmother
 Youth's Stepfather



Facilitator Initials _____

Date ___/___/___

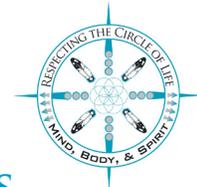
- Youth's Grandmother
- Youth's Grandfather
- Youth's Aunt
- Youth's Uncle
- Youth's Cousin
- Youth's Sibling
- Youth's Friend
- Other: _____

8. Was the entire 9th session completed?

- Yes
- No

If no, specify why not: _____

a. Please add comments about how the 9th session was completed that may deviate from the 1:1 youth/parent ratio (for example: session was done with a brother and sister, session was done just with youth over the phone; session was done just with parent in person, etc.)



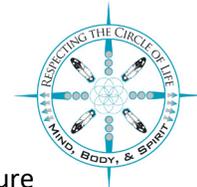
RCL TOP RECRUITMENT AND RETENTION STRATEGIES FOR YOUTH

It is important to consider recruitment and retention of youth in the program. Respecting the Circle of Life (RCL) uses “natural friendship groups” or youth who already spend time together. The hope is that if youth are friends, they can help support each other with the skills they are being taught. Working with groups of friends also may make youth more likely to come to the group meetings.

Recreation clubs (e.g., drama club), arts and crafts, dance groups, church clubs, or sports teams might be a way to find friendship groups. You also could approach several youths and suggest they get some of their friends together to form a group. Groups can also be put together by a presenter or a hosting organization.

Top recruitment strategies for youth include:

1. **Map your area.** It is important to know where youth may congregate in order to maximize your recruitment efforts. Therefore, it is useful when identifying recruitment areas to survey the “lay of the land,” optimal times for recruitment, etc.
2. **Identify key stakeholders.** It may be useful to identify individuals within your youth social networks who may be able to assist you in finding an “in.” This might include asking youth who are very interested in the program to act as “Ambassadors” or “Champions” by helping to recruit other youth. Recruitment may also be more successful if leaders, such as community elders or the heads of schools and youth organizations, support and promote the program.
3. **Their turf, their time.** Remember to be respectful that you are entering youth’s social domain and requesting their time. This can be useful for minimizing power dynamics.
4. **Have a hook.** Think about how you plan to connect with the young people prior to actually meeting them, i.e., what will be your angle? For example, you may highlight that the Summer Basketball Camp:
 - a. Includes basketball training, play, and a tournament
 - b. Offers other fun activities like arts and crafts
 - c. Gives small awards to each youth every day, including things like water bottles, lanyards, drawstring backpacks, jelly bracelets, \$10 gift cards to local restaurants and stores, and a camp t-shirt
 - d. Gives out 3 larger raffle awards; that may cost up to \$100 and will include items like \$10 – gift card; \$30 – basketball or wireless headphones; and \$100 – tablet; youth receive raffle tickets for each day they attend the camp
 - e. Youth will have a safe space to learn, talk, and ask questions about difficult topics like sex, pregnancy, and substance use in a safe, confidential space and in same-sex groups
5. **Keep it real.** Be authentic.
6. **K.I.S.S. principle: Keep It Short and Sweet.** Use clear simple language, check for understanding, answer any questions, and leave information about how, when, and where to sign up.



7. **Know your role.** Be clear about what you can and cannot provide to young people. Make sure that you can clearly articulate this to them.
8. **Meet them where they're at.** It is often easier to recruit youths in environments where they are already in natural friend groups, like schools, local basketball courts or sports practices, dance group rehearsals, after-school programs, churches, or community events (e.g., traditional ceremonies or gatherings, when appropriate). You might ask a youth to help you recruit.
9. **Guest pass.** Remember that you are a guest in their community and/or social setting. Treat it with respect.
10. **Be aware and be safe.** Always keep safety in mind. Recruit in pairs. If possible, wear name badges, etc., as a form of identification. Always ask permission when approaching groups or soliciting the participation of young people. While youth should not be treated as a threat to safety, it is important to be aware of your surroundings and read the body language, facial expressions, and tone of voice of those you approach to gauge their comfort level. If youth state they are not interested, thank them for your time and ask if you may leave materials with them.

In terms of retention, there are many ways to ensure youth enjoy the program and keep coming back.

- **First, make the group meetings fun; keep them upbeat and active.**
- **Introduce some incentives such as snacks, certificates or small gifts.**
- **Remind youth about the program:** Make reminder phone calls; do home visits; send out text messages, emails, and/or postcards; and have youth remind each other.
- **Finally, engage parents and guardians.** If parents support the program, the youth are more likely to remain in the program.



RESPECTING THE CIRCLE OF LIFE

A PREGNANCY, STI AND HIV PREVENTION PROGRAM FOR NATIVE AMERICAN YOUTH



Overview

Respecting the Circle of Life (RCL) builds skills for teens and their parents to help prevent pregnancy, sexually transmitted infections (STI) and HIV/AIDS

Native Youth Need RCL

- **Native Youth are more likely to have sex by age 12;**¹ early sex is linked to unintended pregnancy, STIs and HIV²
- **Native Youth report greater sexual risk taking**, like incorrect and inconsistent condom use, and multiple sex partners^{3,4,5}
- **Native Youth have higher rates of STIs than White youth:**⁶
 - Ages 10-14: Chlamydia 6.3x higher, Gonorrhea 7.4x higher
 - Ages 15-19: Chlamydia 2.9x higher, Gonorrhea 4.2x higher
- **Native Youth have high rates of teen pregnancy^{7,8} and repeat births⁹**

RCL Works!

RCL was tested with 267 Native youth ages 13-19. The study found:

Challenges	RCL Evidence
Youth don't feel confident getting and using condoms	As teens' confidence in their ability to use condoms increased, so did their intention to use condoms ^{10,11}
Condom use is low among younger, sexually inexperienced youth ¹²	RCL has the greatest impact on confidence in condom use and belief condoms work among younger youth ¹³
Youth don't intend to use condoms if they think their peers aren't using them ¹⁴	RCL uses "peer groups" of the same age and sex, so messages can be tailored to each group ¹⁵
Youth lack knowledge about how to prevent HIV	RCL improved youths' knowledge of how HIV is spread and how to prevent it ¹⁶

KEY POINTS

- RCL teaches skills to reduce sexual risk & communicate with others about safe sex
- RCL improved teens' confidence in using condoms & intention to use condoms
- RCL improved teens' knowledge about HIV
- RCL uses peer groups, which may reduce negative pressures leading to risky sex
- RCL involves family and community members
 - Peer groups
 - Parent-youth session
 - Local speakers
- RCL was designed by Native communities for Native communities

Have questions? Want to join?

Please contact [NAME] at [ORGANIZATION]:
XXX-XXX-XXXX | [EMAIL] | [WEBSITE]

References

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- ¹³ Tingey L, Chambers R, Rosenstock S, Lee S, Goklish N, Larzelere F. The impact of a sexual and reproductive intervention for American Indian adolescents on predictors of condom use intention. *Journal of Adolescent Health*. 2017; 60: 284-291.
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- ¹⁶ Tingey L, Mullany B, Chambers R, Hastings R, Lee A, Parker A, Barlow A, Rompalo A. Respecting the Circle of Life: one year outcomes from a randomized control comparison of an HIV risk reduction intervention for American Indian adolescents. *AIDS Care*. 2015; 27(9): 1087-1097.

ARE YOU 11 TO 19 YEARS OLD? LOOKING FOR FUN THIS SUMMER? DO YOU LIKE TO PLAY BASKETBALL?



[INSERT ORGANIZATION NAME] is inviting youth to take part in the Respecting the Circle of Life (RCL) program to learn healthy behaviors for preventing pregnancy and substance use, and maintaining a healthy diet and nutrition. RCL will take place during a Summer Basketball Camp.

WHO: American Indian youth (girls and boys) ages 11 to 19 who live on or near the _____ [RESERVATION NAME] Indian Reservation

WHAT: Youth will...

- Learn about safe sex and preventing substance use
- Play basketball, including a final tournament
- Participate in other fun camp activities
- Win great prizes! (details below)

WHERE: [LOCATION]

WHEN: [TIMES & DATES] (with a break on weekends)

DETAILS:

- **Youth must attend all days of camp.** Youth who miss the first session on [INSERT START DATE] will not be allowed to join the rest of camp.
- **MAY INCLUDE THE FOLLOWING:**
 - **Transportation, lunch, and snacks will be provided at no cost.**
 - **Win daily attendance awards and participation prizes.** 3 raffle prizes will be given out during camp, including [PRIZE 1, PRIZE 2, PRIZE 3 (for example, \$10 – gift card; \$30 – basketball or wireless headphones, \$100 – tablet)].
- **Youth should encourage their friends and family to participate.**
- **One parent or trusted adult must enroll with each youth participant.** After camp, each youth and a parent or trusted adult will participate in one follow-on lesson. American Indian adults 18 years and older that live with or near the youth and are approved by the youth's parent or legal guardian are eligible to participate as the trusted adult. The parent or trusted adult should register with the youth.

REGISTRATION IS REQUIRED

Youth can register on:

_____ [INSERT DATE] and _____ [INSERT DATE]

To learn more about this project, please contact:

_____ [COORDINATOR NAME] at: _____ [NUMBER]

ARE YOU 11 TO 19 YEARS OLD? LOOKING FOR FUN THIS SUMMER? DO YOU LIKE TO PLAY BASKETBALL?



[INSERT ORGANIZATION NAME] is inviting youth (girls and boys) ages 11 to 19 to take part in the Respecting the Circle of Life (RCL) program to learn healthy behaviors for preventing pregnancy and substance use, and maintaining a healthy diet and nutrition. RCL will take place during a Summer Basketball Camp at _____ [INSERT LOCATION] from _____ [INSERT DATE] to _____ [INSERT DATE] (with a break on the weekend). The camp includes lots of basketball play, other fun activities, and daily attendance awards and participation prizes. Youth should encourage their friends and family to join. **OPTIONAL TO ADD: Three raffle prizes will be given out: [PRIZE 1, PRIZE 2, PRIZE 3 (for example, \$10 – gift card; \$30 – basketball; \$100 – tablet)]. Transportation, lunch, and snacks will be provided at no cost.** After camp, youth and a parent or trusted adult will participate in an additional session together.

