# El Camino:
# The Road to Healthy Relationships

## Front Matter

## Adaptation Note

The *El Camino: The Road to Health Relationships* curriculum and related materials have been adapted from *El Camino*—a goal-setting teen pregnancy prevention curriculum.[1,2,3] In September 2017, the DC Office of Human Rights partnered with Child Trends to adapt an existing evidence-informed curriculum, *El Camino*, for use with DC middle school youth to improve healthy relationship skills and prevent bullying and other forms of interpersonal conflict. The original *El Camino* curriculum is a comprehensive, goal-setting teen pregnancy prevention program developed by Child Trends with an aim to reduce teen childbearing and increase educational achievement among adolescents, particularly Latino youth. The program helps teens to personally identify their goals and develop their own camino, or road, to pursue their goals. To adapt this curriculum to support DC middle school youth in developing healthy relationships, Child Trends engaged in a rigorous development and testing process to develop a DC-specific curriculum that can be implemented in youth serving agencies, including schools, youth groups, and after-school programs. The curriculum was piloted with students in a total of five different classrooms. Information gathered through feedback forms completed by youth participants in each pilot session suggest they enjoyed the activities and were applying what they learned about healthy relationships and decision-making. However, logistical challenges in collecting pre/post evaluations resulted in small sample sizes; thus, we are not able to conduct more formal analyses of the effects of participation in the program.

## A Word about Implementation Planning

This curriculum is intended to present developmentally-appropriate information for early adolescents to learn about healthy relationships and decision-making skills in an in-person setting. While the characters presented throughout the curriculum were chosen to represent a variety of personal characteristics, they were limited to avoid overly complicated storylines. However, the activities and discussions are youth-driven and intended to reflect participants' own personal experiences. Facilitators should consider ways to use questions, prompts, and examples inclusive of other salient personal characteristics of their youth participants. Please review Appendix D: Facilitation Suggestions within the Front Matter for more guidance as you tailor the curriculum activities and discussions to meet the needs of youth in your community.

## Funding Note

This project is funded wholly or in part by DC Department of Health (DC Health).

[1] Moore, K. A., Manlove, J., Parekh, J., Faccio, B., Beckwith, S., & Guzman, L. (2019). *Reducing Teen Childbearing among Latinos: An Innovative Anti-Poverty Strategy.* Bethesda, MD: Child Trends. Retrieved via: https://www.childtrends.org/research/research-by-topic/el-camino-goal-setting-program

[2] Moore, K. A., Manlove, J., Parekh, J., Faccio, B., Beckwith, S., & Guzman, L. (2019). *El Camino: A goal-setting teen pregnancy prevention curriculum – Lesson Plans.* Bethesda, MD: Child Trends. Retrieved via: https://www.childtrends.org/wp-content/uploads/2019/06/El-Camino-Curriculum-with-Cover-English.pdf

[3] Moore, K. A., Manlove, J., Parekh, J., Faccio, B., Beckwith, S., & Guzman, L. (2019). *El Camino: A goal-setting teen pregnancy prevention curriculum – Front Matter.* Bethesda, MD: Child Trends.

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# Background

## Why and How the Curriculum Was Developed

*El Camino: The Road to Healthy Relationships* is a values-based curriculum designed to prevent bullying and other forms of interpersonal conflict in schools and online. This program is designed to help youth in DC middle schools—grades 6 through 8—develop knowledge, attitudes, skills, and behaviors that support their ability to make values-based decisions that foster healthy relationships with peers, parents/family, and partners, both in-person and online. The curriculum focuses on decision making and personal values and includes lessons and activities on coping with strong emotions, teen brain development, empathy, assertive communication, and boundary setting.

Bullying and other forms of interpersonal violence are a significant problem in the District. According to the *2017 Youth Risk Behavior Survey (YRBS)*[4], just under 12 percent of high school students (about 8,200 students) and just under 33 percent of middle school students (about 8,700 students) reported being bullied at school in the previous school year. Additionally, 31 percent of high school students and just under 68 percent of middle school students reported being in a physical fight in the previous year. For middle school students, DC's rate of physical fighting is higher than any other city, territory, or state that participated in the *2017 YRBS*. Clearly, the District's youth need support to not only gain the skills to prevent and resolve conflicts and engage with peers more productively but to also understand how engaging in such violence could prevent them from reaching their goals and aspirations. Preventing bullying and other forms of interpersonal violence requires an approach that directly addresses technology and social media as a context in which to have healthy relationships.

In September 2017, the DC Office of Human Rights (which is charged, through the *Youth Bullying Prevention Act of 2012*, with overseeing the *Citywide Bullying Prevention Program*) partnered with Child Trends to adapt an existing evidence-informed curriculum, *El Camino*, for use with DC middle school youth to improve healthy relationship skills and prevent bullying and other forms of interpersonal conflict. The original *El Camino* curriculum is a comprehensive, goal-setting teen pregnancy prevention program developed by Child Trends, with an aim to reduce teen childbearing and increase educational achievement among adolescents, particularly Latino youth. The program helps teens to personally identify their goals and develop their own camino, or road, to pursue their goals. To adapt this curriculum to support DC middle school youth in developing healthy relationships, Child Trends engaged in a rigorous development and testing process to develop a DC-specific curriculum that can be implemented in youth serving agencies, including schools, youth groups, and after-school programs.

*El Camino: The Road to Healthy Relationships* was informed by a series of focus groups conducted by Child Trends with DC educators, parents, and near-peers (high school students

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[4] Centers for Disease Control and Prevention (CDC). 1991-2017 High School Youth Risk Behavior Survey Data. Available at http://nccd.cdc.gov/youthonline/ .

who could reflect on their own middle school experiences) to understand the challenges youth face related to healthy relationships and what they wanted youth to learn from a new curriculum. Participants viewed social media as one reason today's generation might struggle more with interpersonal relationships, and they recognized the interdependence between in-person relationships and social media. Participants identified middle school, particularly 7th grade, as a period of heightened identity development for youth, without much explicit scaffolding. Combined with another common theme—that youth this age lack effective decision making skills—participants generally felt that this sometimes leads to heightened drama, conflict, and bullying. After conducting a brief scan of the literature to identify existing programs and practices focused on developing healthy relationships for youth, Child Trends developed the curriculum from insights gleaned from the focus groups and aligned the lessons to DC curricular health standards.

*El Camino: The Road to Healthy Relationships* is based on the following theory of change:

> *A program that develops teens' self-identity and understanding of their personal values as a lever for strengthening teen social skills (e.g., decision making, conflict resolution, communication, boundary setting) and promoting positive digital citizenship will help teens to develop and maintain healthy peer, parent/family, and partner relationships.*

## Core Components of the Curriculum

The *El Camino: The Road to Healthy Relationships* curriculum includes core components which are essential to the success of the program.

- The curriculum is youth driven (teachers **do not** tell the youth what to think, believe, or do).
- Teachers use a positive, strengths-based orientation and a focus on skills (focus on what **to do**, not what not to do).
- Youth identify their personal values and consider how these values influence their decisions.

In *El Camino: The Road to Healthy Relationships*, a range of methods are used to deliver and reinforce the core components. These include:

- Individual and group activities;
- Novellas (stories);
- Role plays;
- Class discussions and opportunities for students to ask questions; and
- Use of a decision making framework (STAR: *Stop. Think. Act on your values. Reflect.*) to support youth in values-based decision making.

It is important for facilitators to recognize that many youth do not yet have the skills and knowledge they will learn in *El Camino: The Road to Healthy Relationships* before starting the

program. This is likely new information to the youth; therefore, it is necessary to provide sufficient time for them to ask questions and to talk through what they are learning. Again, we want the youth to talk about what they think, believe, and experience. We recognize that, with their developing cognitive capacity and an expanded understanding of social interactions, youth have the ability to make good decisions for themselves.

## Unique Features

The *El Camino: The Road to Healthy Relationships* curriculum incorporates several unique features that distinguish it from other evidence-based/evidence-informed social-emotional curricula designed to prevent bullying and other forms of interpersonal conflict in schools and online.

- **Anchored in a strengths-based approach to youth learning.** This curriculum was developed out of a need for bullying prevention and to help youth navigate interpersonal conflict both in-person and on social media. However, rather than adopt a discipline-oriented lens that may patronize or alienate youth, the *El Camino: The Road to Healthy Relationships* curriculum adopts a universal tier[5] strengths-based approach to youth learning. Respecting teens' ability to think and do things independently, the curriculum helps youth identify the values that are most important to them and consider how those values make them feel like their best selves and can help them make decisions they feel proud of.

- **Incorporates a decision making framework throughout the curriculum.** *El Camino: The Road to Healthy Relationships* designed a comprehensive decision making framework called STAR (*Stop. Think. Act on your values. Reflect.*), which is a major focus in the curriculum. Youth are introduced to the tool and have ample opportunity to apply it throughout the lessons of the curriculum. They reflect on their own values and personal experiences and how STAR might help them decide how to respond to interpersonal conflict or relationship challenges as they learn new information about coping with strong emotions, teen brain development, empathy, assertive communication, and boundary setting.

- **Introduces key concepts and fosters discussion through a series of novellas.** The *El Camino: The Road to Healthy Relationships* curriculum introduces youth to a group of DC middle school teens in the context of a novella/story. These characters and their experiences are used throughout the curriculum to provide a means for youth to talk about real life issues and relationship challenges that they may face. The novellas also provide examples of characters using skills such as empathetic listening, assertive communication, and boundary setting to support youth who may not have had the

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[5] In the Multi-tiered Systems of Support (MTSS) framework, universal tier (Tier 1) refers to interventions or supports that are available to all students in a classroom or school, as opposed to Tier 2 and Tier 3 which are targeted interventions for students with specific needs. Learn more at https://www.pbisrewards.com/blog/what-is-mtss/

personal experience or a real-life example to have practiced these skills themselves or seen them used.

- **Designed with a focus on the needs and cultural context of DC youth.** Bullying and other forms of interpersonal violence are a significant problem in the District. *El Camino: The Road to Healthy Relationships* is informed by focus groups conducted by Child Trends with DC educators, parents, and near-peers to understand the challenges youth face related to healthy relationships and what they wanted youth to learn from a new curriculum. Educators and parents noted that youth use technology to seamlessly transition between in-person and online interactions and mentioned the need to help youth build decision making, boundary setting, and communication skills as a way to promote healthy relationships. All focus group participants provided anecdotes of youths' experiences with interpersonal conflicts, "drama," and bullying. These anecdotes were particularly valuable in the development of the curriculum to ensure scenarios presented in the novellas and lesson plans are relatable for current DC middle school youth.

# About *El Camino: The Road to Healthy Relationships*

## Overall Goal and Key Messages of the Curriculum

The **overall goal** of *El Camino: The Road to Healthy Relationships* is to help middle school aged youth build the skills to create healthy relationships both in person and online.

To support this goal, *El Camino: The Road to Healthy Relationships* has four **programmatic key messages**:

- Know yourself inside and out by identifying your driving values—what you stand for and what makes you your best self.

- Use a decision making tool—STAR—that will help you make good decisions that are in line with the values that drive you.

- Understand how your relationships with friends, peers, and family influence the direction of your life "path."

- Practice skills that will help you avoid and deal with challenges that can get in the way of developing healthy relationships.

In addition, each lesson has **specific key messages:**

- **Lesson 1:** Knowing your values will help you be the best version of yourself.

- **Lesson 2:** Deciding what, and how much, to share about yourself can affect your relationships.

- **Lesson 3:** The STAR decision making tool can help you make decisions that are in line with your values.

- **Lesson 4:** Noticing how you feel can help you *STOP* so that you can take the time to make a decision you feel good about.

- **Lesson 5:** Learning to manage your emotions can help you make decisions that are in line with your values.

- **Lesson 6:** Empathy means understanding or identifying with another person's feelings or experiences.

- **Lesson 7:** Assertive communication is an important tool for solving conflicts and maintaining healthy relationships.

