all4You!

Preventing HIV, Other STD, and Pregnancy among Young People in Alternative Education Settings

Summary of Core Components

advancing health equity **etr.**

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Summary of Core Components

Core components are important parts of a program that should be implemented for that program to be effective. They may involve the implementation of the program, including the audience and setting, the implementation schedule, the program leaders and preparation. Core components also include the content of the program activities and the teaching methods (pedagogy) used to cover that content.

This is a summary of the core components in *All4You!*.

IMPLEMENTATION

Audience and Setting

♦ *All4You!* can be implemented in either school or non-school alternative education settings, or mainstream settings that can accommodate the scheduling requirements.

♦ The curriculum is designed for high-school aged participants (i.e., 14–18, or grades 9–12). Implementation Schedule

♦ *All4You!* consists of two primary instructional components that are integrated and delivered as a 14-session program (about 26 hours total).

  • A 9-session skills-based HIV, other STD and pregnancy prevention curriculum delivered in alternative school classrooms (13.5 hours total), and

  • Five service learning visits in the community (12.5 hours total, including transportation).

♦ Ideally the program should be implemented 2–3 times per week for a period of 5 to 7 weeks.

♦ Each classroom session requires approximately 70–90 minutes.

♦ Each service learning visit requires at least 140 minutes (including preparation and transportation time).

♦ The ideal group size is between 10 and 20 students.

Program Leaders

♦ Facilitators/teachers for the *All4You!* curriculum should have good rapport with alternative school youth and be trained. They should be familiar with the *All4You!* content, comfortable discussing the material, experienced in teaching skills-based programs and, ideally, experienced implementing service learning.

♦ Peer leaders facilitate specified activities in the curriculum.

♦ The classroom teacher or another school official attends all service visits with the *All4You!* facilitator/teacher.

IMPLEMENTATION

Preparation

♦ Obtain approval and support from the school administrators and teachers for program implementation. This is particularly important because the program involves taking youth off-site for the service learning visits.

♦ Obtain parental consent for both the lessons and the service learning visits. Preparation for Curriculum Component

♦ Select and train facilitators/teachers to teach the content, implement the interactive activities, lead roleplays and discuss the sexual topics comfortably.

♦ Locate and orient outside speakers living with HIV per the guidelines in the curriculum. Have youth nominate peer leaders for the program using the steps in the curriculum.

♦ Orient peer leaders to facilitate three types of activities (1) recording and reporting smallgroup activities, (2) modeling and demonstrating various skills, and (3) assisting with small-group roleplays.

Preparation for Service Learning Component

♦ Identify service sites that have experience hosting youth volunteers, and provide opportunities for youth to engage with people and get immediate reinforcement for their involvement.

♦ Establish an agreement with the volunteer site, specifying the needs and requirements of the activities.

♦ Arrange transportation to and from the volunteer site.

CONTENT OF THE CURRICULUM COMPONENT

The core content areas are based on the behavioral determinants and underlying behavior change theories. The content is woven throughout the lessons, making it difficult to eliminate specific lessons without altering potential effectiveness.

♦ Functional knowledge (i.e., information that is directly tied to behavior such as steps for proper condom use, what behaviors increase risk of STD and HIV transmission).

♦ Attitudes and beliefs (i.e., activities that address perceived barriers to condom use or perceived risk of STD or pregnancy).

♦ Norms (i.e., activities that realign norms or facilitate the development of positive norms, such as seeing peer leaders model skills).

♦ Skills, including refusal/negotiation and condom use skills.

♦ Service learning activities, which are designed to influence behavior through factors such as sense of future or optimism and connectedness, including preparation activities for service learning visits.

♦ Reflection, which is designed to facilitate personal meaning and connections from the service learning activities.

♦ Individual commitment activity to solidify intentions toward positive behavioral choices and reinforce norms favoring such choices.

All the activities should be implemented as designed, using the teaching strategies specified. In terms of pedagogy, this means that facilitators:

♦ Create a safe and effective learning environment by establishing group agreements, including mechanisms for asking sensitive questions and actively involving participants.

♦ Implement all activities in sequence using the interactive strategies included in the lessons, which were designed to influence the theory-based risk and protective factors related to sexual risk behaviors.

- Use the varied pedagogical techniques (i.e., mini-lectures, brainstorming, games, small-group work, roleplays) and maintain the interactive nature of the activities to engage youth and facilitate learning.

- Review learning from prior classes to enhance mastery of material.

- Use music as noted to create a positive environment for youth participation.

- Use the embedded skill development approach that explains and models the skills, provides large-group and individual practice, and offers corrective feedback.

- Use the question box technique to invite anonymous questions.

- Provide student folders for service learning reflection.

- Conduct brief reflection activities immediately following the service learning visits and longer sessions at the outset of the following lesson (as structured in the curriculum).

- Use videos and guest speakers to enhance selected lessons. Replacement videos can be used if they are selected to meet the objectives of the lessons.

- Use pamphlets or fact sheets to provide succinct content summaries for reference outside the classroom.

- Use small gifts (e.g., pencils, pens, dog tags) to provide visual cues to reinforce program messages.

- Provide certificates to acknowledge students' completion of the program.

♦ Prepare students for their service learning by informing students on what to expect when they arrive and how they will be contributing at the site.

♦ Have adult chaperones monitor student engagement at the service sites, praising and prompting students' involvement.