REGISTRATION IS REQUIRED Youth can register on:

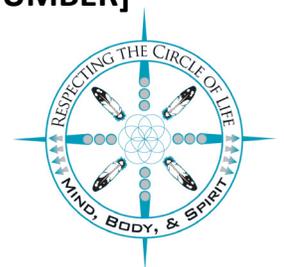
_____ [INSERT DATE] and _____ [INSERT DATE]

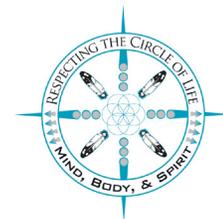
Details:

- **Who is eligible?** American Indian youth ages 11 to 19
- **Youth must attend all days of camp.** Youth who miss the first session on [INSERT START DATE] will not be allowed to join the rest of camp.
- **One parent or trusted adult must enroll with each youth participant.** After camp, each youth and a parent or trusted adult will participate in one follow-on lesson. American Indian adults 18 years and older that live with or near the youth and are approved by the youth's parent or legal guardian are eligible to participate as the trusted adult. The parent or trusted adult should register with the youth.

To learn more about this project, please contact:

_____ [COORDINATOR NAME] at: _____ [NUMBER]





RCL EXAMPLE RADIO PSA

[INSERT ORGANIZATION NAME] is inviting youth take to part in a program that teaches them and their families to engage in healthy behaviors related to safe sex; preventing pregnancy, alcohol and drug use; and healthy diet and nutrition.

Youth who join this program will attend basketball camp in _____ [INSERT LOCATION] from _____ [INSERT DATE]. Camp will be held from _____ [INSERT TIME] to _____ [INSERT TIME], except the last day, _____ [INSERT DATE], which will be from to _____ [INSERT TIME] to _____ [INSERT TIME]. At camp we will have lots of basketball training and play, and other fun activities. **Youth can win daily attendance awards and participation prizes. Three raffle prizes will be given out during camp, including [PRIZE 1, PRIZE 2, and PRIZE 3 (for example, \$10 – gift card; \$30 – basketball; \$100 – tablet)]. We will provide transportation, lunch, and snacks at no cost.** After camp, youth and a parent or trusted adult will participate in one session together with a facilitator to discuss how to support what the youth learned at camp.

Registration is required. Youth can register on _____ [INSERT DATE] and _____ [INSERT DATE]. Registered youth must attend all days of camp. Youth who miss the first session on [INSERT START DATE] will not be allowed to join the rest of camp.

Youth ages 11 to 17 who come to register for camp must be accompanied by a parent or legal guardian to provide permission for their child to participate. All parents or trusted adults who would like to participate in the follow-on session should also come with the youth to register.

For more information, please contact _____ [INSERT COORDINATOR'S NAME] at _____ [INSERT PHONE NUMBER].



RCL EXAMPLE RADIO PSA – DATE REMINDER

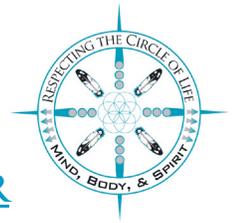
[INSERT ORGANIZATION NAME] is inviting youth take to part in a program that teaches them and their families to engage in healthy behaviors related to safe sex; preventing pregnancy, alcohol and drug use; and healthy diet and nutrition.

Youth who join this program will attend basketball camp in _____ [INSERT LOCATION] from _____ [INSERT DATE]. Camp will be held from _____ [INSERT TIME] to _____ [INSERT TIME], except the last day, _____ [INSERT DATE], which will be from to _____ [INSERT TIME] to _____ [INSERT TIME]. At camp we will have lots of basketball training and play, and other fun activities. **Youth can win daily attendance awards and participation prizes. Three raffle prizes will be given out during camp, including [PRIZE 1, PRIZE 2, and PRIZE 3 (for example, \$10 – gift card; \$30 – basketball; \$100 – tablet)]. We will provide transportation, lunch, and snacks at no cost.** After camp, youth and a parent or trusted adult will participate in one session together with a facilitator to discuss how to support what the youth learned at camp.

Registration is required. Youth can register on _____ [INSERT DATE] and _____ [INSERT DATE]. Registered youth must attend all days of camp. Youth who miss the first session on [INSERT START DATE] will not be allowed to join the rest of camp.

Youth ages 11 to 17 who come to register for camp must be accompanied by a parent or legal guardian to provide permission for their child to participate. All parents or trusted adults who would like to participate in the follow-on session should also come with the youth to register. Youth ages 18 or 19 can register themselves for the camp. Note that the last day to register for this camp is _____ [INSERT DATE]. Youth will not be allowed to enroll in the camp after _____ [INSERT DATE].

For more information, please contact _____ [INSERT COORDINATOR'S NAME] at _____ [INSERT PHONE NUMBER].



RCL EXAMPLE RADIO PSA – FINAL DATE REMINDER

[INSERT ORGANIZATION NAME] is inviting youth take to part in a program that teaches them and their families to engage in healthy behaviors related to safe sex; preventing pregnancy, alcohol and drug use; and healthy diet and nutrition.

Youth who join this program will attend basketball camp in _____ [INSERT LOCATION] from _____ [INSERT DATE]. Camp will be held from _____ [INSERT TIME] to _____ [INSERT TIME], except the last day, _____ [INSERT DATE], which will be from to _____ [INSERT TIME] to _____ [INSERT TIME]. At camp we will have lots of basketball training and play, and other fun activities. ***There will be daily attendance awards and participation prizes. Three raffle prizes will be given out during camp, including [PRIZE 1, PRIZE 2, and PRIZE 3 (for example, \$10 – gift card; \$30 – basketball; \$100 – tablet)]. We will provide transportation, lunch, and snacks at no cost to all youth participants.***

Youth must attend all days of camp. Registered youth must attend all days of camp. Youth who miss the first session on [INSERT START DATE] will not be allowed to join the rest of camp. After camp, youth and a parent or trusted adult will participate in one session together.

This is a final reminder that the last day to enroll in the camp is tomorrow, _____ [INSERT DATE]. Youth ages 11 to 17 who are registering tomorrow must be accompanied by a parent or legal guardian who can provide permission for their child to participate. All parents or trusted adults who would like to participate in the follow-on session should also come with the youth to register and sign consent.

For more information, please contact _____ [INSERT COORDINATOR'S NAME] at _____ [INSERT PHONE NUMBER].

Are you 11 to 19 years old?

Looking for a fun summer camp?

Do you like to play basketball?

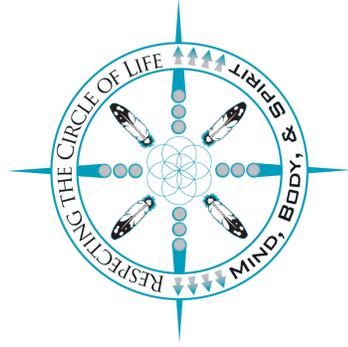


JOIN US!

You are invited to participate in a fun summer camp that includes a program to prevent risky behavior, teen pregnancy, and STIs in your community.

How can I learn more about the program and camp?

Please contact [INSERT COORDINATOR NAME] at [INSERT PHONE NUMBER] or via email at [INSERT EMAIL].

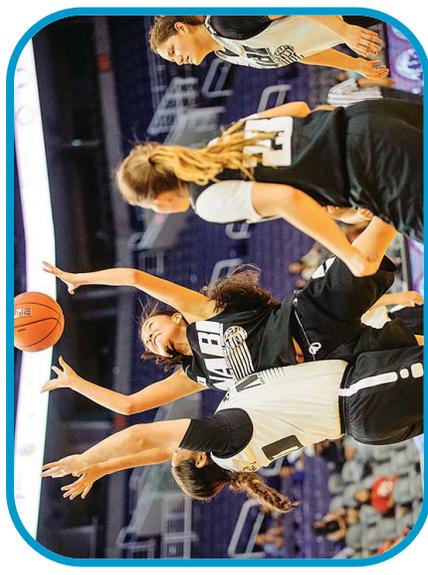


RESPECTING THE CIRCLE OF LIFE

A Teen Pregnancy, Sexually Transmitted Infection (STI) & Substance Use Prevention Program

Hosted during a

Summer Basketball Camp



What is the purpose of the program?

The Respecting the Circle of Life program teaches youth and their families to engage in healthy behaviors related to safe sex, preventing pregnancy and substance use, and healthy diet and nutrition.

Who is eligible?

- **Youth:** Girls and boys ages 11 to 19 who are members of the [INSERT LOCATION] community.
- **Parent/Trusted Adult:** Youth may choose one parent or trusted adult (age 18 or older) to enroll with. They will do one session together after the camp.



What does the camp include?

- **Learn about healthy behaviors** related to safe sex, preventing pregnancy and substance use, and healthy diet, nutrition and exercise
- **Train in and play basketball,** including a final tournament
- **Participate in other fun activities**
- **Transportation, lunch, and snacks provided at no cost**
- **Win great prizes!** (details at right)

Where: [LOCATION]

When: [TIMES & DATES]
(with breaks on weekends)



Registration is required

Registration will be held at [LOCATION] from [TIME] to [TIME] on [DATE] and [DATE].

All registered youth must attend camp from [DATE] to [DATE].



Program Details

Youth must attend all days of camp.

Youth who miss the first session on [INSERT START DATE] will not be allowed to join the rest of camp.

Win daily attendance awards and

participation prizes. 3 raffle prizes will be given out during camp, including [PRIZE 1, PRIZE 2, and PRIZE 3 (e.g., \$10 – gift card; \$30 – basketball; \$100 – tablet)].

Youth should encourage their friends and family to participate.

One parent or trusted adult must enroll with each youth participant. After camp,

each youth and a parent or trusted adult will participate in one follow-on lesson. Adults 18 years and older and recommended by the youth's parent or legal guardian are eligible to participate as the trusted adult. The youth should register with a parent or trusted adult.

ARE YOU 11 TO 19 YEARS OLD? LOOKING FOR FUN THIS SUMMER? DO YOU LIKE TO PLAY BASKETBALL?



[INSERT ORGANIZATION NAME] is inviting youth to take part in the Respecting the Circle of Life (RCL) program to learn healthy behaviors for preventing pregnancy and substance use, and maintaining a healthy diet and nutrition. RCL will take place during a basketball camp.

WHO: American Indian youth (girls and boys) ages 11 to 19

WHAT: Youth will...

- Learn about safe sex and preventing substance use
- Play basketball, including a final tournament
- Participate in other fun camp activities
- Win great prizes!

WHERE: [LOCATION]

WHEN: [TIMES & DATES] (with a break on weekends)

DETAILS:

- **Youth must attend all days of camp.** Youth who miss the first session on [INSERT START DATE] will not be allowed to join the rest of camp.
- **Transportation, lunch, and snacks will be provided at no cost.**
- **Win daily attendance awards and participation prizes.** 3 raffle prizes will be given out during camp, including [PRIZE 1, PRIZE 2, and PRIZE 3 (for example, \$10 – gift card; \$30 – basketball; \$100 – tablet)].
- **Youth should encourage their friends and family to participate.**
- **One parent or trusted adult must enroll with each youth participant.** After camp, each youth and a parent or trusted adult will participate in one follow-on lesson. American Indian adults 18 years and older that live with or near the youth and are approved by the youth’s parent or legal guardian are eligible to participate as the trusted adult. The parent or trusted adult should register with the youth.