- **Lesson 8:** Setting boundaries and respecting others' boundaries is part of building healthy relationships.

- **Lesson 9:**  Start with YOU. Your own words and actions can be a positive influence on others.

- **Lesson 10:** Taking the time to reflect on past decisions helps us know what we should do differently in the future.

# Scope and Sequence: Grades 6-8

Our Scope and Sequence consists of two units for the grade band 6-8. The curriculum contains ten 60-minute lessons, which may also be split in half and delivered across twenty 30-minute sessions. The lessons build upon one-another by reinforcing previously introduced topics. Each unit contains five lessons. The curriculum may be used within any grade level within the band, but it is not designed to be used at *every* grade level (i.e., delivered in consecutive years). Activities within the lessons contain teachers notes to identify when and how teachers might adapt the discussion based on the grade they are teaching within the grade band.

## UNIT 1: VALUES, IDENTITY, AND DECISION MAKING

In this unit, students will identify their personal values and consider how these values shape their personal identity and influence how they interact with others. Students will also learn a decision making framework, STAR (*Stop. Think. Act on your values. Reflect.*) to help them cope with strong emotions and navigate interpersonal conflict or relationship challenges.

| Lesson Title | Objectives<br>*At the completion of this lesson, students will be able to:* | OSSE 6-8 Health Standard(s) |
| --- | --- | --- |
| **Lesson 1:**<br>Program Introduction and Values | Briefly describe the *El Camino: The Road to Healthy Relationships* Program.<br><br>Establish a set of group agreements.<br><br>Identify a set of personal values that are important to them. | *6-8.1.1.5* Describe qualities that contribute to a positive self-image. |
| **Lesson 2:**<br>Personal Identity: What Drives You? | Identify online behaviors that align with their personal values.<br><br>Identify at least one consequence of sharing personal information on social media. | *6-8.1.1.5* Describe qualities that contribute to a positive self-image.<br><br>*6-8.1.4.13* Describe how sharing or posting information electronically about self or others on social media sites can negatively impact mental and emotional health.<br><br>*6-8.2.4.14* Demonstrate how to manage personal information in electronic communication and when using social media to protect the personal safety of oneself and others. |

| Lesson Title | Objectives<br>*At the completion of this lesson,*<br>*students will be able to:* | OSSE 6-8 Health Standard(s) |
|---|---|---|
| **Lesson 3:**<br>Introducing STAR | Describe the four steps of the STAR decision tool and explain how it can be helpful in making decisions based on their values.<br><br>Reflect on how they could have used STAR to navigate making decisions in the past. | *6-8.3.5.19* Examine how self-esteem impacts decision making around personal health and relationships.<br><br>*6-8.1.4.13* Describe how sharing or posting information electronically about self or others on social media sites (e.g., texting, phone, email, and group-chats) can negatively impact mental and emotional health. |
| **Lesson 4:**<br>First: Stop | Identify at least one physiological sign of stress.<br><br>Identify at least one strategy to help them stop before responding to interpersonal challenges, both in-person and online.<br><br>Identify at least one reason why it's important to stop and think when under stress. | *6-8.1.5.14* Identify appropriate responses to personal emotional triggers, including impulse control.<br><br>*6-8.1.7.18* Demonstrate the ability to use stress relieving techniques. |
| **Lesson 5:**<br>Biology, Emotions, and Decision Making | Understand that the part of the brain that controls decision making is still developing.<br><br>Understand that at this age, they may rely more on the part of the brain that controls emotions—meaning they may feel emotions stronger than adults do.<br><br>Begin to develop the ability to identify strong feelings or emotions.<br><br>Identify and evaluate ways to cope with one's own strong feelings or emotions. | *6-8.1.1.1* Define hormones and explain how brain development influences emotions during adolescence.<br><br>*6-8.1.5.14* Identify appropriate responses to personal emotional triggers, including impulse control. |

## UNIT 2: PRACTICING HEALTHY RELATIONSHIPS SKILLS

In this unit, students will learn about and practice using healthy relationship skills (e.g., empathy, assertive communication, and boundary setting) to act on their values while navigating interpersonal conflict or relationship challenges. Students will consider how their personal values influence their choice of words and actions as they practice using each of these skills in response to real-life scenarios. Students will also consider how their choice of words and actions can promote positive digital citizenship and develop and maintain healthy peer, parent/family, and partner relationships.

| Lesson Title | Objectives<br>*At the completion of this lesson,*<br>*students will be able to:* | OSSE 6-8 Health Standard(s) |
|---|---|---|
| **Lesson 6:**<br>Empathy | Define empathy and explain how developing a sense of empathy leads to maintaining positive relationships.<br><br>Identify and practice actions and responses that demonstrate empathy in real-life situations. | *6-8.1.7.16* Demonstrate healthy ways to express caring, friendship, affection, and love, both verbally and nonverbally. |
| **Lesson 7:**<br>Assertive Communication | Define assertive communication.<br><br>Explain why assertive communication is helpful.<br><br>Identify at least one assertive communication technique. | *6-8.3.4.15* Applying an assertive communication model to demonstrate effective ways to communicate personal boundaries within friendships and romantic relationships.<br><br>*6-8.2.6.17* Develop and apply personal conflict-resolution strategies to prevent, manage, or resolve interpersonal conflicts. |
| **Lesson 8:**<br>Boundary Setting | Define boundaries.<br><br>Explain the importance of setting and respecting boundaries for healthy relationships.<br><br>Identify strategies to articulate and enforce their own boundaries. | *6-8.2.4.11* Describe how refusal skills help youth avoid unsafe situations.<br><br>*6-8.3.4.15* Applying an assertive communication model to demonstrate effective ways to communicate personal boundaries within friendships and romantic relationships.<br><br>*6-8.2.6.17* Develop and apply personal conflict-resolution strategies to prevent, manage, or resolve interpersonal conflicts. |
| **Lesson 9:**<br>External Influences on Decision Making | Consider how other people's words and actions impact their feelings or change the way they relate with others.<br><br>Decide which norms they are and are not comfortable with.<br><br>List small steps they can take (words/actions) to act on their values, using assertive communication, and/or boundary setting. | *6-8.1.2.6* Analyze the role and impact of family, society, peers, and the media (particularly social media) on self-image, behaviors, and health practices. |

| Lesson Title | Objectives | OSSE 6-8 Health Standard(s) |
| --- | --- | --- |
| | *At the completion of this lesson, students will be able to:* | |
| **Lesson 10:** Bringing it all Together | Practice reflecting on past decisions. | |
| | Practice planning for future decisions. | |

# Key Teaching Methods

*El Camino: The Road to Healthy Relationships* uses many teaching approaches, which are described below. In addition, there are a few key facilitation elements that will help ensure successful implementation of the program:

- Facilitators should not express personal opinions to sway students. It is important that students have the opportunity to express their ideas, opinions and experiences.

- Facilitators should encourage and support participation from all students, while recognizing at the same time the right of a student to opt out of a discussion that they feel uncomfortable talking about publicly.

- Facilitators should emphasize inclusion of all students regardless of race, ethnicity, sexual orientation, or gender identity.

- Facilitators should acknowledge and respect all questions from students regardless of whether the facilitator feels that the question is off-topic or irrelevant.

| Teaching Method | Description |
| --- | --- |
| **Mini-lecture** | Mini-lectures are often used to share information quickly and efficiently, or to set up other interactive activities. Mini-lectures can be effective at increasing knowledge, clarifying areas of confusion, and changing personal attitudes.<br><br>- Limit time to 10 minutes or less.<br>- Use visual materials to accompany the mini-lecture (e.g., facilitator PowerPoint slide deck).<br>- Allow for questions and answers. |
| **Brainstorming** | Brainstorming is used to generate as many ideas as possible about a question or topic in a brief period of time. Students are encouraged to express their thoughts and opinions quickly and without feeling censored. Brainstorming is often used as a "warm up" to focus participants on a topic. Brainstorming can be effective at increasing knowledge, changing personal attitudes, and changing peer norms.<br><br>- Ask a clear and succinct question.<br>- Elicit as many ideas as possible.<br>- Don't evaluate or discuss ideas.<br>- Ask clarifying questions if needed.<br>- Allow for periods of silence.<br>- Record ideas on the board/flip chart paper. |

| Teaching Method | Description |
| --- | --- |
| **Novella/Story** | In the first lesson, the students are introduced to a group of young people in the context of a novella/story. These characters and their experiences are used throughout the curriculum to provide a means for students to talk about issues and challenges that they may face and practice communication skills through role plays.<br><br>• The stories can be read by the teacher or volunteer students.<br>• Questions and discussion topics are included with each segment of the novella/story. These should be used to ensure that the students walk away with an understanding of the key messages within that specific segment. |
| **Large Group Discussion** | Large group discussion is often used for eliciting ideas and opinions from the group; providing a basis for discussion in small group work; and eliciting, summarizing, and reinforcing generalizations and key messages. Large group discussion can be effective at increasing knowledge, changing personal attitudes, and changing peer norms.<br><br>• Ask open-ended discussion questions.<br>• Allow time for youth to think—it's OK to have some silence.<br>• Be prepared with possible responses/examples to help stimulate discussion.<br>• Encourage different points of view.<br>• Summarize key points.<br>• Personalize information. |
| **Small Group Work** | Small group work is an interactive method that sets the stage for participants to work on a particular learning task with the support of a small group of peers. Students who are normally quiet in large group activities may feel more comfortable sharing or taking leadership in a smaller group. Small group work can be effective at increasing knowledge, changing personal attitudes, changing peer norms, practicing skills, and building self-efficacy to use those skills.<br><br>• Give clear instructions. Write instructions on flip chart paper, PowerPoint slide, or handout.<br>• When appropriate, assign cooperative roles to small group members (e.g., timekeeper, recorder, facilitator).<br>• Provide regular time checks.<br>• Visit small groups and provide students with assistance if needed. |
| **Individual Reflection/Work** | Individual reflection/work gives students time to think about an issue or problem at their own pace and is an especially appropriate teaching method when students are working on something personal. Individual reflection/work can be effective at increasing knowledge, changing personal attitudes, and expressing intentions.<br><br>• Give clear instructions. Write instructions on flip chart paper, PowerPoint slide, or handout.<br>• Allow sufficient time.<br>• Circulate the room and provide support if needed. |

| Teaching Method | Description |
| --- | --- |

**Teacher Skill Demonstrations, Student Skill Practice and Role Play**

These pedagogical methods are effective for teaching new skills and allowing students to practice new skills (e.g., communication skills, boundary setting skills) in a supportive environment. Role plays can be thought of as "rehearsals" for real life situations. Student skill practice can be effective at reinforcing knowledge, changing personal attitudes, changing peer norms, learning new skills, and building self-efficacy to use those skills.

- Establish the usefulness and relevance of the skill.

- Present the skill and break it down into manageable pieces/steps.

- Demonstrate or model the skill as properly as possible.

- Ask youth to identify skill steps after modeling the skill.

- Give clear directions about role play practice or skill practice.

- Start with easier practice scenarios (e.g., a scripted role play) to provide youth with confidence. Move toward more complicated scenarios (e.g., unscripted roleplay) to allow for mastery of the skill.

- Divide youth into groups of three—each person will have opportunity to: 1) practice the skill, 2) play the second person in role play/or support the person practicing the skill, and 3) be an observer to provide feedback.

- Give youth positive and constructive feedback.

- Provide multiple practice opportunities using different contexts.

**Games/Simulations**

Games/Simulations are playful, interactive activities that can be effective at reinforcing knowledge, increasing perception of risk, changing personal attitudes, changing peer norms, teaching skills, and building self-efficacy to use those skills.

- Give clear and succinct instructions/rules.

- Encourage respectful play; remind the group of ground rules if necessary.

## How *El Camino* Lessons Are Organized

*El Camino: The Road to Healthy Relationships*' lesson plans follow a consistent format. The lessons are divided into two main components: **Lesson Overviews** and **Procedures.** Each of the sections under these two components are briefly described below.

- **Lesson Overview.** The Lesson Overview section is designed to help you plan and organize for the lesson prior to class.
  - o **Lesson Title:** At the top of each lesson in *El Camino: The Road to Healthy Relationships* you will find the number of the lesson (1-10) and title of the lesson.
  - o **Lesson-at-a-Glance:** The Lesson-at-a-Glance section provides a list of **the major activities in the lesson; associated time estimates; and materials needed, including specific teacher resources and student handouts.** Common lesson components include:
    - ▪ **Welcome, review, lesson overview:** The start of each lesson reminds students of key takeaways from earlier lessons and introduces the topic of the current lesson.
    - ▪ **Group agreements and key messages:** Students should be reminded of group agreements at the start of every lesson and read the key messages together.
    - ▪ **Exit tickets:** At the end of each lesson, students will receive an exit ticket. Exit tickets encourage students to reflect on the lesson through a range of short activities

    *El Camino: The Road to Healthy Relationships* lessons are timed at 60 minutes. Schools may choose to cover each lesson in two 30-minute sessions. See "Student Handouts and Materials Package" and "Facilitator PowerPoint Slide Deck" packages for additional materials needed to implement the *El Camino: The Road to Healthy Relationships* curriculum.
  - o **Additional Information:** Following the lesson title, you will find a brief **lesson synopsis** summarizing the lesson, the specific **key messages** and **learning objectives** for that lesson, and any **DC Health Standards for grades 6-8** to which the lesson aligns.
- **Procedures.** The Procedures section provides step-by-step instructions on how to facilitate each of the activities in *El Camino: The Road to Healthy Relationships*' lessons and the estimated time it will take to facilitate each activity. The Procedures section provides language that the teacher can use to describe activities, give mini-lectures, and ask discussion questions. Teachers can follow this language verbatim or put it in their own words as long as the essence of the instruction is not changed.
  - o **Teacher's Notes:** Throughout each lesson in *El Camino: The Road to Healthy Relationships*, you will find shaded boxes titled "Teacher's Note." Yellow text boxes

provide teachers with examples, additional language to facilitate an extended discussion, or suggested adaptations based on the grade they are teaching within the grade band. Green text boxes provide teachers with tips on how to facilitate a particular activity, background information, and/or advice on how to avoid potential pitfalls in facilitating the activity.

o **Visual Resources and Handouts:** Each activity includes a list of materials required, including specific teacher resources and student handouts. This content is generally incorporated into the lesson procedures for teachers to reference. The corresponding resources for each activity are also listed under the **Lesson-at-a-Glance** in the **Lesson Overview** section. See "Student Handouts and Materials Package" and "Facilitator PowerPoint Slide Deck" packages for additional materials needed to implement the *El Camino: The Road to Healthy Relationships* curriculum.

# Fidelity to the Curriculum

Curriculum fidelity refers to the faithfulness with which a practitioner implements a curriculum as it is written and designed. To maintain fidelity to a curriculum, a facilitator must implement it without compromising its core components, which are responsible for the program's effectiveness. The core components of the *El Camino: The Road to Healthy Relationships* curriculum include:

- The curriculum is youth driven (teachers **do not** tell the youth what to think, believe, or do).

- Teachers use a positive, strengths-based orientation and a focus on skills (focus on what **to do**, not what **not** to do).

- Youth identify their personal values and consider how these values influence their decisions.

Facilitators should consider these three elements to maintain fidelity to the curriculum: 1) content (what is being taught in the curriculum), 2) pedagogy (how that content is being taught), and 3) implementation (the logistics of how the curriculum is implemented, such as teacher-to-student ratio and class size). Facilitators can still maintain fidelity to a curriculum while using knowledge of their students' strengths, needs, and cultural backgrounds to guide their approach to implementation.

# Key Teacher Competencies for *El Camino: The Road to Healthy Relationships*

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

Implementing schools/organizations can use this self-assessment to find the facilitator who is the best fit to implement *El Camino: The Road to Healthy Relationships*.

## Content

A high-performing *El Camino* facilitator is able to:

| | Beginner | Developing | Competent | Expert |
|---|---|---|---|---|
| 1. Explain the goals of the *El Camino: The Road to Healthy Relationships* program; | ○ | ○ | ○ | ○ |
| 2. Explain and define values; help students to identify values that are important to them; | ○ | ○ | ○ | ○ |
| 3. Explain and define personal identity; help students consider how their words and actions—both in-person and online—will influence others' perception of them; | ○ | ○ | ○ | ○ |
| 4. Explain the STAR decision making framework (*Stop. Think. Act on your values. Reflect.*); | ○ | ○ | ○ | ○ |
| 5. Explain physiological signs of stress; help students identify strategies to stop before reacting to stressful situations; | ○ | ○ | ○ | ○ |
| 6. Explain teen brain development, including why they might experience emotions more strongly, be more prone to risk-taking, and benefit from a growth mindset; | ○ | ○ | ○ | ○ |
| 7. Help students identify a range of emotions and ways to cope with those emotions; | ○ | ○ | ○ | ○ |
| 8. Explain and define empathy; help students identify and practice using listening and communication skills to support others and understand their feelings; | ○ | ○ | ○ | ○ |
| 9. Explain and define assertive communication; help students identify techniques to communicate assertively; help students practice navigating conflict/disagreements using assertive communication; | ○ | ○ | ○ | ○ |

| | Beginner | Developing | Competent | Expert |
|---|---|---|---|---|
| 10. Explain and define boundaries; help students identify strategies to articulate and enforce their own boundaries; | ○ | ○ | ○ | ○ |
| 11. Help students identify external influences, such as peer pressure or social norms, that might influence their decision making; | ○ | ○ | ○ | ○ |
| 12. Help students practice reflecting on past decisions and planning for future decisions. | ○ | ○ | ○ | ○ |

## Facilitation Skills

A high-performing *El Camino* facilitator is able to:

| | Beginner | Developing | Competent | Expert |
|---|---|---|---|---|
| 1. Establish and maintain a safe, respectful, and comfortable learning environment, inclusive of all youth, regardless of their race, ethnicity, immigration status, sex, sexual orientation, socioeconomic status, religion, parenting status, ability, culture, etc.; | ○ | ○ | ○ | ○ |
| 2. Enforce positive behavioral norms consistently during each session; | ○ | ○ | ○ | ○ |
| 3. Create opportunities for all youth to actively participate in each session; | ○ | ○ | ○ | ○ |
| 4. Manage classroom issues (e.g., nervous laughter/acting out, emotional reactions, disclosure of sensitive information, etc.); | ○ | ○ | ○ | ○ |
| 5. Coordinate logistics associated with the effective implementation of El Camino; | ○ | ○ | ○ | ○ |
| 6. Explain mandatory reporting laws specific to location. | ○ | ○ | ○ | ○ |

## Professional Values, Beliefs, and Comfort

A high-performing *El Camino* facilitator:

| | Beginner | Developing | Competent | Expert |
|---|---|---|---|---|
| 1. Understands the interdependence between in-person relationships and online interactions for today's youth; | ○ | ○ | ○ | ○ |
| 2. Is comfortable allowing students to identify the values that are important to them, regardless of the values that the facilitator or the student's friends or family might feel are "right" or "wrong"; | ○ | ○ | ○ | ○ |

| | Beginner | Developing | Competent | Expert |
|---|:---:|:---:|:---:|:---:|
| 3. Is comfortable facilitating discussion with students to talk about what they think, believe, and experience; | ○ | ○ | ○ | ○ |
| 4. Believes that students can develop the awareness and values needed to make good decisions for themselves; | ○ | ○ | ○ | ○ |
| 5. Believes that people can resolve interpersonal conflict and demonstrate respect and empathy for others, even when they have different personal values; | ○ | ○ | ○ | ○ |
| 6. Is comfortable facilitating discussions with students related to teen social media use and its risks and benefits; | ○ | ○ | ○ | ○ |
| 7. Believes in a growth mindset and that students can succeed after failure; | ○ | ○ | ○ | ○ |
| 8. Is comfortable assisting students to practice a skill with which they may not demonstrate success in class; | ○ | ○ | ○ | ○ |
| 9. Is aware, sensitive and responsive to common cultural norms of DC youth and LGBT youth. | ○ | ○ | ○ | ○ |

# Appendix A: Theory of Change and Logic Model

A program that develops teens' self-identity[6] and understanding of their personal values[7] as a lever for strengthening teen social skills (e.g., decision making, conflict resolution, communication, boundary setting) and promoting positive digital citizenship will help teens to develop and maintain healthy peer, parent/family, and partner relationships.

| Building Healthy Teen Relationships Among DC Youth Program Logic Model | |
|---|---|
| **Key Program Goals and Messages** | **Key Problems to Address** |
| The overall goal of *El Camino: The Road to Healthy Relationships* is to help middle school aged youth build the skills to create healthy relationships both in person and online.<br><br>**Key Program Messages:**<br><br>1. **Know yourself** inside and out by identifying your driving values—what you stand for and what makes you your best self.<br><br>2. **Use a decision making tool** that will help you to make good decisions that are in line with the values that drive you.<br><br>3. **Understand how your relationships with friends, peers, and family influence the direction of your life "path."**<br><br>4. **Practice skills** that will help you avoid and deal with challenges that can get in the way of developing healthy relationships. | 1. According to the *2017 Youth Risk Behavior Survey*,[8] just under 33 percent of DC middle school students (about 8,700 students) reported being bullied at school in the previous school year, and just under 68 percent of middle school students reported being in a physical fight in the previous year. For middle school students, DC's rate of physical fighting is higher than any other city, territory, or state that participated in the *2017 YRBS*.<br><br>2. A recent national survey of 12 to 17-year-olds found that 34 percent of students had experienced cyberbullying, of which nearly two thirds (64 percent) indicated that the cyberbullying significantly affected their ability to learn at school.[9]<br><br>3. Adolescents with no examples of prosocial behaviors may struggle to place value in those behaviors, but positive representation of such prosocial behaviors through education or youth development may guide youth towards more prosocial actions and values-based decision making.[7,10] |

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[6] Hertz, S.G., & Krettenauer, T. (2016). Does moral identity effectively predict moral behavior?: A meta-analysis. Review of General Psychology, 20(2), 129-140.

[7] Pfeifer, J.H., & Berkman, E.T. (2018). The development of self and identity in adolescence: Neural evidence and implications for a value-based choice perspective on motivated behavior. Child Development Perspectives, 0(0), 1-7.

[8] Centers for Disease Control and Prevention (CDC). 1991-2017 High School Youth Risk Behavior Survey Data. Available at http://nccd.cdc.gov/youthonline/.