REGISTRATION IS REQUIRED

Youth can register on:

_____ [INSERT DATE] and _____ [INSERT DATE]

To learn more about this project, please take a number:

RCL Program / Basketball Camp ###-###-####									
--	--	--	--	--	--	--	--	--	--

RESPECTING THE CIRCLE OF LIFE



A Teen Pregnancy, Sexually Transmitted Infection (STI) & Substance Use Prevention Program

[INSERT ORGANIZATION NAME] is inviting youth to take part in the Respecting the Circle of Life (RCL) program to learn healthy behaviors for preventing pregnancy and substance use and maintaining a healthy diet and nutrition.

The program will take place during a basketball camp at from **10 AM to 3 PM** over ten days from _____ [INSERT DATE] to _____ [INSERT DATE]. At camp we will have basketball training and play, and other activities. Youth can win daily attendance awards and participation prizes. Three raffle prizes will be given out: [PRIZE 1, PRIZE 2, PRIZE 3 (e.g., \$10 – gift card; \$30 – basketball; \$100 – tablet)]. Youth should encourage their friends and family to join. Free transportation to and from the camp, lunch and snacks will be provided. After camp, youth and a parent or trusted adult will participate in a follow-on session together.

Who is eligible:

- American Indian youth (girls and boys) who live on or near the _____ [RESERVATION NAME] Indian Reservation
- Youth is between the ages of 11 to 19 at the start of the camp
- Youth is able and willing to participate in the camp and 1 follow-on session
- If the youth is age 11-17, a parent/guardian must sign a permission form
- A parent or other trusted adult who is age 18 or older must complete one follow-on session with the youth

ALL REGISTERED YOUTH MUST ATTEND CAMP ON: [DATE]

(Youth who don't attend on [FIRST DAY] will not be allowed to join the rest of camp)

To learn more about this project, please contact:

Please complete the information below the dotted line and return to: [PROGRAM COORDINATOR] at [PHONE NUMBER] or via email at [COORDINATOR'S EMAIL].

YOUTH'S NAME: _____

PARENT/GUARDIAN'S NAME: _____

TRUSTED ADULT'S NAME (if different from parent/guardian): _____

CONTACT INFORMATION:

CELL #: _____ - _____ - _____

HOME #: _____ - _____ - _____

EMAIL ADDRESS: _____

PHYSICAL ADDRESS: _____



RCL RECRUITMENT SCRIPT AND ENROLLMENT FOR YOUTH PARTICIPANTS

Attempted Contacts:

Date	Method Phone (PH), Home visit (HV), School (SC), Clinic (CL), Other (list)	Successful (Y/N)*

* The rest of this form should be completed upon successful contact.

Successful Contact:

Date of Contact: ____ / ____ / ____
 MM DD YYYY

Potential Youth Participant Name: _____

Potential Participant Gender (circle): Male Female Non-binary

Potential Participant Age: _____

Potential Participant Date of Birth: ____ / ____ / ____
 MM DD YYYY

TO BE READ IN PERSON TO POTENTIAL PARTICIPANTS

You may be eligible for the Respecting the Circle of Life program being hosted by [INSERT ORGANIZATION NAME]. I would like to provide you with more information about this program to help you decide if you want to participate.

The goal of this program is to teach youth and their families about healthy behaviors related to safe sex; to prevent risky behaviors related to sexually transmitted diseases, pregnancy, alcohol, and drug use; and to maintain a healthy diet and nutrition. This program was developed for White Mountain Apache youth, and an initial study showed that it can help youth keep themselves safe from unprotected sex and prevent future risky behaviors.



You are eligible for this program because you are:

- American Indian
- Between the age of 11 and 19
- A member of the [INSERT COMMUNITY NAME] community

I would like to ask you a few more questions to make sure are eligible:

1. Will you be in town this summer to attend the 10-day camp and one follow-on session with your parent or another trusted adult after the camp?
 Yes
 No
2. Will you be in town on [INSERT START DATE]? (Attendance on this day is required for all camp participants)
 Yes
 No
3. Are you available to attend all 10 days of the camp from [INSERT DATE] to [INSERT DATE]?
 Yes
 No
4. Do you have a parent/guardian or other trusted adult that is willing to participate with you in one follow-on session after the camp?
 Yes
 No

(If any of their responses are NO, thank them for their time and complete Enrollment Status)

5. Would you like to learn more about the program and review the informed consent?
 Yes, they are interested [continue to Informed Consent/Assent below]
 No, they are not interested (Why not? _____)

(If they are not interested, thank them for their time and complete Enrollment Status)

REVIEW INFORMED CONSENT/ASSENT

*(If individual does not sign consent/assent, thank them for their time and complete Enrollment Status)
(If individual does sign consent, continue reading script)*

Closing:

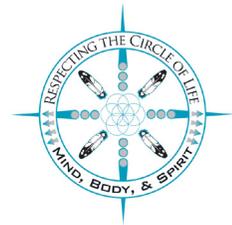
Thank you! What is a good number to reach you at, so I can schedule your first study visit?

Cell: (____) ____ - ____ Home: (____) ____ - ____



Enrollment Status: (select one box for Eligibility, Review Consent, and Enrollment)

Eligibility		
<input type="checkbox"/> Eligible	<input type="checkbox"/> Ineligible → <i>If ineligible, check reason(s) below:</i> <input type="checkbox"/> Not available this summer <input type="checkbox"/> Not available for pre-registration days <input type="checkbox"/> Does not have a parent/guardian or trusted adult that will be available to participate in the follow-on session <input type="checkbox"/> Other (please specify): _____ _____	
Review Consent		
<input type="checkbox"/> Yes	<input type="checkbox"/> No → <i>If not interested in reviewing consent, check reason(s) below:</i> <input type="checkbox"/> Not able to contact parent/guardian of youth (if youth age <18) <input type="checkbox"/> Does not have time <input type="checkbox"/> Worried others may find out about their participation or personal information about them in the program (confidentiality) <input type="checkbox"/> Not comfortable talking about sex, STIs, or pregnancy <input type="checkbox"/> No benefit seen to participant <input type="checkbox"/> No reason given <input type="checkbox"/> Other (please specify): _____ _____	<input type="checkbox"/> Undecided → <i>If undecided, follow-up with second contact</i>
Enrollment		
<input type="checkbox"/> Enrolled	<input type="checkbox"/> Declined → <i>If declined, check reason(s) below:</i> <input type="checkbox"/> Parent/guardian refused youth participation (if youth <18) <input type="checkbox"/> No youth consent (if youth 18 or 19) <input type="checkbox"/> Does not have time <input type="checkbox"/> Worried others may find out about their participation or personal information about them in the program (confidentiality) <input type="checkbox"/> Not comfortable talking about sex, STIs, or pregnancy <input type="checkbox"/> No benefit seen to participant <input type="checkbox"/> No reason given <input type="checkbox"/> Other (please specify): _____ _____	<input type="checkbox"/> Undecided → <i>If undecided, follow-up with second contact</i>
Comments: _____ _____		



RCL PROVIDER REFERRAL FORM

Overview

Respecting the Circle of Life (RCL) is a program for American Indian teens to learn healthy behaviors for preventing pregnancy, sexually transmitted infections, and substance use. RCL will take place during a 10-day Summer Basketball Camp. RCL also includes a final session with a facilitator, youth, and their parent/guardian or a trusted adult after camp. Participants will:

- Learn about safe sex and preventing substance use
- Play basketball, including a final tournament
- Participate in other fun activities
- Win great prizes!

Who is Eligible?

- American Indian youth
- Ages 11 to 19
- Live on or near the _____ Indian Reservation
- Youth available for all 10 days of the Summer Basketball Camp: [DATE – DATE]

The Respecting the Circle of Life staff will do additional screening to determine eligibility.

Youth wants to be referred to the RCL program

Date of Referral: ___ / ___ / _____

Organization making the referral: _____

Staff person making the referral: _____

Youth Name: _____

Date of Birth: ___ / ___ / _____

Phone Number: _____ - _____ - _____

Home Address: _____

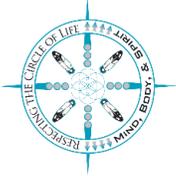
Additional notes for RCL staff: _____

Please leave this form for Respecting the Circle of Life staff. Thank you!

Contact: [NAME OF CONTACT(S)] at [PHONE NUMBER(S) AND/OR EMAIL(S)]

SELF-REFERRAL FORM

Respecting the Circle of Life: Mind, Body, & Spirit



WHAT IS RESPECTING THE CIRCLE OF LIFE?

Respecting the Circle of Life is a program for American Indian teens to learn healthy behaviors for preventing pregnancy, sexually transmitted infections, and substance use. The program takes place during a Summer Basketball Camp. Participants will:

- Learn about safe sex and preventing substance use
- Play basketball, including a final tournament
- Participate in other fun activities
- Win great prizes!

YOU ARE ELIGIBLE IF YOU ARE:

- An American Indian youth
- Ages 11 to 19
- Live on or near the _____ Indian Reservation

If you would like to learn more, please fill out the following:

Name: _____

Due date: ____ / ____ / ____ Age: ____

Phone number: _____ . _____ . _____

Please drop this form in the Respecting the Circle of Life drop-box or call our office at [XXX-XXX-XXXX] and ask to speak with a member of our team.

Someone from our team will contact you soon!

SELF-REFERRAL FORM

Respecting the Circle of Life: Mind, Body, & Spirit



WHAT IS RESPECTING THE CIRCLE OF LIFE?

Respecting the Circle of Life is a program for American Indian teens to learn healthy behaviors for preventing pregnancy, sexually transmitted infections, and substance use. The program takes place during a Summer Basketball Camp. Participants will:

- Learn about safe sex and preventing substance use
- Play basketball, including a final tournament
- Participate in other fun activities
- Win great prizes!

YOU ARE ELIGIBLE IF YOU ARE:

- An American Indian youth
- Ages 11 to 19
- Live on or near the _____ Indian Reservation

If you would like to learn more, please fill out the following:

Name: _____

Due date: ____ / ____ / ____ Age: ____

Phone number: _____ . _____ . _____

Please drop this form in the Respecting the Circle of Life drop-box or call our office at [XXX-XXX-XXXX] and ask to speak with a member of our team.

Someone from our team will contact you soon!