[9] Patchin, J. (2016). New national bullying and cyberbullying data. Cyberbullying Research Center. Available: http://cyberbullying.org/new-national-bullying-cyberbullying-data

[10] Hardy, S.A., & Carlo, G. (2011). Moral identity: What is it, how does it develop, and is it linked to moral action? Child Development Perspectives, 5(3), 212-218.

| Context |
| --- |
| • Today's middle and high school students live in a dual world; their in-person interactions blend almost seamlessly with their interactions on social media.[11] |
| • This program will leverage a strong partnership with the DC Office of Human Rights (DC-OHR) to disseminate the program in the DC schools in which it is involved. |
| • The healthy teen relationship program will support a mutually reinforcing relationship with DC-OHR, augmenting what OHR is already doing with students and schools around bullying prevention. |

| Overall Program Structure |
| --- |
| The program will target DC youth in grades 6-8 in a school setting (either in-school or after-school) and will cover a series of 10 lessons designed to run 60 minutes each. The program will focus primarily on peer relationships, and content is primarily youth-driven, so that students are leading their own decision making based on their own personal values. |

| Inputs | Key Activities |
| --- | --- |
| • Facilitators with strong rapport with D.C. youth. <br><br> • High quality curriculum that includes information on brain development during puberty, provides opportunities for social-emotional and behavioral skill building/role playing, and permits young people to examine how the values that drive them to be their best selves can support thoughtful decision making that fosters healthy relationship building. <br><br> • School staff who are fully committed to implementing the program, providing adequate and consistent space and time to implement the program. <br><br>    o The facilitators consistently engage with youth in a respectful manner during each session. <br><br>    o The facilitators enforce positive behavioral norms consistently during each session. <br><br>    o The facilitators create opportunities for all youth to actively participate in each session. | • Interactive activities that encourage youth to identify their own values and develop an image of their own "best self." <br><br> • A decision making tool to help youth align their actions with their values and their "best self." <br><br> • An engaging and relevant "novella" storyline that promotes discussion and offers opportunities for youth to practice applying the decision making tool. <br><br> • Activities that allow youth to apply the decision making tool to situations related to digital citizenship. <br><br> • Activities that allow youth to apply the decision making tool to peer, parent/family, and dating relationships. |

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[11] Shapiro, L. A. S., & Margolin, G. (2014). Growing up wired: Social networking sites and adolescent psychosocial development. Clinical child and family psychology review, 17(1), 1.

| Key Outputs |
|---|
| <ul><li>Number of young people recruited to the program</li><li>Proportion of young people who attend at least eight sessions</li><li>Proportion of the curriculum activities that are delivered as intended during each session</li><li>Proportion of students who actively participate in program activities and group discussions each session</li><li>Proportion of youth who indicate high levels of satisfaction with each session</li><li>Proportion of youth who perceive each session as being an emotionally and physically safe space</li></ul> |

| Short-Term Outcomes for Adolescents |
|---|
| **Knowledge**<ul><li>Increase in the proportion of youth who are able to identify the values that are most important to them</li><li>Increased knowledge of risks associated with online interactions and behavior</li><li>Increased knowledge of brain development during adolescence</li><li>Increase in the proportion of youth who are able to identify positive approaches to decision making</li><li>Increase in the proportion of youth who are able to identify positive coping skills for handling strong emotions</li><li>Increase in the proportion of youth who can identify at least one adult at school who can serve as a resource when they are faced with a difficult decision</li></ul>**Attitudes/Norms**<ul><li>Increase in the proportion of youth who report that it is important to them that their behavior reflects their personal values</li><li>Increase in the proportion of youth who report that it is important to use empathy to consider the other person's side of the story when navigating conflict</li><li>Increase in the proportion of youth who report that it is important to use assertive communication to navigate conflict respectfully</li><li>Increase in the proportion of youth who report that it is important to set boundaries with peers and romantic partners that reflect their personal values, even in the face of pressure from peers</li></ul>**Skills/Behaviors**<ul><li>Increase in the proportion of youth who report that they have made decisions that reflect their personal values</li><li>Increase in the proportion of youth who report using assertive communication to resolve issues in their relationships with peers, family members, romantic partners, and school staff</li><li>Decrease in the proportion of youth who report engaging in antisocial behaviors</li><li>Decrease in the proportion of youth who report engaging in antisocial behaviors online</li></ul> |

| **Medium-Term Outcomes for Adolescents** (during mid- to late-adolescence, ages 15-17) |
|---|
| • Youth consistently make decisions that reflect their personal, prosocial values. |
| • Youth consistently use assertive communication to resolve issues in their peers, family, romantic partners, school staff, and employers. |
| • Youth consistently apply a decision making framework that reflects their personal values. |
| • Youth seek assistance from a trusted adult when needed. |
| • Youth consistently engage in prosocial behaviors that reflect their personal values. |
| • Youth consistently engage in prosocial behaviors online that reflect their personal values. |
| • Youth develop and maintain healthy relationships with peers, family, and romantic partners that reflect their personal values. |
| **Ultimate Goals for Adolescents** (as late teens and into early adulthood and adulthood) |
| • Youth develop healthy relationships with peers, family members, romantic partners, colleagues, and employers as they become adults. |
| • Youth engage with others in a manner that reflects their personal values. |

# Appendix B: Guiding Theories and Research

The *El Camino: The Road to Healthy Relationships* curriculum draws on formative research for this project and the science of teen brain development and social and behavioral theories. Developmentally, middle school students are navigating increased independence and developing their own self-identity. DC middle school youth use social media and technology to transition seamlessly between in-person and online interactions. However, formative research indicated that these youth need support in building decision making and self-regulation skills in order to make choices that support their own personal wellness and foster healthy relationships with those around them while contributing to a more positive digital environment. Erikson's Theory of Psychosocial Development, Self-Determination and Cognitive Evaluation Theories, and other research on teen brain development and self- and moral-identity development informed the development of curriculum content and activities.

## Formative Research

Our formative research involved a series of focus groups with parents and teachers of DC middle school youth to provide insights on the current context for healthy relationships among DC's 5th to 8th graders and the critical skills needed in order to promote such relationships. These conversations identified several key themes. First, parents and teachers noted the interdependence between in-person relationships and social media. Social media was viewed by participants as one reason today's generation might struggle more than previous generations with interpersonal relationships. Students frequently experience interpersonal conflict that is either kickstarted, exacerbated, or amplified by social media and technology. However, they don't have the social skills necessary to process the strong emotions that might result from such conflicts. Second, focus group participants identified middle school, particularly 7th grade, as a period of heightened identity development for students without much explicit scaffolding. Combined with another common theme—that students this age lack effective decision making and goal-setting skills—participants generally felt that this sometimes leads to heightened drama, conflict, and bullying.

## Erik Erikson's Stages of Psychosocial Development

Erikson's theory of psychosocial development is comprised of eight life stages through which an individual's personality and identity develop.[12] The fifth stage—identity vs. role confusion—covers the adolescent years when youth are about 12-18 years of age. During this stage, youth are balancing a newfound independence and autonomy with a desire for acceptance and belonging in society. Youth navigate these often-conflicting needs with a search for sense of self and a better understanding of their own personal identity. They experience growth as they explore their personal values, beliefs and goals. Successful completion of this life stage results in self-acceptance and acceptance of others, despite ideological differences. Failure to develop a sense of self may result in an individual feeling unsure about who they are and how they fit in.

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[12] McLeod, S. (2018). *Erik Erikson's Stages of Psychosocial Development.* Simply Psychology. Retrieved via: https://www.simplypsychology.org/simplypsychology.org-Erik-Erikson.pdf

Importantly, pressuring someone to fit in to a particular identity may result in that individual rebelling or forming a negative self-identity. Successful completion of this life stage prepares young adults for the next stage of development, in which they form intimate or loving relationships with non-family members and develop healthy long-term relationships with a sense of commitment, safety, and care.

## Self-Determination and Cognitive Evaluation Theory

Informed by self-determination theory, this curriculum strives to satisfy three psychological needs—competence, relatedness, and autonomy—to enhance adolescents' intrinsic motivation, self-regulation, and well-being and ultimately foster healthy relationships.[13] Certain external factors, such as directives, pressured evaluations, or imposed goals, serve to diminish one's sense of **autonomy**, and thus undermine intrinsic motivation. In the *El Camino: The Road to Healthy Relationships* curriculum, rather than having an adult tell adolescents to do or not do something (e.g., bullying or risky social media behaviors), our approach gives adolescents autonomy over the direction of the conversation and their own development of self-identity. Students gain **competence** in healthy relationship skills through practice and reflection, by engaging in autonomy supportive activities and discussion incorporating students' own lived experiences. Finally, intrinsic motivation best flourishes in social and environmental contexts that offer relatedness and that can be considered a safe space. The curriculum fosters **relatedness** in three ways: 1) teachers facilitate student-driven discussions, demonstrating interest in students' personal experiences and acknowledging their competence to identify their own values and make their own decisions; 2) students follow the experiences of a group of DC middle school teens in the context of a novella/story, providing a means for students to talk about real life issues and relationship challenges that they may face; and 3) students interact with their classmates through group discussions and activities, practicing healthy relationship skills with each other and using lived experiences to drive discussion.

## The Teenage Brain

Studies of the teenage brain show that the part of the brain responsible for decision making (the prefrontal cortex) is still developing.[14] Because of this, teens are more likely to react impulsively to situations. In addition, the part of the brain responsible for emotions (the limbic system) is already developed, so teens rely on this part of their brain more than adults do. Because of this, teens feel emotions more strongly than adults do. The part of the brain that responds to rewards is also already developed—meaning that teens are particularly motivated by high-reward opportunities (even though some such opportunities may also be high-risk)—more so than children or adults. In this developmental stage, teens are much more likely to make decisions based on feelings, but are also likely to misidentify emotions, which may lead to confusion or stress. The *El Camino* curriculum introduces concepts of teen brain development

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[13] Ryan, R. M. & Deci, E. L. (2000). Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being. *American Psychologist, 55*(1), pp. 68-78.

[14] Murdock, A. (2017). The evolutionary advantage of the teenage brain. The University of California Newsroom. Retrieved from: https://www.universityofcalifornia.edu/news/evolutionary-advantage-teenage-brain

to reassure teens that they are not alone in feeling emotional and to give them the tools to begin to identify strong and often mixed emotions and practice decision making. The student-driven framework supports brain development by respecting teens' ability to make good decisions for themselves and empowering them to do so.

## Development of Self-Identity and the Moral Self

The Department of Education defines character education as, "a learning process that enables students and adults in a school community to understand, care about, and act on core ethical values such as respect, justice, civic virtue and citizenship, and responsibility for self and others."[15] As adolescents begin to develop their self-identity, elements of character education can help them better understand and embrace their moral identity—the extent to which being a moral person is important to their sense of self.[16] Hertz and Krettenauer's (2016) meta-analytic study on the relationship between moral identity and moral behavior confirms that moral identity positively predicts moral behavior (though individuals' moral identities may differ in their motivations and goals).[17] With our student-driven approach, *El Camino* facilitators support students in identifying the values that are most important to them. Students then consider how those values help them to be their best selves and how those values can help them make decisions they feel proud of. Through the series of novellas and opportunities to practice values-based decision making and healthy relationship skills such as empathetic listening, the *El Camino* curriculum supports youth in considering other attributions ("How would this character feel?") and self-attributions ("How would you feel?") of moral emotion (e.g., guilt, pride, shame, happiness) as they navigate behavior alternatives.

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[15] U.S. Department of Education. (2005). *Character Education…Our Shared Responsibility.* Retrieved via: https://www2.ed.gov/admins/lead/character/brochure.html

[16] Hardy, S. A. & Carlo, G. (2011). Moral Identity: What Is It, How Does It Develop, and Is It Linked to Moral Action? *Child Development Perspectives, 5*(3), pp. 212-218.

[17] Hertz, S. G. & Krettenauer, T. (2016). Does Moral Identity Effectively Predict Moral Behavior?: A Meta-Analysis. *Review of General Psychology, 20*(2), pp. 129-140.

# Appendix C: Lesson Summaries

**1**

In **Lesson 1**, students will learn about the *El Camino: The Road to Healthy Relationships* program. They will be introduced to the model of **life as a road** and to the concept of values as something that drives us to be our best selves. They will begin to identify the values that are most important to them and consider whether their actions reflect their values. This lesson includes a small group activity and an activity that gets students to move around the room.

**2**

In **Lesson 2**, students will continue learning about **values** and thinking about how to demonstrate the values that are important to them. A major focus of this lesson will be examining how students portray themselves to others online and reflecting on how their personal values might influence their online behavior. Students will read the first two chapters of the novella, which will be a continuous thread throughout the program, and consider the values demonstrated by the characters.

**3**

In **Lesson 3**, students will be introduced to a **decision making** tool: *Stop. Think. Act on your values. Reflect (STAR).* Students will practice considering choices and potential consequences (good and bad), potential influences on their decisions, opportunities to ask for help or advice, and how their decision could impact others. This lesson will include a small group activity and the next chapter of the novella.

**4**

In **Lesson 4**, students will learn about the physiological **signs of stress** and how noticing when they feel stress can help them stop and think about the situation they are in. Students will brainstorm different strategies they can use when experiencing stress. This lesson will include a group activity and the next chapter of the novella.

**5**

In **Lesson 5**, students will learn about aspects of **brain development** that influence decision making, practice identifying emotions, and evaluate a range of coping strategies. This lesson includes a video, a group role play activity, and a chapter of the novella.

**6**

In **Lesson 6**, students will learn what **empathy** means, discuss behaviors that can demonstrate empathetic listening, and practice being empathetic with their peers. This lesson includes a novella chapter and a role play activity.

**7**

In **Lesson 7**, students will learn about **assertive communication** and practice using assertive communication skills to communicate important information. They will consider how assertive communication demonstrates respect for another person and why it's a key part of healthy relationships. This lesson includes a novella chapter and a role play activity.

**8**

In **Lesson 8**, students will learn about personal **boundaries** and boundaries in relationships. They will discuss and identify examples of boundaries being crossed and practice navigating these situations by assertively communicating their boundaries. This lesson includes a video, a novella chapter, and a role play activity.

**9**

In **Lesson 9**, students will continue to practice **acting on their values**, using assertive communion and boundary setting in response to interpersonal conflict, as a bystander to conflict, and to promote positive digital citizenship. They will consider how **external influences**, such as peer pressure, might affect their decision making. This lesson includes a novella chapter, a video, and a movement activity.

**10**

In **Lesson 10**, students will **reflect** on what they've learned over the course of the *El Camino: The Road to Healthy Relationships* program. They will learn how they can use reflection to prepare themselves to approach future difficult decisions in their own lives.

# Appendix D: Facilitation Suggestions

## Curriculum Delivery

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

**Prepare for the lesson.**
Prepare for the lesson by:
- Reviewing the **Lesson Overview** section of the lesson plan.
- Gathering materials needed to facilitate the lesson before the lesson begins.
- Reviewing the **Facilitator PowerPoint Slide Deck** and **Youth Handouts** for each activity.
- Preparing the classroom space.
- Anticipating youth questions/comments and writing notes on how to address them.
- Getting yourself excited to teach the lesson!

**Use the script provided in the lesson plan or put into your own words.**
*El Camino: The Road to Healthy Relationships* lesson plans provide language for facilitators to deliver a lecture, provide activity instruction, lead group discussions, etc. It is acceptable to use this language verbatim or put this language into your own words—just be sure not to change the intention/essence of instructional design.

**Repeat and reinforce key messages.**
*El Camino: The Road to Healthy Relationships* includes a set of key behavioral and attitudinal messages that support the behavioral goals of the curriculum (see "Key Messages" on page 4 of the Front Matter). It is important not to skip over these messages—repetition is key to youth learning.

**Be mindful of time constraints.**
Part of your role as a facilitator is to also be the timekeeper and communicate the need to move on to the next activity. Respectfully curb long-winded youth by thanking them for their comments, summarizing their main points, and apologizing for having to move on because of time limits. Let youth know about times outside the session when they can talk to you more about a topic that is important to them.

Know the full curriculum. If a question is asked that is answered in a later lesson, give a brief response and tell the youth that topic will be covered in more depth in a future lesson.

You don't want your efforts to move things along to discourage youth from asking questions or raising issues. One option is to use a "parking lot." The running list of items stored on the "parking lot" can be addressed in the future when there is spare time.

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

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

## Classroom Management

Classroom management refers to the skills and practices that educators use to maintain a positive learning environment in which both educators and learners are respected.

**When possible, limit class size to 15-25 youth.**
It may be challenging to implement *El Camino: The Road to Healthy Relationship's* interactive activities in classroom with more than 25 youth.

**Acknowledge all questions that youth ask.**
Facilitators should acknowledge and respect all questions from the youth.

**Deal with challenging questions/comments.**
Think about the reason behind the comment or question. Is the learner trying to:
- Understand something better?
- Clarify misinformation?
- Looking for assurance that they are normal?
- Seek your permission to think or act in a certain way?
- Clarify their values?
- Shock or get a rise out of you?

**Understanding the reason behind the question can be helpful in formulating your response.**
- Repeat and/or clarify the question/comment if needed. Make you sure you understand the question/comment before responding. This also gives you time to think about how to respond.
- Find out what the learner already knows. Say something like: "Tell me first what you already know about ..." or "What have you heard about ...."
- Invite other participants to help you in answering the question. Say something like: "What do other people in the group think about this question?"
- If the question is outside the objectives of the program, redirect the discussion back to the lesson. Give a short answer to satisfy the learner and then tell the group that you want to return to the planned activities for today's session.
- Be brief, honest, and factual in your answer.

- Check for understanding. Repeat if necessary.
- When expressed attitudes/beliefs are in direct contradiction to curriculum's values and goals, especially when those attitudes are harmful, clearly point out the contradiction and reinforce the values of the program. Use the curriculum's core values to help you respond.
- Say, "I don't know," when appropriate. Tell the youth that you will find the information they are asking about and report back to them. Follow up as soon as possible.
- If the question or comments touches a personal nerve for you, take a deep breath. Give yourself a second before you respond.

**Address sensitive questions/comments.**
Youth may share personal information about themselves, make comments, or ask questions of a sensitive nature during the facilitation of *El Camino: The Road to Healthy Relationships* or in private (e.g., before or after the lesson). For example, a teen might share that they are in an abusive dating relationship, reveal that they are a victim of bullying, or bring up sensitive topics related to immigration, crime, substance use, mental health, abortion, rape, sexual abuse, or domestic violence. In these occurrences: 1) acknowledge and thank the youth for sharing, 2) advise the youth that you would like to talk to him/her after class (be sure you do so even if it means finding the youth), 3) use active listening and empathy skills, 4) assure the youth that issues related to violence, rape, and sexual abuse are never their fault, 5) make appropriate referrals, 6) follow up, and 7) keep confidentiality when possible (inform youth of your school or organization's mandatory reporting protocols and follow those protocols as appropriate). Remember that teachers and after-school staff are not therapists, lawyers, or health care providers. Stay within the bounds of your expertise, role, and responsibilities as a teacher.

If the youth discloses sensitive information in the presence of the whole group, give positive acknowledgement of the trust and respect the youth is showing the group by sharing. It is rarely appropriate to discuss sensitive information in a group setting, so the best facilitator response consists of three parts:
- *Normalize.* Make sure the youth knows they are not the only one who has had these kinds of experiences and/or questions like the ones they shared.
- *Support.* Assure the youth that you can, and will, help them understand and address the issue.
- *Follow up.* Make the support real by identifying a time outside of the session when you and the youth can discuss the issue in private.

**Create an emotionally safe learning environment sensitive to cultural norms and differences of youth.**
Take the time to listen and observe a participant's verbal and nonverbal communication. It may be helpful to reflect back what you think the participant is expressing to make sure you really understand his/her point of view. Try to empathize with the participant's experience, world view, and values.

The concept of cultural sensitivity combines both awareness of cultural diversity and an attitude that welcomes cultural differences. Facilitators should be aware of the cultural diversity within their groups of participating youth, including different youth subculture(s), ethnic cultures, national origins, religious beliefs, family structures, sexual orientations, etc.

Youth needs, as well as their beliefs/perspectives, communication, and participation, should be understood in the context of their culture. A facilitator with a high level of cultural competence is willing and able to adapt their communication style and behaviors to be more compatible with youth cultural norms.

**Empower all youth, especially those from historically marginalized groups.**
Discussions of how youth present themselves to others and the way that others respond to them can lead to discussions of oppression. Such conversations can be particularly sensitive for students of color and students who identify as LGBTQ. Facilitators should be prepared to acknowledge the role of racism, sexism, homophobia, and other forms of oppression when students share their experiences of interacting with others. Facilitators should also consider ways they can incorporate social justice into these discussions and actively engage in efforts to address issues of power and oppression.

**Be aware of personal histories.**
Some of the youth in the program may have experienced maltreatment, been in an abusive relationship, or witnessed/experienced overt acts of racism, homophobia, or other forms of oppression.

It is important that facilitators not make assumptions about what youth know or have experienced during their lives. Being the subject of false assumptions feels disrespectful to people, especially youth, and often makes them think that the person making the assumptions thinks of themselves as superior. Youth who feel that a facilitator is acting superior are unlikely to grant that facilitator authority over the classroom and are probably going to give less credibility to what the facilitator has to say or teach.

Allow learners the right to pass. There may be valid reasons why the learner feels uncomfortable sharing during a particular activity.

**Be cognizant that someone in your class may be in an unhealthy relationship.**
It is more likely than not that someone in your class is a victim or perpetrator of bullying, has a history of trauma linked to a personal or familial relationship, or simply has a tenuous relationship with family. Be cognizant of not using judgmental/disparaging language when talking about relationships with peers, parents, or relatives. We don't want to label a person as "good" or "bad," but rather empower youth to navigate difficult relationships in a way that respects others and supports their own well-being.

# Learning Management

Learning management is how an educator plans, delivers, and manages the teaching and learning process. By actively engaging in learning management, the educator can better provide youth with interesting, meaningful, and relevant learning experiences and opportunities to be active participants—or even leaders—in managing the classroom.

**Master curriculum content, pedagogy, and values.**
Facilitator competence in any curriculum is an important contributor to successful learning management. Studying the curriculum, preparing to implement activities, and familiarizing yourself with the subject area content and terminology are all foundational to learning management.

Good learning management will prevent many behavior problems. A low level of competency in the knowledge and pedagogical skills used in facilitating a curriculum will impede a facilitator's ability to manage learners' behavior. For example, if a facilitator isn't familiar enough with the steps of a learning activity to give clear instructions, youth will be confused. Confusion often leads to frustration or distraction, which, in turn, leads to misbehavior. Unfamiliarity with activity steps, discussion questions, and subject area content will draw a facilitator's attention away from the group and cause that facilitator to miss important cues that youth may act out. If the facilitator has his/her face buried in the curriculum manual, youth will feel disconnected and that absence of connection will contribute to them acting out.

Preparation will also better enable you to answer questions and guide the youth through the activities. Youth will recognize your confidence in the program content and delivery and respond more positively to the lessons.

**Share the rationale behind the activity or topic when possible.**
Let learners know what is coming and what they are expected to learn. Expect them to be responsible for learning.

**Accommodate low literacy skills.**
Pair youth with low literacy skills with other youth who are friendly and have the skills to help them understand written and spoken content. Reduce the pace of your instruction, repeat instruction when needed, and allow for clarifying questions and answers. Recognize and choose youth to read who express interest and are comfortable reading. If the youth struggle with reading, the facilitator can read aloud rather than have youth read (e.g., for the novellas). If you have not worked with the group of youth in the past, during the first few lessons observe how much time it is taking youth to complete specific activities, especially those that require reading and writing. Modify your delivery of the content based on those observations.

**Acknowledge youth strengths and provide positive feedback.**
Whenever possible, acknowledge the strengths, talents, and experiences that youth bring to lesson activities. Compliment youth for completing activities, doing a good job, and making positive contributions.

**Write instructions on board.**
Write instructions to class activities on the board or a flipchart/smartboard or use the PowerPoint slide deck to help visual learners. This gives youth a place to review instructions in case they forget them during the activity.

**Manage a learning activity that "falls flat."**
Sometimes a facilitator will not be at the top of their "game" and/or a learning activity doesn't work as well with youth as it might have. Other times a group of youth just does not like the activity, or they are distracted. Regardless of the cause, when it is clear that an activity is not working, one thing a facilitator can try is taking a break or conducting a quick energizing activity. After a short break, youth may like the activity better. If time doesn't allow for even a short break, then the best thing an educator can do is:
- Acknowledge that the activity is not as interesting or exciting as hoped.
- Re-emphasize that the activity has critically important information and/or skill-building practice.
- Modify the activity "in-flight" to focus as clearly and efficiently on the most critical aspects. You can do this with interactive activities by describing what the activity would have looked like if the group worked through the whole thing and then move into a summary of key points or on to discussion questions. With more content-based activities, such as mini-lectures, simply summarize the key points concisely.