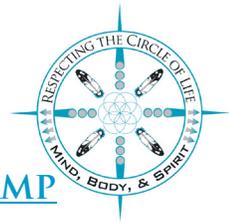
RCL INITIAL CONTACT FORM

DATE OF CONTACT:	STAFF INITIALS:		
YOUTH'S NAME:			
YOUTH'S DATE OF BIRTH:	GENDER:	AGE:	
YOUTH'S CELL PHONE NUMBER:	YOUTH'S HOME PHONE NUMBER:		
YOUTH'S MAILING ADDRESS:			
YOUTH'S PHYSICAL ADDRESS:			
YOUTH'S EMAIL ADDRESS:	PREFERRED METHOD OF CONTACT:		
	<input type="checkbox"/> Cell phone <input type="checkbox"/> Home phone <input type="checkbox"/> Email <input type="checkbox"/> Mail		
YOUTH'S SCHOOL:			
[INSERT SCHOOL 1]	[INSERT SCHOOL 2]	[INSERT SCHOOL 3]	[INSERT SCHOOL 4]
[INSERT SCHOOL 5]	[INSERT SCHOOL 6]	[INSERT SCHOOL 7]	[INSERT SCHOOL 8]
BOARDING SCHOOL (specify): _____			
OTHER (specify): _____			
YOUTH'S GRADE:			
PARENT'S/GUARDIAN'S NAME:			
PARENT'S/GUARDIAN'S CELL PHONE NUMBER:	HOME:	WORK:	
PARENT'S/GUARDIAN'S MAILING ADDRESS:			
PARENT'S/GUARDIAN'S MAILING ADDRESS (if different from mailing address):			
PARENT'S/GUARDIAN'S EMAIL ADDRESS:			
PARENT'S/GUARDIAN'S PREFERRED METHOD OF CONTACT:	PREFERRED TIME TO BE CONTACTED:		
<input type="checkbox"/> Cell phone <input type="checkbox"/> Home phone <input type="checkbox"/> Email <input type="checkbox"/> Mail			



RCL INITIAL CONTACT FORM (CONTINUED)

OTHER CONTACT NAME (FRIEND/FAMILY MEMBER) – If someone who is not the youth’s parent enrolls in the study as the trusted adult please list here:		
OTHER CONTACT’S RELATIONSHIP TO PARTICIPANT (FRIEND, COUSIN, ETC.):		
OTHER’S CELL PHONE NUMBER:	HOME:	WORK:
OTHER’S CONTACT ADDRESS:		
OTHER’S EMAIL ADDRESS:		
YOUTH PARTICIPANT’S T-SHIRT SIZE (note that there are YOUTH and ADULT shirt sizes): <input type="checkbox"/> Youth S <input type="checkbox"/> Youth M <input type="checkbox"/> Youth L <input type="checkbox"/> Youth XL <input type="checkbox"/> Adult S <input type="checkbox"/> Adult M <input type="checkbox"/> Adult L <input type="checkbox"/> Adult XL <input type="checkbox"/> Other (specify): _____		
DO YOU NEED TRANSFORTATION TO/FROM CAMP? <input type="checkbox"/> YES IF YES, where is your bus stop: _____ LIST COMMUNITY: _____ LIST PHYSICAL ADDRESS FOR PICK UP: _____ <input type="checkbox"/> NO IF NO, how will you get to/from camp each morning? _____ _____		
COMMENTS or DRAW MAP TO HOME:		



RESPECTING THE CIRCLE OF LIFE & SUMMER BASKETBALL CAMP YOUTH PARTICIPANT ASSENT FORM

Dear Youth Participant,

We want to tell you about the Respecting the Circle of Life (RCL) program and Summer Basketball Camp from [INSERT DATE] to [INSERT DATE]. The goal of this program is to teach youth and their families about healthy behaviors related to safe sex to prevent unwanted pregnancy and sexually transmitted infections (STIs). This program was developed with White Mountain Apache youth, and an initial study showed that it can help youth keep themselves safe from unprotected sex and prevent future risky behaviors.

You are eligible for this program if you are:

- American Indian
- Between the age of 11 and 19
- A member of the [INSERT COMMUNITY NAME] community

If you agree to join, you will participate in a 10-day basketball camp and complete 9 RCL sessions. During camp, you complete 8 RCL sessions that each last 2 hours in a small group of youth about your age. Girls and boys will be taught separately. (If you are gender non-binary, you can choose the gender group you prefer to participate with.) The camp will also have basketball and other activities like arts and games. After camp, the final 9th session will be taught to you together with your parent or another trusted adult.

If you choose to participate, you must come to all 10 days of camp. If you miss the first day, [INSET DATE], you will not be able to attend the rest of the program. Program activities will last for about 2 hours each day. The last day of camp will be longer and have a basketball tournament and a closing ceremony at the end of the day.

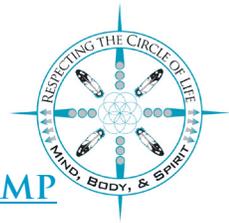
Each day you come to camp you will get a small award and a raffle ticket. The small awards will include things like water bottles, lanyards, drawstring backpacks, jelly bracelets, \$10 gift cards to local restaurants and stores and a camp t-shirt. During camp, we will give out 3 larger raffle awards; each of those raffle awards may cost up to \$100 in value and will include items like \$10 – gift card; \$30 – basketball; \$50 – wireless headphones; \$100 – tablet).

All of the people who work on this program are trained to keep your information private. We won't share anything personal you reveal in the program with your parent/guardian unless we're worried you might hurt yourself or someone else, or if we learn someone is hurting you or has hurt you in the past.

We believe that you will be helped by being in this program. This program has been shown to help youth protect themselves from pregnancy, STIs, and substance use.

You do not have to join this program. It is up to you. You can also say okay now, and you can change your mind later. All you have to do is tell us. No one will be mad at you if you, and there will be no negative consequences if change your mind.

Before you say **yes** to joining this program, we will answer whatever questions you have.



RESPECTING THE CIRCLE OF LIFE & SUMMER BASKETBALL CAMP YOUTH PARTICIPANT ASSENT FORM

Please keep the top section (page 1) of the permission form. If you want to be in this program, please sign your name. Since you are still a minor (under the age of 18), we will also have your parent/guardian sign a permission form. We must have both your and their signature in order for you to participate.

By signing below, you are agreeing to participate in the RCL program and Summer Basketball Camp.

Child's (Student's) Name: _____ Current Grade: _____

Child (Student's) Signature: _____ Date: _____

To be completed by parent or guardian:

Where did you hear about this program? _____

Did someone suggest you join the program? Yes No

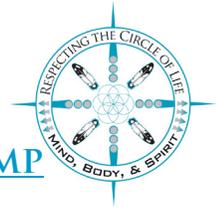
If yes, who referred you? _____

Why do you want to join this program? What do you think you might get out of it?

Thank you,

Health Educator

Participant ID: _____



RESPECTING THE CIRCLE OF LIFE & SUMMER BASKETBALL CAMP YOUNG ADULT PARTICIPANT PERMISSION FORM

Dear Young Adult Participant,

Respecting the Circle of Life (RCL): Mind, Body, and Spirit is a program is to teach youth and their families about healthy behaviors to prevent unwanted pregnancy and sexually transmitted infections (STIs), and reducing risky behaviors including alcohol and drug use. The program includes 9 sessions taught by trained Health Educators: 8 youth-only RCL sessions take place during a 10-day summer basketball camp from [INSERT DATE] to [INSERT DATE], and 1 session is held after camp with the youth and a parent or other trusted adult. RCL was developed with White Mountain Apache youth, and an initial study showed that it reduced unprotected sex, STIs, pregnancy, and related risky behaviors.

We are requesting that you agree to participate in this program. If you participate, you will take part in the following activities:

- 8 RCL lessons lasting 2 hours each. During program sessions, youth will meet in small groups of all-girls or all-boys with two trained Health Educators. Health Educators will lead youth through the lessons, which will teach your child about changes that happen during puberty, how to prevent unwanted pregnancy and sexually transmitted infections, and how alcohol and drug use contribute to risky sexual behaviors. Youth will also learn communication and goal setting skills.
- Basketball training, play, and a final tournament, and other activities like arts and crafts.
- 1 RCL lesson with a parent or other trusted adults. This final session will be held after the camp. A Health Educator will complete a final lesson to help communicate to your parent/guardian or another trusted adult what you have learned, so that they can support you in applying what you have learned.

Please review the additional details of the program.

- Youth must be American Indian, ages 11 to 19, and live on or near the _____ [RESERVATION NAME] Indian Reservation.
- Youth must attend all days of camp. Youth who miss the first session on [INSERT START DATE] will not be allowed to join the rest of camp.
- There is no cost to participate. Transportation, lunch, and snacks will be provided at no cost.
- Youth win daily attendance awards and participation prizes. 3 raffle prizes will be given out, including [PRIZE 1, PRIZE 2, and PRIZE 3 (\$10 – gift card; \$30 – basketball; \$100 – tablet)].
- Youth should encourage their friends and family to participate.
- One parent or trusted adult must enroll with each youth participant. After camp, each youth and a parent or trusted adult will participate in one follow-on lesson. American Indian adults 18 years and older that live on or near the [RESERVATION NAME] Indian Reservation and recommended by the youth's parent or legal guardian are eligible to participate as the trusted adult. The parent or trusted adult should register with the youth.

All of the people who work on this program are trained to keep your information private. We won't share anything personal you reveal in the program unless we're worried you might hurt yourself or someone else, or if we learn someone is hurting you or has hurt you in the past.

Participation in this program is voluntary. If you decide to participate in this program, you can leave or stop coming to any part of the program at any time. However, if you miss the first day, [INSERT DATE], you will not be able to attend the remaining camp sessions. You will also be asked to sign a Medical Release Form in case you get injured during the camp.



Participant ID: _____

RESPECTING THE CIRCLE OF LIFE & SUMMER BASKETBALL CAMP YOUNG ADULT PARTICIPANT PERMISSION FORM

Please keep the top section (page 1) of the permission form and sign below to give you consent to participate in this program.

By signing below, you are agreeing to participate in the RCL program and Summer Basketball Camp.

Child's (Student's) Name: _____ Current Grade: _____

Child (Student's) Signature: _____ Date: _____

Parent/Guardian Name: _____

Relationship to Child: _____

Parent/Guardian Phone Number: _____

Parent/Guardian Address: _____

Parent/Guardian Signature: _____ Date: _____

To be completed by parent or guardian:

Where did you hear about this program? _____

Was your child referred to the program? Yes No

If yes, who referred your child? _____

Why do you think your child will benefit from this program?