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

## Behavior Management

Behavior management is about maintaining order by preventing and responding to misbehavior.

**Establish group agreements.**
Examples of group agreements can include:
- Participate as much as you can.
- You only have to share what you feel comfortable sharing.
- Make comments that are encouraging and judgement-free.
- One person speaks at a time—no interrupting.
- It's okay to disagree but do so in a respectful manner.

- Treat others how you would like to be treated.
- Listen.
- When you are at the *El Camino* program, you only do work that is related to *El Camino*.
- Have fun!

When developing the group agreements, ask youth for any additional agreements that should be included. Post group agreements at every session. Remind participants of the group agreements and add to the list as needed.

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

**Give youth a positive picture of themselves.**
Give positive reinforcement whenever possible. Unfortunately, many youth are used to being criticized, talked down to, and underappreciated. Assume the best of the youth with whom you are working.

Help the youth to feel a part of the learning process. Let them know the importance of their input and constructive comments, and that you and the youth can learn from one another.

**Manage disrespectful behavior.**
Mockery or teasing aimed at youth within the group should be addressed using behavior management techniques, including interrupting with an authoritative voice and a "come to order" signal to end it as quickly as possible. Such behavior needs to be addressed publicly so youth know you are going to maintain an emotionally safe learning environment, but do not come down any harder on the youth showing disrespect than you have to.

Name the behavior (e.g., "Mike, calling other people in the room idiots is not respectful.") and remind the perpetrating group or individual that they agreed to a set of group agreements. When appropriate, require that an apology be issued to the target of the teasing as appropriate and identify the apology as a way of showing respect. Use positive reinforcement by complimenting the group for responding to your directives, modifying their behavior, and/or giving apologies to show each other respect.

If disrespectful behavior is repeated, issue warnings as needed and be clear that you are issuing a warning. Talk to the youth in private and remind them of the group agreements. Youth who have received a prior warning about disrespectful behavior should be removed from class in accordance with the "consequences for disruptive behavior" group agreement. Youth who have been removed from class multiple times should have a parent-educator conference and/or enter into a behavior contract as a condition of returning to the program.

**Manage "grandstanding."**
Youth who grandstand in a class are usually some combination of bored, seeking stimulation, bright and popular, or influential among their peers. Youth who are popular/influential sometimes view themselves in competition with teachers for authority in the classroom. While an educator should not tolerate inappropriate behavior in the classroom, standard behavior management techniques are often less effective with these kinds of youth.

The key to this situation is to encourage these youth to become your ally by publicly recognizing their strengths and giving them leadership roles in the classroom community that make use of these strengths (e.g., small group discussion leaders, assistance with distributing handouts, assistance with setting up an activity, volunteer for role plays, etc.). Consider enlisting their help in a private conversation after class.

**Manage laughter that has gotten out of control.**
Try to retain a sense of humor and perspective about student laughter. Nervous laughter is a normal reaction to subjects that cause us embarrassment and discomfort. It is also important not to model inappropriate attitudes towards sensitive subjects by joining in with laughter.

Usually laughter will die down quickly—if it doesn't, use a friendly, but firm, authoritative voice and a "come to order" signal to restore order. Once you have reestablished order, acknowledge that subjects such as the one that evoked the laughter can make people uncomfortable or cause them to feel embarrassed. Say something like, "I am sharing this information with you today because I know you are mature enough to handle it."

Laughter that directly mocks youth participants should be curbed much more quickly and firmly than nervous laughter or laughter at a harmless joke made by youth.

**Manage side chatter.**
Sometimes side-talk is not about youth being disrespectful or not paying attention, but rather is one youth getting help in understanding a concept or how to participate in a learning activity from another peer. Be aware of this possibility before coming down hard on it.

Usually, the best first response to side-talk is the "pregnant pause"—stopping instruction or discussion and waiting for the side-talk to stop while focusing your attention on those youth who are side-talking. This is often enough to stop side-talk.

If it isn't sufficient, or if side-talk becomes so common that you are wasting limited instruction time on too many "pregnant pauses," increase the intensity of intervention. Move into a position right next to youth who are engaging in side-talk, crouch down and quietly, without publicly "calling them out" or chastising them, tell them that you are having difficulty facilitating when they are side-talking and ask them to stop. If necessary, remind them of the group agreement about being respectful, and tell them it feels disrespectful to you as the facilitator to be repeatedly distracted by their side-talk.

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

**Manage use of mobile phones or other electronic devices.**
Having mobile phones and other electronic devices turned off should be included in the group agreement. If a youth is using their phone/device, remind them of the group agreement. Ask them to put it away until after the lesson. If youth continues to use the phone/device, utilize similar approach to those discussed in the section above on managing side chatter.

**Manage emotions, sensitivities, and value differences.**
When we bring together a group of youth and adults from different backgrounds to talk about sensitive subjects, it is likely that someone is going to push someone else's buttons at some point. As the facilitator, it is natural to have feelings about things youth say that show ignorance or are hateful or offensive. The important thing is to try not to respond in a way that seems judging or condemning.

Notice your feelings and silently name them so you can process them later with a supervisor, appropriate colleague, or friend. If you do react, own it. Don't be afraid to apologize to your group of youth and admit that you had a reaction. Tell them you are acknowledging the reaction so you can put it aside and resume the activity with a "clean slate." This may even be an opportunity to model behaviors that are a part of the STAR decision making model, such as stopping and recognizing your feelings or reflecting on your reaction.

Encourage participants to use the "oops/ouch method" when a participant shares a point of view that has harmful consequences. If a youth is hurt or offended by another participant's comment, they can say, "ouch." The youth who made the hurtful or offensive comment can respond with, "oops". If helpful, encourage further dialogue by using questions and/or examples to help the youth who made the hurtful or offensive comment understand why it negatively impacted their peer.

In some cases, it may be helpful to ask a participant to share more about his/her opinions. Encourage the participant to give an example or justification for their point of view. In some cases, the first statement that comes out of the participant's mouth may not really represent what he or she really wants to express.

Invite other participants to comment on controversial statements made by their fellow participants. For example, you can say: "Does everyone here agree with this idea?" or "Does anyone have a different opinion?" The burden of challenging harmful opinions does not always have to reside with the facilitator.

In some cases, it may be helpful to refer back to previous discussions or activities where definitions were established, consequences of harmful gender norms were identified, etc. Reminding a participant of previous learning may be an effective way to challenge harmful or unhealthy attitudes.

# Appendix E: Background Resources for Facilitators

## Healthy and Unhealthy Relationships

**Helpful Websites**

- **DC Office of Human Rights Citywide Youth Bullying Prevention Program.** Includes biennial compliance reports, monthly editorials, and additional resources and information on bullying prevention. https://ohr.dc.gov/page/bullyingprevention

- **StopBullying.Gov** – StopBullying.gov provides information from various government agencies on bullying, cyberbullying, prevention and response.

- **That'sNotCool.Com** – That's Not Cool is dedicated to decreasing teen dating violence due to technology and is increasing awareness for healthy teen relationships online.

- **Office of Adolescent Health.** *Healthy Relationships in Adolescence*. Includes information on bullying, healthy dating relationships in adolescence, healthy friendships in adolescence, LGBTQ youth, healthy parent-child relationships, and national and state data sheets. https://www.hhs.gov/ash/oah/adolescent-development/healthy-relationships/index.html

**Positive/Negative Characteristics of Online Relationships**
James, C., Davis, K., Charmaraman, L., Konrath, S., Slovak, P., Weinstein, E., & Yarosh, L. (2017). Digital Life and Youth Well-being, Social Connectedness, Empathy, and Narcissism. *Pediatrics 140*(2), S71-S75. DOI: https://doi.org/10.1542/peds.2016-1758F

Anderson, M. & Jiang, J. (2018). *Teens' Social Media Habits and Experiences*. Pew Research Center. Retrieved via: https://www.pewinternet.org/2018/11/28/teens-social-media-habits-and-experiences/

**Characteristics of Healthy Relationships**
Love is Respect. *Healthy Relationships*. National Domestic Violence Hotline & Break the Cycle. Retrieved via: https://www.loveisrespect.org/healthy-relationships/

TeensHealth (2017). *Am I in a healthy relationship?* The Nemours Foundation. Retrieved via: http://teenshealth.org/teen/your_mind/relationships/healthy_relationship.html

## Positive Youth Development

**Evidence for PYD**
Family & Youth Services Bureau. Positive Youth Development. Retrieved via: https://www.acf.hhs.gov/fysb/positive-youth-development

**Key Principles**

Interagency Working Group on Youth Programs. Positive Youth Development: Key Principles. Retrieved via: https://youth.gov/youth-topics/key-principles-positive-youth-development

# Working with LGBTQ Youth

**Creating a Safe Space**

Girl's Best Friend Foundation & Advocates for Youth (2005). *Creating Safe Space for GLBTQ Youth: A Toolkit*. Retrieved via: https://www.advocatesforyouth.org/wp-content/uploads/storage//advfy/documents/safespace.pdf

**Working with LGBT Students of Color**

GLSEN, Inc. the Gay, Lesbian & Straight Education Network (2012). *Some Considerations When Working with LGBT Students of Color*. Retrieved via: https://www.glsen.org/sites/default/files/LGBT_studentsofcolor.pdf

**Understanding, Supporting, and Affirming**

Poirier, J. M., Fisher, S. K., Hunt, R. A., & Bearse, M. (2014). *A guide for understanding, supporting, and affirming LGBTQI2-S children, youth, and families*. Washington, DC: American Institutes for Research. Retrieved via: https://www.air.org/sites/default/files/A_Guide_for_Understanding_Supporting_and_Affirming_LGBTQI2-S_Children_Youth_and_Families.pdf

# Trauma-Informed Approach

**For Adolescent Sexual Health**

Schladale, J. (2013). A Trauma Informed Approach for Adolescent Sexuality. Freeport, ME: Practice Self-Regulation. Retrieved via: https://practiceselfregulation.com/resources/a-trauma-informed-approach-for-adolescent-sexual-health/

**SAMHSA's Six Key Principles**

Substance Abuse and Mental Health Services Administration (2014). SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach. HHS Publication No. (SMA) 14-4884. Rockville, MD. Retrieved via: https://store.samhsa.gov/system/files/sma14-4884.pdf

**Race and Trauma**

National Child Traumatic Stress Network, Justice Consortium, Schools Committee, and Culture Consortium. (2017). *Addressing Race and Trauma in the Classroom: A Resource for Educators*. Los Angeles, CA, and Durham, NC: National Center for Child Traumatic Stress. Retrieved via: https://www.nctsn.org/sites/default/files/resources/addressing_race_and_trauma_in_the_classroom_educators.pdf

# Behavior Change Theory

**Decision Theory**

National Research Council and Institute of Medicine Board on Children, Youth, and Families (1999). The Decision-Making Framework. In B. Fischhoff, N. A. Crowell, & M. Kipke (Eds), *Adolescent Decision Making: Implications for Prevention Programs: Summary of a Workshop*. Washington, DC: National Academies Press. Retrieved via: https://www.nap.edu/catalog/9468/adolescent-decision-making-implications-for-prevention-programs-summary-of-a

**Personal Values**

Office of Adolescent Health (2019). Talking with Teens About Positive Values. Retrieved via: https://www.hhs.gov/ash/oah/resources-and-training/for-families/positive-values/index.html

# Appendix F: Fidelity Monitoring Tool

This self-assessment survey will help facilitators reflect on the degree to which they maintained fidelity to the curriculum when facilitating each lesson. The survey asks facilitators to reflect on each activity in the lesson to consider what worked well and what didn't, and any way they tailored the material to best suit their students.

| Facilitator's Name: | Start Time: | # of participants: |
|---|---|---|
| Date: | End Time: | |

| Lesson 1: Program Introduction and Values | Did you complete each activity? *By complete we mean cover all of the content indicated in the curriculum.* | | | Please describe any success or challenges you would like to highlight for this lesson. (only at lesson level) |
|---|---|---|---|---|
| | Yes | Yes, with changes | No | |
| Welcome to *El Camino: The Road to Healthy Relationships Program*! | ☐ | ☐ | ☐ | |
| Group Agreements and Key Message | ☐ | ☐ | ☐ | |
| What are Values? | ☐ | ☐ | ☐ | |
| Exit Ticket (Lesson 1.1, if used) | ☐ | ☐ | ☐ | |
| Welcome and Review (Lesson 1.2, if used) | ☐ | ☐ | ☐ | |
| Vote with Your Feet | ☐ | ☐ | ☐ | |
| Values Sort | ☐ | ☐ | ☐ | |
| Exit Ticket | ☐ | ☐ | ☐ | |

| Lesson 1: Program Introduction and Values | If you made changes or adaptations to each activity, please indicate the type of changes or adaptations you made. *Check all that apply.* | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Shortened teaching content, game or demonstration | Added teaching content, game, or demonstration | Added discussion time | Changed delivery of activity | Changed order of activities | Changed wording or language in the activities | Eliminated part of activity | Other, please describe |
| Welcome to *El Camino: The Road to Healthy Relationships Program*! | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Group Agreements and Key Message | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| What are Values? | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Exit Ticket (Lesson 1.1, if used) | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Welcome and Review (Lesson 1.2, if used) | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Vote with Your Feet | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Values Sort | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Exit Ticket | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

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

| **Lesson 1:** **Program Introduction and Values** | **For each activity that you did not complete or did not teach, please indicate the reason(s).** *Check all that apply.* | | | | | | | |
| | Ran out of time | Students had questions | Spent time catching up from previous lesson | Student behavior | Outside disruption | Activity not age appropriate | Activity not useful, please explain | Other, please describe |
| **Welcome to *El Camino: The Road to Healthy Relationships Program*!** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Group Agreements and Key Message** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **What are Values?** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Exit Ticket (Lesson 1.1, if used)** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Welcome and Review (Lesson 1.2, if used)** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Vote with Your Feet** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Values Sort** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Exit Ticket** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Use the space provided to indicate other reasons that the class did not complete an activity and/or why an activity was not useful (if applicable). | | | | | | | | |
| | | | | | | | | |

| Facilitator's Name: | Start Time: | # of participants: |
|---|---|---|
| Date: | End Time: | |

| Lesson 2:<br>Personal Identity: What Drives You? | Did you complete each activity?<br>*By complete we mean cover all of the content indicated in the curriculum.* | | | Please describe any success or challenges you would like to highlight for this lesson. (only at lesson level) |
|---|---|---|---|---|
| | Yes | Yes, with changes | No | |
| Welcome, Review, Lesson Overview | ☐ | ☐ | ☐ | |
| Values Sketch | ☐ | ☐ | ☐ | |
| Novella Chapter 1 | ☐ | ☐ | ☐ | |
| Novella Character Values | ☐ | ☐ | ☐ | |
| Exit Ticket (Lesson 2.1, if splitting) | ☐ | ☐ | ☐ | |
| Welcome, Review, Lesson Overview (Lesson 2.2, if splitting) | ☐ | ☐ | ☐ | |
| Novella Chapter 2 | ☐ | ☐ | ☐ | |
| Social Media Profiles | ☐ | ☐ | ☐ | |
| Exit Ticket | ☐ | ☐ | ☐ | |

| Lesson 2:<br>Personal Identity: What Drives You? | If you made changes or adaptations to each activity, please indicate the type of changes or adaptations you made.<br>*Check all that apply.* | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Shortened teaching content, game or demonstration | Added teaching content, game, or demonstration | Added discussion time | Changed delivery of activity | Changed order of activities | Changed wording or language in the activities | Eliminated part of activity | Other, please describe |
| Welcome, Review, Lesson Overview | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Values Sketch | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Novella Chapter 1 | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Novella Character Values | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Exit Ticket (Lesson 2.1, if splitting) | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Welcome, Review, Lesson Overview (Lesson 2.2, if splitting) | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Novella Chapter 2 | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Social Media Profiles | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Exit Ticket | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

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

| Lesson 2:<br>Personal Identity: What Drives You? | For each activity that you did not complete or did not teach, please indicate the reason(s). *Check all that apply.* | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Ran out of time | Students had questions | Spent time catching up from previous lesson | Student behavior | Outside disruption | Activity not age appropriate | Activity not useful, please explain | Other, please describe |
| **Welcome, Review, Lesson Overview** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Values Sketch** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Novella Chapter 1** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Novella Character Values** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Exit Ticket (Lesson 2.1, if splitting)** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Welcome, Review, Lesson Overview (Lesson 2.2, if splitting)** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Novella Chapter 2** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Social Media Profiles** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Exit Ticket** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

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

| Facilitator's Name: | Start Time: | # of participants: |
| Date: | End Time: | |

| Lesson 3:<br>Introducing STAR | Did you complete each activity?<br>*By complete we mean cover all of the content indicated in the curriculum.* | | | Please describe any success or challenges you would like to highlight for this lesson. (only at lesson level) |
| --- | --- | --- | --- | --- |
| | Yes | Yes, with changes | No | |
| **Welcome, Review, Lesson Overview** | ☐ | ☐ | ☐ | |
| **Introduce STAR** | ☐ | ☐ | ☐ | |
| **STAR Activity** | ☐ | ☐ | ☐ | |
| **Reflection to Go (Lesson 3.1, if splitting)** | ☐ | ☐ | ☐ | |
| **Welcome, Review, Lesson Overview (Lesson 3.2, if splitting)** | ☐ | ☐ | ☐ | |
| **Novella Chapter 3** | ☐ | ☐ | ☐ | |
| **Reflection to Go** | ☐ | ☐ | ☐ | |

| Lesson 3:<br>Introducing STAR | If you made changes or adaptations to each activity, please indicate the type of changes or adaptations you made.<br>*Check all that apply.* | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Shortened teaching content, game or demonstration | Added teaching content, game, or demonstration | Added discussion time | Changed delivery of activity | Changed order of activities | Changed wording or language in the activities | Eliminated part of activity | Other, please describe |
| **Welcome, Review, Lesson Overview** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Introduce STAR** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **STAR Activity** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Reflection to Go (Lesson 3.1, if splitting)** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Welcome, Review, Lesson Overview (Lesson 3.2, if splitting)** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Novella Chapter 3** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Reflection to Go** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

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

| Lesson 3:<br>Introducing STAR | For each activity that you did not complete or did not teach, please indicate the reason(s). *Check all that apply.* | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Ran out of time | Students had questions | Spent time catching up from previous lesson | Student behavior | Outside disruption | Activity not age appropriate | Activity not useful, please explain | Other, please describe |
| **Welcome, Review, Lesson Overview** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Introduce STAR** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **STAR Activity** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Reflection to Go (Lesson 3.1, if splitting)** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Welcome, Review, Lesson Overview (Lesson 3.2, if splitting)** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Novella Chapter 3** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Reflection to Go** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

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

| Facilitator's Name: | | | Start Time: | # of participants: |
|---|---|---|---|---|
| Date: | | | End Time: | |

| Lesson 4: First: Stop | Did you complete each activity? *By complete we mean cover all of the content indicated in the curriculum.* | | | Please describe any success or challenges you would like to highlight for this lesson. (only at lesson level) |
|---|---|---|---|---|
| | Yes | Yes, with changes | No | |
| Welcome, Review, Lesson Overview | ☐ | ☐ | ☐ | |
| Breathing Exercise | ☐ | ☐ | ☐ | |
| Stress Responses | ☐ | ☐ | ☐ | |
| Welcome, Review, Lesson Overview (Lesson 4.2, if splitting) | ☐ | ☐ | ☐ | |
| Stopping Strategies | ☐ | ☐ | ☐ | |
| Reacting Online vs. In-Person | ☐ | ☐ | ☐ | |
| Novella Chapter 4 | ☐ | ☐ | ☐ | |
| Reflection to Go | ☐ | ☐ | ☐ | |

| Lesson 4: First: Stop | If you made changes or adaptations to each activity, please indicate the type of changes or adaptations you made. *Check all that apply.* | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Shortened teaching content, game or demonstration | Added teaching content, game, or demonstration | Added discussion time | Changed delivery of activity | Changed order of activities | Changed wording or language in the activities | Eliminated part of activity | Other, please describe |
| Welcome, Review, Lesson Overview | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Breathing Exercise | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Stress Responses | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Welcome, Review, Lesson Overview (Lesson 4.2, if splitting) | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Stopping Strategies | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Reacting Online vs. In-Person | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Novella Chapter 4 | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Reflection to Go | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

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

| Lesson 4: First: Stop | For each activity that you did not complete or did not teach, please indicate the reason(s). *Check all that apply.* | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Ran out of time | Students had questions | Spent time catching up from previous lesson | Student behavior | Outside disruption | Activity not age appropriate | Activity not useful, please explain | Other, please describe |
| **Welcome, Review, Lesson Overview** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Breathing Exercise** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Stress Responses** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Welcome, Review, Lesson Overview (Lesson 4.2, if splitting)** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Stopping Strategies** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Reacting Online vs. In-Person** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Novella Chapter 4** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Reflection to Go** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

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

| Facilitator's Name: | | | Start Time: | # of participants: |
|---|---|---|---|---|
| Date: | | | End Time: | |

| Lesson 5: Biology, Emotions, and Decision Making | Did you complete each activity? *By complete we mean cover all of the content indicated in the curriculum.* | | | Please describe any success or challenges you would like to highlight for this lesson. (only at lesson level) |
|---|---|---|---|---|
| | Yes | Yes, with changes | No | |
| Welcome, Review, Lesson Overview | ☐ | ☐ | ☐ | |
| Review Stop Strategies | ☐ | ☐ | ☐ | |
| Video: Introducing Brain Development Concepts | ☐ | ☐ | ☐ | |
| Exploring Emotions | ☐ | ☐ | ☐ | |
| Reflection to Go (Lesson 5.1, if splitting) | ☐ | ☐ | ☐ | |
| Welcome, Review, Lesson Overview (Lesson 5.2, if splitting) | ☐ | ☐ | ☐ | |
| How Would You Feel? | ☐ | ☐ | ☐ | |
| Novella Chapter 5 | ☐ | ☐ | ☐ | |
| Reflection to Go | ☐ | ☐ | ☐ | |

| Lesson 5: Biology, Emotions, and Decision Making | If you made changes or adaptations to each activity, please indicate the type of changes or adaptations you made. *Check all that apply.* | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Shortened teaching content, game or demonstration | Added teaching content, game, or demonstration | Added discussion time | Changed delivery of activity | Changed order of activities | Changed wording or language in the activities | Eliminated part of activity | Other, please describe |
| Welcome, Review, Lesson Overview | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Review Stop Strategies | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Video: Introducing Brain Development Concepts | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Exploring Emotions | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Reflection to Go (Lesson 5.1, if splitting) | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Welcome, Review, Lesson Overview (Lesson 5.2, if splitting) | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| How Would You Feel? | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Novella Chapter 5 | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Reflection to Go | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

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

| **Lesson 5:** **Biology, Emotions, and Decision Making** | **For each activity that you did not complete or did not teach, please indicate the reason(s).** *Check all that apply.* | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Ran out of time | Students had questions | Spent time catching up from previous lesson | Student behavior | Outside disruption | Activity not age appropriate | Activity not useful, please explain | Other, please describe |
| **Welcome, Review, Lesson Overview** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Review Stop Strategies** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Video: Introducing Brain Development Concepts** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Exploring Emotions** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Reflection to Go (Lesson 5.1, if splitting)** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Welcome, Review, Lesson Overview (Lesson 5.2, if splitting)** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **How Would You Feel?** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Novella Chapter 5** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Reflection to Go** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