Thank you,

Health Educator

Participant ID: _____



RESPECTING THE CIRCLE OF LIFE & SUMMER BASKETBALL CAMP PARENT/GUARDIAN PERMISSION FORM

Dear Parent/Guardian,

Respecting the Circle of Life (RCL): Mind, Body, and Spirit is a program is to teach youth and their families about healthy behaviors to prevent unwanted pregnancy and sexually transmitted infections (STIs), and reducing risky behaviors including alcohol and drug use. The program includes 9 sessions taught by trained Health Educators: 8 youth-only RCL sessions take place during a 10-day summer basketball camp from [INSERT DATE] to [INSERT DATE], and 1 session is held after camp with the youth and a parent or other trusted adult. RCL was developed with White Mountain Apache youth, and an initial study showed that it reduced unprotected sex, STIs, pregnancy, and related risky behaviors.

We are requesting permission for your child to participate in this program. If your child participates, they will take part in the following activities:

- 8 RCL lessons lasting 2 hours each. During program sessions, youth will meet in small groups of all-girls or all-boys with two trained Health Educators. Health Educators will lead youth through the lessons, which will teach your child about changes that happen during puberty, how to prevent unwanted pregnancy and sexually transmitted infections, and how alcohol and drug use contribute to risky sexual behaviors. They will also learn communication and goal setting skills.
- Basketball training, play, and a final tournament, and other activities like arts and crafts.
- 1 RCL lesson with a parent or other trusted adults. This final session will be held after the camp. A Health Educator will complete a final lesson to help communicate to the parent/guardian or another trusted adult what their child has learned, so that the parent can support their child in applying what they have learned.

Please review the additional details of the program.

- Youth must be American Indian, ages 11 to 19, and live on or near the [RESERVATION NAME] Indian Reservation.
- Youth must attend all days of camp. Youth who miss the first session on [INSERT START DATE] will not be allowed to join the rest of camp.
- There is no cost to participate. Transportation, lunch, and snacks will be provided at no cost.
- Youth win daily attendance awards and participation prizes. 3 raffle prizes will be given out, including [PRIZE 1, PRIZE 2, and PRIZE 3 (\$10 – gift card; \$30 – basketball; \$100 – tablet)].
- Youth should encourage their friends and family to participate.
- One parent or trusted adult must enroll with each youth participant. After camp, each youth and a parent or trusted adult will participate in one follow-on lesson. American Indian adults 18 years and older that live on or near the _____ [RESERVATION NAME] Indian Reservation and recommended by the youth's parent or legal guardian are eligible to participate as the trusted adult. The parent or trusted adult should register with the youth.

We will provide you updates of your child's progress if necessary. For example, your child may no longer be allowed to participate if they miss a day or we may reach out if they are failing to participate or follow group agreements in camp.

Participation in this program is voluntary. If your child decides to participate in this program, they can leave or stop coming to any part of the program at any time. However, if they miss a day, they will not be able to attend any of the remaining camp sessions. Parents will also be asked to sign a Medical Release Form in case their child gets injured during the camp.



Participant ID: _____

RESPECTING THE CIRCLE OF LIFE & SUMMER BASKETBALL CAMP PARENT/GUARDIAN PERMISSION FORM

Please keep the top section (page 1) of the permission form and sign below to give permission for your child to participate in this program. Your child must also sign this form in order to participate.

By signing below, you are agreeing to allow your child to participate in the RCL program and Summer Basketball Camp.

Child's (Student's) Name: _____ Current Grade: _____

Child (Student's) Signature: _____ Date: _____

Parent/Guardian Name: _____

Relationship to Child: _____

Parent/Guardian Phone Number: _____

Parent/Guardian Address: _____

Parent/Guardian Signature: _____ Date: _____

To be completed by parent or guardian:

Where did you hear about this program? _____

Was your child referred to the program? Yes No

If yes, who referred your child? _____

Why do you think your child will benefit from this program?

Thank you,

Health Educator

Participant ID: _____



RESPECTING THE CIRCLE OF LIFE & SUMMER BASKETBALL CAMP TRUSTED ADULT PARTICIPANT PERMISSION FORM

Dear Trusted Adult Participant,

Respecting the Circle of Life (RCL): Mind, Body, and Spirit is a program is to teach youth and their families about healthy behaviors to prevent unwanted pregnancy and sexually transmitted infections (STIs), and reducing risky behaviors including alcohol and drug use. The program includes 9 sessions taught by trained Health Educators: 8 youth-only RCL sessions take place during a 10-day summer basketball camp from [INSERT DATE] to [INSERT DATE], and 1 session is held after camp with the youth and a parent or other trusted adult. RCL was developed with White Mountain Apache youth, and an initial study showed that it reduced unprotected sex, STIs, pregnancy, and related risky behaviors.

We are requesting your permission to participate in this program with a child as their Trusted Adult for the ninth and final session of the program. Child participants will take part in three activities, but you will only participate in the third activity below if you choose to serve as the child's Trusted Adult:

1. 8 RCL lessons lasting 2 hours each. During program sessions, youth will meet in small groups of all-girls or all-boys with two trained Health Educators. Health Educators will lead youth through the lessons, which will teach your child about changes that happen during puberty, how to prevent unwanted pregnancy and sexually transmitted infections, and how alcohol and drug use contribute to risky sexual behaviors. They will also learn communication and goal setting skills.
2. Basketball training, play, and a final tournament, and other activities like arts and crafts.
3. 1 RCL lesson with a parent or other trusted adults. This final session will be held after the camp. A Health Educator will complete a final lesson to help communicate to the parent or a trusted adult what their child has learned, so that the parent can support their child in applying what they have learned.

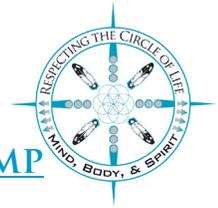
One parent or trusted adult must enroll with each youth participant. American Indian adults 18 years and older that live on or near the [RESERVATION NAME] Indian Reservation and recommended by the youth's parent or legal guardian are eligible to participate as the trusted adult.

Please review the additional details of the program.

- Youth must be American Indian youth, ages 11 to 19, and live on or near the _____ [RESERVATION NAME] Indian Reservation.
- Youth must attend all days of camp. Youth who miss the first session on [INSERT START DATE] will not be allowed to join the rest of camp and therefore will not complete the final session with their parent/guardian or trusted adult.
- There is no cost to participate. Transportation, lunch, and snacks will be provided at no cost.
- Youth win daily attendance awards and participation prizes. 3 raffle prizes will be given out, including [PRIZE 1, PRIZE 2, and PRIZE 3 (\$10 – gift card; \$30 – basketball; \$100 – tablet)].
- Youth should encourage their friends and family to participate.

Participation in this program is voluntary. You can decide whether or not you would like to participate. Additionally, the child you enroll with can leave or stop coming to any part of the program at any time. Also, if they miss the first day, they will not be able to attend any of the remaining camp sessions.

Participant ID: _____



RESPECTING THE CIRCLE OF LIFE & SUMMER BASKETBALL CAMP TRUSTED ADULT PARTICIPANT PERMISSION FORM

Please keep the top section (page 1) of the permission form and sign below to give permission for your child to participate in this program. Your child must also sign this form in order to participate.

By signing below, each person agrees that the Trusted Adult Participant will participate in the 9th and final RCL session, instead of the parent/guardian.

Child's (Student's) Name: _____ Current Grade: _____

Child (Student's) Signature: _____ Date: _____

Parent/Guardian Name: _____

Relationship to Child: _____

Parent/Guardian Phone Number: _____

Parent/Guardian Address: _____

Parent/Guardian Signature: _____ Date: _____

Trusted Adult Participant Name: _____

Relationship to Child: _____

Trusted Adult Participant Phone Number: _____

Trusted Adult Participant Address: _____

Trusted Adult Participant Signature: _____ Date: _____

Thank you,

Health Educator



RCL SUMMER BASKETBALL CAMP MEDICAL RELEASE FORM

PARTICIPANT'S NAME: _____ DATE OF BIRTH: _____
CURRENT HOME LOCATION: _____
CITY: _____ STATE: _____ ZIP: _____

IF AN EMERGENCY WHEN PARENT(S)/GUARDIAN(S) CANNOT BE REACHED, PLEASE

CONTACT:

CONTACT 1: _____ RELATION: _____
HOME PHONE: _____ WORK: _____ CELL PHONE: _____
ADDRESS: _____

CONTACT 2: _____ RELATION: _____
HOME PHONE: _____ WORK: _____ CELL PHONE: _____
ADDRESS: _____

Please list any additional instructions below for locating family or friends in the event of an emergency. This can include additional names and contact information or alternate ways to find someone listed above (ex: directions to locations listed above, other relatives, etc.)

ALLERGIES:

Medications: _____
Food: _____
Other: _____

CURRENT MEDICATIONS: _____

OTHER MEDICAL CONDITIONS: _____

DATE OF LAST TETANUS VACCINE: _____

PARTICIPANT'S PHYSICIAN: _____ PHONE: _____

MEDICAL AND/INSURANCE COMPANY: _____

PHONE: _____ POLICY HOLDERS NAME: _____

POLICY NUMBER: _____

If your medical information changes substantially, please update the program coordinator with the new information.

PARENT (OR PARTICIPANT IF AGE 18 OR OLDER) APPROVAL AND MEDICAL RELEASE

Recognizing the possibility of physical injury associated with the Summer Basketball Camp, I hereby release, discharge, and/or otherwise indemnify the Summer Camp Program and its staff, its affiliated sponsors, including the owners of the school and facilities utilized for the program against any claim by or on behalf of the participant as a result of their participation in the Summer Basketball Camp and/or while being transported to or from the facilities in which the camp takes place, which transportation I hereby authorize. In case of injury or sudden illness, I hereby give consent for medical treatment as may be required for my child's health and safety while attending the Summer Basketball Camp. I understand that I will be responsible for any medical expenses.



The [INSERT ORGANIZATION NAME] hosting the Summer Basketball Camp is not able to offer financial compensation nor to absorb the costs of medical treatment should your child be injured as a result of participating in this camp. I hereby give consent to have an athletic trainer, emergency medical technician, registered nurse and/or doctor of medicine or dentistry provide my son/daughter with medical assistance and/or treatment, and agree to be responsible financially for the reasonable cost of such assistance and/or treatment. In the event that transportation to a hospital facility is required by a trained medical professional, I hereby agree to be responsible financially for the cost of transport and treatment at the healthcare facility.

NAME OF PARENT/GUARDIAN (OR ADULT YOUTH PARTICIPANT, AGES 18 or 19):

SIGNATURE OF PARENT/GUARDIAN (OR ADULT PARTICIPANT):

DATE: _____



RCL MEDIA RELEASE FORM

I consent to the taking of photographs, videotaped image, audio, commercial film or other recordings to be made and utilized by [INSERT ORGANIZATION NAME]. I understand that I have a right to revoke this authorization at any time. I can do so by submitting my revocation in writing to [INSERT CONTACT NAME] by email at [INSERT CONTACT'S EMAIL ADDRESS] or by mail at [INSERT ORGANIZATION'S ADDRESS].