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

| Facilitator's Name: | | Start Time: | # of participants: |
|---|---|---|---|
| Date: | | End Time: | |

| Lesson 6: Empathy | Did you complete each activity? *By complete we mean cover all of the content indicated in the curriculum.* | | | Please describe any success or challenges you would like to highlight for this lesson. (only at lesson level) |
|---|---|---|---|---|
| | Yes | Yes, with changes | No | |
| Welcome, Review, Lesson Overview | ☐ | ☐ | ☐ | |
| Introduction to Empathy | ☐ | ☐ | ☐ | |
| Take Your Pulse - Am I Empathetic | ☐ | ☐ | ☐ | |
| Novella Chapter 6, part 1 | ☐ | ☐ | ☐ | |
| Reflection to Go (Lesson 6.1, if splitting) | ☐ | ☐ | ☐ | |
| Welcome, Review, Lesson Overview (Lesson 6.2, if splitting) | ☐ | ☐ | ☐ | |
| Novella Chapter 6, part 2 | ☐ | ☐ | ☐ | |
| Someone Else's Shoes | ☐ | ☐ | ☐ | |
| Reflection to Go | ☐ | ☐ | ☐ | |

| Lesson 6: Empathy | If you made changes or adaptations to each activity, please indicate the type of changes or adaptations you made. *Check all that apply.* | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Shortened teaching content, game or demonstration | Added teaching content, game, or demonstration | Added discussion time | Changed delivery of activity | Changed order of activities | Changed wording or language in the activities | Eliminated part of activity | Other, please describe |
| Welcome, Review, Lesson Overview | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Introduction to Empathy | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Take Your Pulse - Am I Empathetic | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Novella Chapter 6, part 1 | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Reflection to Go (Lesson 6.1, if splitting) | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Welcome, Review, Lesson Overview (Lesson 6.2, if splitting) | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Novella Chapter 6, part 2 | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Someone Else's Shoes | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Reflection to Go | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

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

| Lesson 6: Empathy | For each activity that you did not complete or did not teach, please indicate the reason(s). *Check all that apply.* | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Ran out of time | Students had questions | Spent time catching up from previous lesson | Student behavior | Outside disruption | Activity not age appropriate | Activity not useful, please explain | Other, please describe |
| **Welcome, Review, Lesson Overview** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Introduction to Empathy** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Take Your Pulse - Am I Empathetic** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Novella Chapter 6, part 1** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Reflection to Go (Lesson 6.1, if splitting)** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Welcome, Review, Lesson Overview (Lesson 6.2, if splitting)** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Novella Chapter 6, part 2** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Someone Else's Shoes** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Reflection to Go** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

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

| Facilitator's Name: | | | Start Time: | # of participants: |
|---|---|---|---|---|
| Date: | | | End Time: | |

| Lesson 7:<br>Assertive Communication | Did you complete each activity?<br>*By complete we mean cover all of the content indicated in the curriculum.* | | | Please describe any success or challenges you would like to highlight for this lesson. (only at lesson level) |
|---|---|---|---|---|
| | Yes | Yes, with changes | No | |
| **Welcome, Review, Lesson Overview** | ☐ | ☐ | ☐ | |
| **Assertive Communication** | ☐ | ☐ | ☐ | |
| **Novella Chapter 7** | ☐ | ☐ | ☐ | |
| **Reflection to Go (Lesson 7.1, if splitting)** | ☐ | ☐ | ☐ | |
| **Welcome, Review, Lesson Overview (Lesson 7.2, if splitting)** | ☐ | ☐ | ☐ | |
| **Role Play and Discussion** | ☐ | ☐ | ☐ | |
| **Reflection to Go** | ☐ | ☐ | ☐ | |

| Lesson 7:<br>Assertive Communication | If you made changes or adaptations to each activity, please indicate the type of changes or adaptations you made.<br>*Check all that apply.* | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Shortened teaching content, game or demonstration | Added teaching content, game, or demonstration | Added discussion time | Changed delivery of activity | Changed order of activities | Changed wording or language in the activities | Eliminated part of activity | Other, please describe |
| **Welcome, Review, Lesson Overview** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Assertive Communication** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Novella Chapter 7** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Reflection to Go (Lesson 7.1, if splitting)** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Welcome, Review, Lesson Overview (Lesson 7.2, if splitting)** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Role Play and Discussion** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Reflection to Go** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

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

| Lesson 7: Assertive Communication | For each activity that you did not complete or did not teach, please indicate the reason(s). *Check all that apply.* | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Ran out of time | Students had questions | Spent time catching up from previous lesson | Student behavior | Outside disruption | Activity not age appropriate | Activity not useful, please explain | Other, please describe |
| **Welcome, Review, Lesson Overview** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Assertive Communication** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Novella Chapter 7** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Reflection to Go (Lesson 7.1, if splitting)** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Welcome, Review, Lesson Overview (Lesson 7.2, if splitting)** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Role Play and Discussion** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Reflection to Go** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

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

| **Facilitator's Name:** | **Start Time:** | **# of participants:** |
|---|---|---|
| **Date:** | **End Time:** | |

| **Lesson 8:<br>Boundary Setting** | **Did you complete each activity?**<br>*By complete we mean cover all of the content indicated in the curriculum.* | | | **Please describe any success or challenges you would like to highlight for this lesson.** (only at lesson level) |
|---|---|---|---|---|
| | Yes | Yes, with changes | No | |
| **Welcome, Review, Lesson Overview** | ☐ | ☐ | ☐ | |
| **What are Boundaries?** | ☐ | ☐ | ☐ | |
| **Novella Chapter 8** | ☐ | ☐ | ☐ | |
| **Reflection to Go (Lesson 8.1, if splitting)** | ☐ | ☐ | ☐ | |
| **Welcome, Review, Lesson Overview (Lesson 8.2, if splitting)** | ☐ | ☐ | ☐ | |
| **Video and Discussion** | ☐ | ☐ | ☐ | |
| **Role Play** | ☐ | ☐ | ☐ | |
| **Reflection to Go** | ☐ | ☐ | ☐ | |

| **Lesson 8:<br>Boundary Setting** | **If you made changes or adaptations to each activity, please indicate the type of changes or adaptations you made.** *Check all that apply.* | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Shortened teaching content, game or demonstration | Added teaching content, game, or demonstration | Added discussion time | Changed delivery of activity | Changed order of activities | Changed wording or language in the activities | Eliminated part of activity | Other, please describe |
| **Welcome, Review, Lesson Overview** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **What are Boundaries?** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Novella Chapter 8** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Reflection to Go (Lesson 8.1, if splitting)** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Welcome, Review, Lesson Overview (Lesson 8.2, if splitting)** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Video and Discussion** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Role Play** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Reflection to Go** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

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

| Lesson 8: Boundary Setting | For each activity that you did not complete or did not teach, please indicate the reason(s). *Check all that apply.* | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Ran out of time | Students had questions | Spent time catching up from previous lesson | Student behavior | Outside disruption | Activity not age appropriate | Activity not useful, please explain | Other, please describe |
| **Welcome, Review, Lesson Overview** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **What are Boundaries?** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Novella Chapter 8** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Reflection to Go (Lesson 8.1, if splitting)** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Welcome, Review, Lesson Overview (Lesson 8.2, if splitting)** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Video and Discussion** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Role Play** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Reflection to Go** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

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

| **Facilitator's Name:** | **Start Time:** | **# of participants:** |
|---|---|---|
| **Date:** | **End Time:** | |

| **Lesson 9:**<br>**External Influences on Decision Making** | **Did you complete each activity?**<br>*By complete we mean cover all of the content indicated in the curriculum.* | | | **Please describe any success or challenges you would like to highlight for this lesson.** (only at lesson level) |
|---|---|---|---|---|
| | Yes | Yes, with changes | No | |
| **Welcome, Review, Lesson Overview** | ☐ | ☐ | ☐ | |
| **External Influences on Decision Making** | ☐ | ☐ | ☐ | |
| **Video and Discussion** | ☐ | ☐ | ☐ | |
| **Reflection to Go (Lesson 9.1, if splitting)** | ☐ | ☐ | ☐ | |
| **Welcome, Review, Lesson Overview (Lesson 9.2, if splitting)** | ☐ | ☐ | ☐ | |
| **Novella Chapter 9** | ☐ | ☐ | ☐ | |
| **Green Light/Red Light** | ☐ | ☐ | ☐ | |
| **Reflection to Go** | ☐ | ☐ | ☐ | |

| **Lesson 9:**<br>**External Influences on Decision Making** | **If you made changes or adaptations to each activity, please indicate the type of changes or adaptations you made.** *Check all that apply.* | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Shortened teaching content, game or demonstration | Added teaching content, game, or demonstration | Added discussion time | Changed delivery of activity | Changed order of activities | Changed wording or language in the activities | Eliminated part of activity | Other, please describe |
| **Welcome, Review, Lesson Overview** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **External Influences on Decision Making** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Video and Discussion** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Reflection to Go (Lesson 9.1, if splitting)** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Welcome, Review, Lesson Overview (Lesson 9.2, if splitting)** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Novella Chapter 9** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Green Light/Red Light** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Reflection to Go** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

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

| Lesson 9:<br>**External Influences on Decision Making** | For each activity that you did not complete or did not teach, please indicate the reason(s). _Check all that apply._ | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Ran out of time | Students had questions | Spent time catching up from previous lesson | Student behavior | Outside disruption | Activity not age appropriate | Activity not useful, please explain | Other, please describe |
| **Welcome, Review, Lesson Overview** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **External Influences on Decision Making** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Video and Discussion** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Reflection to Go (Lesson 9.1, if splitting)** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Welcome, Review, Lesson Overview (Lesson 9.2, if splitting)** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Novella Chapter 9** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Green Light/Red Light** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Reflection to Go** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

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

| Facilitator's Name: | | Start Time: | # of participants: |
|---|---|---|---|
| Date: | | End Time: | |

| **Lesson 10:**<br>**Bringing it all Together** | **Did you complete each activity?**<br>*By complete we mean cover all of the content indicated in the curriculum.* | | | **Please describe any success or challenges you would like to highlight for this lesson.** (only at lesson level) |
|---|---|---|---|---|
| | Yes | Yes, with changes | No | |
| **Welcome, Review, Lesson Overview** | ☐ | ☐ | ☐ | |
| **Vote with Your Feet** | ☐ | ☐ | ☐ | |
| **Reflection on Decisions** | ☐ | ☐ | ☐ | |
| **Welcome, Review, Lesson Overview (Lesson 10.2, if splitting)** | ☐ | ☐ | ☐ | |
| **Novella Chapter 10** | ☐ | ☐ | ☐ | |
| **Snowball Reflection** | ☐ | ☐ | ☐ | |

| **Lesson 10:**<br>**Bringing it all Together** | **If you made changes or adaptations to each activity, please indicate the type of changes or adaptations you made.**<br>*Check all that apply.* | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Shortened teaching content, game or demonstration | Added teaching content, game, or demonstration | Added discussion time | Changed delivery of activity | Changed order of activities | Changed wording or language in the activities | Eliminated part of activity | Other, please describe |
| **Welcome, Review, Lesson Overview** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Vote with Your Feet** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Reflection on Decisions** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Welcome, Review, Lesson Overview (Lesson 10.2, if splitting)** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Novella Chapter 10** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Snowball Reflection** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

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

| Lesson 10: Bringing it all Together | For each activity that you did not complete or did not teach, please indicate the reason(s). *Check all that apply.* | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Ran out of time | Students had questions | Spent time catching up from previous lesson | Student behavior | Outside disruption | Activity not age appropriate | Activity not useful, please explain | Other, please describe |
| **Welcome, Review, Lesson Overview** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Vote with Your Feet** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Reflection on Decisions** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Welcome, Review, Lesson Overview (Lesson 10.2, if splitting)** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Novella Chapter 10** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Snowball Reflection** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| *Use the space provided to indicate other reasons that the class did not complete an activity and/or why an activity was not useful (if applicable).* | | | | | | | | |
| | | | | | | | | |