I understand that the photographs, videotaped image, audio, commercial film or other recordings will be used to promote the work of [INSERT ORGANIZATION NAME].

My signature below confirms authorization of use as listed above.

Signature: _____ **Date:** _____

Printed Name: _____

Title and Affiliation for Film, Photo or Other Credits: _____

Parent/Guardian Signature for Minor Individual Under 18 years of age:

_____ **Date:** _____

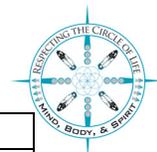
Printed Name: _____

Program Name: Respecting the Circle of Life



RCL TASKS AND TIMELINE

Task	Suggested Timeline
Budget	
Determine overall budget for hosting camp	~1 yr prior
Determine budget for each line items	~1 yr prior
Facilitators/Training	
Identify potential facilitators	~9 mo prior
Determine training dates for facilitators	~9 mo prior
Pre-training webinar	~1-2 weeks before first training
In-person training of RCL Facilitators	~3-4 mo before camp
Booster training of RCL Facilitators	~1-2 mo before camp
Camp Logistics	
Identify camp dates	~1 yr prior
Create camp schedule	~1 yr prior
Locations	
Identify locations for camp	~1 yr prior
Draft request letters for use of locations for camp	>10 mo prior
Meet with key contacts at camp locations, provide with list of needs during camp days	>10 mo prior
Assess need for insurance for camp locations	>10 mo prior
Transportation	
Determine camp transportation needs and budget	~6 mo prior
Identify agency to provide transportation (if necessary)	~6 mo prior
Draft bus/transportation schedule for each location and day	~6 mo prior
Complete contracts with transportation agencies	~6 mo prior
Lunch/Snack/Water	
Determine lunch/snack/water needs and budget	~6 mo prior
Identify agencies to provide lunch/snacks/water; create plan for picking up and delivering to location each day	~6 mo prior
Complete contract with lunch/snack agency	~6 mo prior
If asking for donations, draft and send donation letters	~6 mo prior
Coaches/Volunteers	
Determine coaching needs	~6-9 mo prior
Identify head coach	~6-9 mo prior
Identify assistant coaches	~6-9 mo prior
Determine if stipends will be paid to coaches	~6-9 mo prior
Create coaches information packet and distribute	~6-9 mo prior
Complete background check paperwork for coaches	~6-9 mo prior
Identify volunteer needs for camp and if paying stipend: <ul style="list-style-type: none"> • First aid personnel/nurse • Helpers with lunch/snacks • Volunteers to lead non-basketball activities (if decide to do) • Rape crisis counselors (RCL lesson 5) • Health Professionals to present birth control methods (RCL lesson 6) • Teen parents (male and female) (RCL lesson 7) 	~6 mo prior



Identify volunteers for camp	~6 mo prior
Complete background check paperwork for volunteers	~6 mo prior
Meet with volunteers for RCL lesson; review lesson handout and expectations	~1-2 weeks prior
Incentives	
Determine incentives for youth at camp and budget	~3 mo prior
Draft schedule for distributing incentives at camp	~3 mo prior
If asking for donations, create and send donation letter	~3 mo prior
Purchase incentives	~3 mo prior
Camp Supplies	
Determine camp supply needs and budget (both for general supplies and supplies specific to each RCL lesson)	~4-5 mo prior
Determine need and budget for camp t-shirts	~4-5 mo prior
Purchase necessary supplies	~4-5 mo prior
Create first aid kits for camp	~1-2 mo prior
Camp Protocols	
Create emergency protocol	~1-2 mo prior
Create protocol for handling discipline issues with youth	~1-2 mo prior
Host all-staff camp training	~1 week prior
Curriculum	
Ensure there are enough supplies for each classroom for each RCL lesson and supplies are divided accordingly	~1 week prior
Prep supplies for all activities ahead of time	~1 week prior
Create necessary posters for each RCL lesson	~1 week prior
Recruitment	
Develop recruitment strategy and associated documents: <ul style="list-style-type: none"> i. Overview of Recruitment-How to Approach Youth/Families; FAQs, etc. ii. Example PSA iii. Example Brochure iv. Example Flyer v. Example Camp Handout vi. Example Recruitment Script vii. Example Initial Contact form viii. Example program consent form/parent permission ix. Example Medical Release form (make sure these are put in a binder to have at camp) x. Example Media release form xi. Draft Facebook Page 	~4 mo prior
Start recruitment <ul style="list-style-type: none"> • Schedule youth/parent sessions during recruitment • Create calendar of youth/parent sessions for each RCL facilitator 	~3 mo prior
Send reminders to recruited participants about camp	~1 week prior

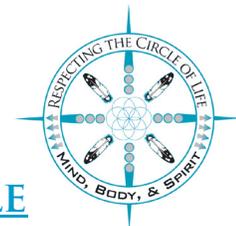


RCL SAMPLE BASKETBALL CAMP SCHEDULE OVERVIEW

Day 1	
9:00 AM	Facilitators set up and review procedures
10:00 AM	Youth arrive on buses
10:00 AM-11:30 AM	Introduction/warm-up and stretching Basketball play and other activities Finalize registration of youth
11:30 AM-1:15 PM	RCL Lesson 1
1:15 PM-1:45 PM	Lunch
1:45 PM-2:30 PM	Basketball play or other non-basketball activity
2:30 PM-3:00 PM	Closing, daily award distribution & send youth to buses Facilitators prep for next day

Days 2-7	
9:00 AM	Set up and review procedures Facilitators practice and set-up classrooms
10:00 AM	Youth arrive on buses
10:00 AM-10:15 AM	Warm up and stretching
10:15 AM-11:15 AM	Basketball training or other non-basketball activity
11:15 AM-11:30 AM	Break
11:30 AM-12:00 PM	Basketball scrimmage
12:00 PM-12:30 PM	Lunch
12:30 PM-2:30 PM	RCL Lessons 2-7
2:30 PM-3:30 PM	Basketball play or other non-basketball activity
2:30 PM-3:00 PM	Closing and send to busses Facilitators prep for next day

Day 8	
9:00 AM	Set up and review procedures Facilitators practice and set-up classrooms
10:00 AM	Youth arrive on buses
10:15 AM-12:00 PM	RCL Lesson 8
12:00 PM-12:30 PM	Lunch
12:30 PM-1:00 PM	Give out baseline gift cards
1:00 PM-3:00 PM	Basketball tournament
3:00 PM-4:00 PM	Closing ceremony and awards Schedule final youth-parent sessions Send youth to busses or home with parent/guardian, if present



RCL SAMPLE SUMMER BASKETBALL CAMP SCHEDULE

**[START DATE] – [END DATE]
[LOCATION]**

[DAY 1 – Insert date]

9:00 AM – 10:00 AM	Facilitators set up and review procedures
10:00 AM – 10:20 AM	Introduction/warm-up and stretching
10:20 AM – 10:50 AM	Basketball: <u>BASICS</u> – (1) proper stand, (2) receiving the ball, (3) power lay-up, (4) drop step, (5) passing, (6) over and under Alternately: Other non-basketball activity
10:50 AM – 11:20 AM	Basketball scrimmage
11:20 AM – 11:30 AM	Break
11:30 AM – 1:15 PM	RCL Lesson 1
1:15 PM – 1:45 PM	Lunch
1:45 PM – 2:30 PM	Basketball play or other non-basketball activity
3:30 PM – 4:00 PM	Closing, daily award distribution, and send youth to busses

[DAY 2 – Insert date]

9:00 AM – 10:00 AM	Facilitators set up and review procedures
10:00 AM – 10:15 AM	Warm up and stretching
10:15 AM – 11:15 AM	Basketball: <u>STATIONS</u> – (1) lay-ups, (2) passing, (3) rebounding, (4) passing, (5) dribbling Alternately: Other non-basketball activity
11:15 AM – 11:30 AM	Break
11:30 AM – 12:00 PM	Basketball scrimmage
12:00 PM – 12:30 PM	Lunch
12:30 PM – 2:30 PM	RCL Lesson 2
2:30 PM – 3:00 PM	Closing, daily award distribution, and send youth to busses

[DAY 2 – Insert date]

9:00 AM – 10:00 AM	Facilitators set up and review procedures
10:00 AM – 10:15 AM	Warm up and stretching
10:15 AM – 11:15 AM	Basketball: <u>COMPETITION GAMES</u> – hotshot, knock out, free throws Alternately: Other non-basketball activity
11:15 AM – 11:30 AM	Break
11:30 AM – 12:00 PM	Basketball scrimmage
12:00 PM – 12:30 PM	Lunch
12:30 PM – 2:30 PM	RCL Lesson 2
2:30 PM – 3:00 PM	Closing, daily award distribution, and send youth to busses



[DAY 3 – Insert date]

- 9:00 AM – 10:00 AM** Facilitators set up and review procedures
10:00 AM – 10:15 AM Warm up and stretching
10:15 AM – 11:15 AM Basketball: STATIONS – (1) ball handling, (2) shooting, (3) passing, (4) dribbling, (5) defense, (6) rebounding
Alternately: Other non-basketball activity
11:15 AM – 11:30 AM Break
11:30 AM – 12:00 PM Basketball scrimmage
12:00 PM – 12:30 PM Lunch
12:30 PM – 2:30 PM RCL Lesson 3
2:30 PM – 3:00 PM Closing, daily award distribution, and send youth to busses

[DAY 4 – Insert date]

- 9:00 AM – 10:00 AM** Facilitators set up and review procedures
10:00 AM – 10:15 AM Warm up and stretching
10:15 AM – 11:15 AM Basketball: TEAM GAMES
Alternately: Other non-basketball activity
11:15 AM – 11:30 AM Break
11:30 AM – 12:00 PM Basketball scrimmage
12:00 PM – 12:30 PM Lunch
12:30 PM – 2:30 PM RCL Lesson 4
2:30 PM – 3:00 PM Closing, daily award distribution, and send youth to busses

[DAY 5 – Insert date]

- 9:00 AM – 10:00 AM** Facilitators set up and review procedures
10:00 AM – 10:15 AM Warm up and stretching
10:15 AM – 11:15 AM Basketball: COMPETITION GAMES – hotshot, knock out, relay games, free throws, speed dribbling
Alternately: Other non-basketball activity
11:15 AM – 11:30 AM Break
11:30 AM – 12:00 PM Basketball scrimmage
12:00 PM – 12:30 PM Lunch
12:30 PM – 2:30 PM RCL Lesson 5
2:30 PM – 3:00 PM Closing, daily award distribution, and send youth to busses



[DAY 6 – Insert date]

- 9:00 AM – 10:00 AM** Facilitators set up and review procedures
- 10:00 AM – 10:15 AM** Warm up and stretching
- 10:15 AM – 11:15 AM** Basketball: STATIONS – (1) ball handling, (2) shooting, (3) passing, (4) dribbling, (5) defense, (6) rebounding
Alternately: Other non-basketball activity
- 11:15 AM – 11:30 AM** Break
- 11:30 AM – 12:00 PM** Basketball scrimmage
- 12:00 PM – 12:30 PM** Lunch
- 12:30 PM – 2:30 PM** RCL Lesson 6
- 2:30 PM – 3:00 PM** Closing, daily award distribution, and send youth to busses

[DAY 7 – Insert date]

- 9:00 AM – 10:00 AM** Facilitators set up and review procedures
- 10:00 AM – 10:15 AM** Warm up and stretching
- 10:15 AM – 11:15 AM** Basketball: COMPETITION GAMES – hotshot, knock out, free throws
Alternately: Other non-basketball activity
- 11:15 AM – 11:30 AM** Break
- 11:30 AM – 12:00 PM** Basketball scrimmage
- 12:00 PM – 12:30 PM** Lunch
- 12:30 PM – 2:30 PM** RCL Lesson 7
- 2:30 PM – 3:00 PM** Closing, daily award distribution, and send youth to busses

[DAY 8 – Insert date]

- 9:00 AM – 10:00 AM** Facilitators set up and review procedures
- 10:00 AM – 10:15 AM** Youth arrive on bus
- 10:15 AM – 12:00 PM** RCL Lesson 8 | If extra time, play games
- 12:00 PM – 12:30 PM** Lunch
- 12:30 PM – 1:00 PM** Give out baseline gift cards
- 1:00 PM – 3:00 PM** Basketball tournament
- 3:00 PM – 4:00 PM** Closing ceremony and awards
Schedule final youth-parent sessions (set up sign-up table near exit)
Send youth to busses or home with parent/guardian, if present



RCL SAMPLE SCHEDULE FOR NON-BASKETBALL ACTIVITIES

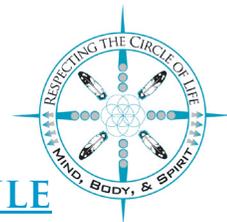
[START DATE-END DATE]

DATES	ACTIVITY	PRESENTER(S)	COMMENTS
Day 1 (INSERT DATE)	Arts and Crafts		
Day 2 (INSERT DATE)	Cooking / Food Demo of traditional foods		
Day 3 (INSERT DATE)	Jewelry Making		
Day 4 (INSERT DATE)	Soap Making		
Day 5 (INSERT DATE)	Painting		
Day 6 (INSERT DATE)	Arrowhead Making		
Day 7 (INSERT DATE)	Burden Baskets		
Day 8 (INSERT DATE)	NO ACTIVITY – Final lesson and tournament		

Alternate activity ideas: bow and arrows, dance, music, survival bracelets, etc.

Additional notes:

- Alternate activity ideas may also be dictated by what local partner organizations or presenters are available and the types of activities they may be willing to lead during the camp.
- Time for the non-basketball activities: 10:00 AM-12:00 PM or 12:30 PM-2:30 PM
- [INSERT ORGANIZATION NAME] will provide all the supplies and a small stipend for the presenters.



RCL SUMMER BASKETBALL CAMP DAILY BUS SCHEDULE

[START DATE] - [END DATE]

AM - Pick-up: [NAME OF ROUTE 1 (e.g., North Route)]

Starting at [PICK UP TIME] - [LIST LOCATIONS ON ROUTE, in order of pick up]

AM - Pick-up: [NAME OF ROUTE 2 (e.g., South Route)]

Starting at [PICK UP TIME] - [LIST LOCATIONS ON ROUTE, in order of pick up]

PM - Drop-off: [NAME OF ROUTE 1 (e.g., North Route)]*

Starting between [START TIME-END TIME] - [LIST LOCATIONS ON ROUTE, in order of drop off]

PM - Drop-off: [NAME OF ROUTE 2 (e.g., South Route)]*

Starting between [START TIME-END TIME] - [LIST LOCATIONS ON ROUTE, in order of drop off]

* Drop off locations may change based on the number of kids and closeness to [LOCATION WHERE CAMP WILL BE HELD].

NOTE: [SPECIFIC ANY ADDITIONAL DETAILS ABOUT TRANSPORTATION HERE]



RCL CLASSROOM ATTENDANCE SHEET

[START DATE] - [END DATE]

Please mark youth attendance for each day. Camp coordinators will collect completed attendance sheets at the end of each day.

Group Number: _____

Group Sex (circle one): M F

Facilitator: _____

Co-Facilitator: _____

	Name	ID	[DATE]									
			Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8		
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												
11.												
12.												



RCL SAMPLE SCRIPT FOR TOURNAMENT AND CLOSING CEREMONY

Welcome! Thank you for joining us on our final day of camp. Before we begin the tournament, we have a few brief announcements:

- **First, I would like to thank our incredible staff, participating youth, and their families for helping to make this camp a success.** During the camp, youth have completed basketball training and play, other fun activities like arts and games, and learned about how to engage in healthy behaviors. In the Respecting the Circle of Life Program, camp participants have also learned how to practice safe sex, prevent pregnancy and substance use, communicate clearly and improve their decision-making, and maintain a healthy diet and nutrition. These skills will serve them, their families, and the broader community. And we are very proud of them!
- **Second, we would also like to thank our generous sponsors.** Donations from partner organizations – from food items to raffle prizes – have helped make this camp possible. Please join me in a round of applause of our sponsors: [LIST SPONSOR ORGANIZATIONS]. We also encourage you all to continue to support them, in return, with your business.
- **Third, family and friends please stick around after the tournament.** We will announce the tournament winners and give out awards.
- **Finally, a few more housekeeping notes before we begin:**
 - **Parents and trusted adults, please look at when you have your 9th sessions scheduled with a facilitator after camp.** Our team will be contacting you shortly to reconfirm your sessions. If you haven't already scheduled your session, please call the [INSERT ORGANIZATION'S NAME] office to schedule.
 - **Please put your phones on silent or vibrate** so we can give our young athletes the attention they deserve. If you must take a phone call, please step outside to do so.

And now, let the tournament begin!



RCL SAMPLE DAILY INCENTIVES

Summary of daily incentives:

- **Day 1** (INSERT DATE): Water bottles with RCL logo
- **Day 2** (INSERT DATE): Drawstring bag with RCL logo
- **Day 3** (INSERT DATE): Basketball stress ball
- **Day 4** (INSERT DATE): Bracelets with RCL logo
- **Day 5** (INSERT DATE): Pedometer
- **Day 6** (INSERT DATE): Lanyards
- **Day 7** (INSERT DATE): Magnetic frame and camp t-shirts
- **Day 8** (INSERT DATE): Baseline \$25 gift card and final awards

Raffle prizes:

Prize	Date Given
1 Wireless headphones or Bluetooth speaker (value: \$30)	Day 2 (INSERT DATE)
1 New basketball and pump (value: \$30)	Day 4 (INSERT DATE)
1 Tablet (value: \$100)	Day 6 (INSERT DATE)

Alternative prizes: tent, chair fishing pole, pike, tablet, prizes donated by local businesses/organizations, gift cards (value: \$10-25), etc.

Facilitator and Coaching Awards

- 2 Facilitator Awards each day, at each gym: \$10 gift card
- 1 Coaching Award each day, at each gym: \$10 gift card



RCL TIPS ON SOLICITING DONATIONS

- **Carry donation letters and information about the program with you wherever you go** (e.g., movies, restaurants, grocery stores, malls, etc.). It never hurts to ask for a donation.
- **Get started early.** It may take a long time for a donation to be approved and go through the chain of command, often up to a month. Also, many organizations have limits on how much they donate each year, and once they've fulfilled their quotas they stop giving donations.
- **Use your knowledge of local businesses and/or the yellow pages to get ideas.** Call an agency or business and ask for the manager. If she or he is not able to help, ask for the corporate headquarters.
- **Fast-food chains and well-known franchise restaurants** are almost always good for drinks, cups, napkins, cookies, etc.
- **Cast a broad net by considering which local businesses may be able to donate raffle prizes or items for the program.** Think broadly about what business might be able to donate. For example, a local salon might donate a free haircut; an ice cream shop might donate a gift card; a local clothing and gift store might donate an item; or an experience, like a day shadowing the basketball coach at a local college.
- **Highlight the benefits of donation to business owners.** Remind businesses they can use donations as a tax write off, and will be acknowledged on the camp's promotional materials as sponsoring organizations.



RCL SAMPLE DONATION LETTER

[DATE]

[ORGANIZATION NAME]
[ORGANIZATION ADDRESS]

To whom it may concern:

This letter is a request for a donation to support a positive youth program being offered in the [INSERT COMMUNITY NAME] community this summer. The [INSERT ORGANIZATION NAME] at [LOCATION] offers youth in the community cultural, recreational, and health education activities. The center provides after-school, evening and weekend programs designed to address many of the challenges facing young people in our community, including substance use, pregnancy, truancy, and involvement in crime and violence. Our organization's goals are to keep youth involved in positive activities and teach them key life skills.

[INSERT ORGANIZATION NAME] is inviting youth to take part in the Respecting the Circle of Life (RCL): Mind, Body, and Spirit program this summer. RCL teaches youth and their families to engage in healthy behaviors related to safe sex; preventing pregnancy, alcohol and drug use; and healthy diet and nutrition. The goal of the program is to help youth make healthy decisions about their lives. The program will take place during a summer basketball camp that includes basketball training and play, and other fun activities. Youth will be provided transportation, lunch, and snacks at no cost.

Food items for snacks or small gift items would be extremely helpful in ensuring that teens take part in this positive program. We ask that you consider donating food or beverage items, items that may be given out as rewards for participation (such as lanyards, drawstring backpacks, bracelets, etc.), or larger raffle prizes (e.g., gift card, basketball, wireless headphones, tablet, etc.).

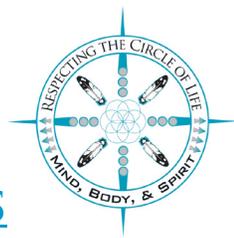
When you choose to donate, you will be provided a receipt to use for the purposes of tax write-offs. Donating organizations will also be acknowledged on the camp's promotional materials, and publicly thanked as a sponsoring organization at the camp's closing ceremony and basketball tournament.

Please consider supporting our community's youth by making a donation! If you have any questions, please do not hesitate to contact me at [INSERT PHONE NUMBER and/or EMAIL].

Thank you in advance for your time and attention.

Sincerely yours,

[NAME]
[TITLE]
[NAME OF ORGANIZATION]
[PHONE NUMBER]
[EMAIL]



RCL CAMP SESSIONS IN TEN 80 MIN LESSONS

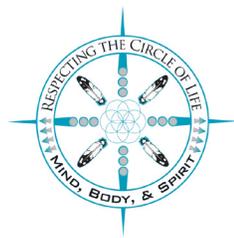
SESSION 1- 80 MIN

Original Lesson #	Activity Name	Time
1	1: Working Together	15
1	2: RCL Program Overview	10
1	3: Group Cohesion (canyon/box/knot)	15
1	4: Opening and Closing Rituals	15
1	5: Group Agreements	20
1	8: Wrap up and Closing Ritual	5



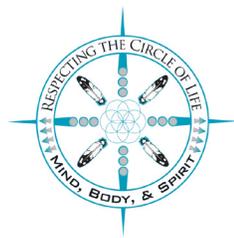
SESSION 2- 80 MIN

Original Lesson #	Activity Name	Time
	Opening Ritual and Review	3
1	6: Family Tree	20
1	7: SPIRIT S+P	15
2	2: Identifying the Risk	15
2	3: How Risky Is It?	15
2	4: Am I Invincible?	10
	Wrap up and Closing Ritual	2



SESSION 3- 80 MIN

Original Lesson #	Activity Name	Time
	Opening Ritual and Review	3
2	5: What's Important to You?	10
2	6: Ranking your Values	15
2	7: To Each Their Own: Other's Values...	25
3	2: SPIRIT I	15
3	3: Resources: How Do I Find Out...	10
	Wrap up and Closing Ritual	2



SESSION 4- 80 MIN

Original Lesson #	Activity Name	Time
	Opening Ritual and Review	3
3	4: What Are Gender Identity, Attraction, Sex and Gender Expression?	10
3	5: Pregnancy Happens How? (body changes, emotional changes, anatomy)	65
	Wrap up and Closing Ritual	2



SESSION 5- 80 MIN

Original Lesson #	Activity Name	Time
	Opening Ritual and Review	3
4	2: Communication with a Trusted Adult	20
4	3: Most Teens are Doing What?	15
4	4: Condom Demonstration	25
4	5: Condom Race	15
	Wrap up and Closing Ritual	2



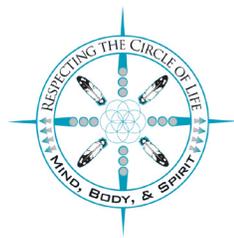
SESSION 6- 80 MIN

Original Lesson #	Activity Name	Time
	Opening Ritual and Review	3
4	6: SPIRIT R	25
5	2: SPIRIT IT	15
5	3: Communication Games	20
6	3: STDs and Unplanned Pregnancy game	15
	Wrap up and Closing Ritual	2



SESSION 7- 80 MIN

Original Lesson #	Activity Name	Time
	Opening Ritual and Review	5
5	4: Assert Yourself	30
5	5: Sex: A Decision for Two	40
	Wrap up and Closing Ritual	5



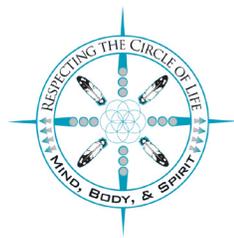
SESSION 8- 80 MIN

Original Lesson #	Activity Name	Time
	Opening Ritual and Review	3
6	2: Showing You Care	25
6	4: Making the Choice that's Right for Me: Contraception	50
	Wrap up and Closing Ritual	2



SESSION 9- 80 MIN

Original Lesson #	Activity Name	Time
7	Opening Ritual and Review, including STDs and Unplanned Pregnancy	3
7	3: Teen Parent Speaker	45
7	4: Keeping my Values: My Safer Sex Guidelines	10
7	5: Sticking to my Decision Roleplay	20
	Wrap up and Closing Ritual	2



SESSION 10- 80 MIN

Original Lesson #	Activity Name	Time
	Opening Ritual and Review	3
8	2: Making YOUR Dreams Come True	25
8	3: Obstacles to Reaching Goals	15
8	4: Identifying Add'l Obstacles and Concerns	10
8	5: Making a Difference	10
8	7: Pat on the Back	15
	Wrap up and Closing Ritual	2



RCL CAMP SESSIONS IN TWELVE 60 MIN LESSONS

SESSION 1- 60 MIN

Original Lesson #	Activity Name	Time
1	1: Working Together	10
1	2: RCL Program Overview	10
1	3: Group Cohesion (canyon/box/knot)	10
1	4: Opening and Closing Rituals	10
1	5: Group Agreements	15
1	8: Wrap up and Closing Ritual	5



SESSION 2- 60 MIN

Original Lesson #	Activity Name	Time
	Opening Ritual and Review	3
1	6: Family Tree	20
1	7: SPIRIT S+P	10
2	2: Identifying the Risk	15
2	3: How Risky Is It?	10
	Wrap up and Closing Ritual	2



SESSION 3- 60 MIN

Original Lesson #	Activity Name	Time
	Opening Ritual and Review	3
2	4: Am I Invincible?	10
2	5: What's Important to You?	10
2	6: Ranking your Values	15
2	7: To Each Their Own: Other's Values...	20
	Wrap up and Closing Ritual	2



SESSION 4- 60 MIN

Original Lesson #	Activity Name	Time
	Opening Ritual and Review	3
3	2: SPIRIT I	15
3	3: Resources: How Do I Find Out...	15
3	4: What Are Gender Identity, Attraction, Sex and Gender Expression?	10
3	5: Pregnancy Happens How? (body changes)	15
	Wrap up and Closing Ritual	2



SESSION 5- 60 MIN

Original Lesson #	Activity Name	Time
	Opening Ritual and Review	3
3	5: Pregnancy Happens How? cont. (emotional changes, anatomy)	55
	Wrap up and Closing Ritual	2



SESSION 6- 60 MIN

Original Lesson #	Activity Name	Time
	Opening Ritual and Review	3
4	3: Most Teens are Doing What?	15
4	4: Condom Demonstration	25
4	5: Condom Race	15
	Wrap up and Closing Ritual	2



SESSION 7- 60 MIN

Original Lesson #	Activity Name	Time
	Opening Ritual and Review	3
4	2: Communication with a Trusted Adult	20
4	6: SPIRIT R	20
5	2: SPIRIT IT	15
	Wrap up and Closing Ritual	2



SESSION 8- 60 MIN

Original Lesson #	Activity Name	Time
	Opening Ritual and Review	5
5	3: Communication Games	20
5	4: Assert Yourself	30
	Wrap up and Closing Ritual	5



SESSION 9- 60 MIN

Original Lesson #	Activity Name	Time
	Opening Ritual and Review	3
5	5: Sex: A Decision for Two	35
6	2: Showing You Care	20
	Wrap up and Closing Ritual	2



SESSION 10- 60 MIN

Original Lesson #	Activity Name	Time
	Opening Ritual and Review	3
6	3: STDs and Unplanned Pregnancy game	15
6	4: Making the Choice that's Right for Me: Contraception	30
7	4: Keeping my Values: My Safer Sex Guidelines	10
	Wrap up and Closing Ritual	2



SESSION 11- 60 MIN

Original Lesson #	Activity Name	Time
7	Opening Ritual and Review, including STDs and Unplanned Pregnancy	3
7	3: Teen Parent Speaker	35
7	5: Sticking to my Decision Roleplay	20
	Wrap up and Closing Ritual	2



SESSION 12- 60 MIN

Original Lesson #	Activity Name	Time
	Opening Ritual and Review	3
8	2: Making YOUR Dreams Come True	25
8	3: Obstacles to Reaching Goals	15
8	7: Pat on the Back	15
	Wrap up and Closing Ritual	2



RCL CAMP SESSIONS IN TWELVE 50 MIN LESSONS

SESSION 1- 50 MIN

Original Lesson #	Activity Name	Time
1	1: Working Together	10
1	2: RCL Program Overview	10
1	3: Group Cohesion (canyon/box/knot)	10
1	5: Group Agreements	15
1	8: Wrap up	5



SESSION 2- 50 MIN

Original Lesson #	Activity Name	Time
	Review	3
1	6: Family Tree	15
1	7: SPIRIT S+P	10
2	2: Identifying the Risk	10
2	3: How Risky Is It?	10
	Wrap up	2



SESSION 3- 50 MIN

Original Lesson #	Activity Name	Time
	Review	3
2	4: Am I Invincible?	10
2	5: What's Important to You?	10
2	6: Ranking your Values	10
2	7: To Each Their Own: Other's Values...	15
	Wrap up	2



SESSION 4- 50 MIN

Original Lesson #	Activity Name	Time
	Review	3
3	2: SPIRIT I	10
3	3: Resources: How Do I Find Out...	10
3	4: What Are Gender Identity, Attraction, Sex and Gender Expression?	10
3	5: Pregnancy Happens How? (body changes)	15
	Wrap up	2



SESSION 5- 50 MIN

Original Lesson #	Activity Name	Time
	Review	3
3	5: Pregnancy Happens How? cont. (emotional changes, anatomy)	45
	Wrap up	2



SESSION 6- 50 MIN

Original Lesson #	Activity Name	Time
	Review	3
4	3: Most Teens are Doing What?	15
4	4: Condom Demonstration	20
4	5: Condom Race	10
	Wrap up	2



SESSION 7- 50 MIN

Original Lesson #	Activity Name	Time
	Review	3
4	2: Communication with a Trusted Adult	20
4	6: SPIRIT R	15
5	2: SPIRIT IT	10
	Wrap up	2



SESSION 8- 50 MIN

Original Lesson #	Activity Name	Time
	Review	3
5	3: Communication Games	20
5	4: Assert Yourself	25
	Wrap up	2



SESSION 9- 50 MIN

Original Lesson #	Activity Name	Time
	Review	3
5	5: Sex: A Decision for Two	30
6	2: Showing You Care	15
	Wrap up	2



SESSION 10- 50 MIN

Original Lesson #	Activity Name	Time
	Review	3
6	3: STDs and Unplanned Pregnancy game	15
6	4: Making the Choice that's Right for Me: Contraception	20
7	4: Keeping my Values: My Safer Sex Guidelines	10
	Wrap up	2



SESSION 11- 50 MIN

Original Lesson #	Activity Name	Time
7	Review, including STDs and Unplanned Pregnancy	3
7	3: Teen Parent Speaker	30
7	5: Sticking to my Decision Roleplay	15
	Wrap up	2



SESSION 12- 50 MIN

Original Lesson #	Activity Name	Time
	Review	3
8	2: Making YOUR Dreams Come True	20
8	3: Obstacles to Reaching Goals	15
8	7: Pat on the Back	10
	Wrap up	2



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