

Facilitator Manual



Pono Choices

*A Culturally Responsive Teen Pregnancy
and STI Prevention Program for
Middle School Youth*

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Introduction

Pono Choices is a 10-module curriculum that provides middle school youth with the knowledge and skills necessary to reduce their risk of unintended pregnancy and sexually transmitted infections (STIs) by providing medically accurate information within a Hawaiian place-based framework. Pono Choices draws from social learning, self-regulation, and developmental assets theories and has been developed through a collaborative workgroup process.

Curriculum Background

Pono Choices was developed with funding awarded to the University of Hawai‘i Center on Disability Studies (CDS) from the federal Office of Adolescent Health (OAH). It is the first teen pregnancy and sexually transmitted infection (STI) prevention curriculum developed exclusively for youth in Hawai‘i. The developers of the curriculum represent ALU LIKE, Inc., the University of Hawai‘i CDS, and Planned Parenthood of Hawai‘i. The curriculum was tested through the conduct of a randomized control trial in public schools and public charter schools throughout Hawai‘i.

Goal of the Curriculum

The overarching goals of Pono Choices are to reduce the number of teen pregnancies and incidences of STIs, increase positive bonding in Hawai‘i schools and communities, increase the sense of self-identity and self-efficacy of youth, and improve youth expectations for the future.

Target Audience

Pono Choices is designed to be used with middle school youth ages 11 to 13.

Setting

Pono Choices is intended to be delivered where youth ages 11 to 13 congregate or go to for sexual health education. Such settings may include schools, community centers, and health clinics.

Length

The curriculum includes 9 hours and 35 minutes of content divided into 10 modules. The introductory module is 30 minutes, and the remaining nine modules are 60-65 minutes each. The 10 modules were designed sequentially and should be delivered in the order presented. The entire program can be implemented in 10 classroom sessions or can be implemented in block and rotating period schedules, as long as all activities are completed sequentially. Each activity has an allocated targeted time to facilitate meeting all goals and objectives in an efficient manner.

Format

The modules in the Facilitator Curriculum Implementation Guide begin with an overview page for each module, which details the goals and objectives, the order that activities are to be presented; allotted time schedules; and materials needed (see the Facilitator Curriculum Implementation Guide).

Overview of the Curriculum

Pono Choices: A Culturally Responsive Teen Pregnancy and STI Prevention Program is comprised of 10 modules. These modules include information on abstinence; sexually transmitted infections; birth control methods; refusal skills (how to refuse unwanted sexual pressure); decision-making skills; goal setting; reproductive anatomy; puberty; and recognition of traits associated with healthy, unhealthy, and abusive relationships. Students are introduced to Hawaiian cultural terms and practices that stress positive character development and making “pono” choices. Below is a description of some activities that will take place.

- **Identifying goals and dreams.** Encourages adolescents to consider their goals for the future and think about how participating in unsafe sex might get in the way of attaining those goals.
- **Viewing locally produced videos.** Used to depict adolescents in various situations. These videos evoke feelings, thoughts, attitudes, beliefs, and stereotypes about HIV, STIs, and pregnancy. Videos also model refusal skills for unsafe sex, which are then discussed in a group setting.
- **Participating in role-play scenarios.** Designed to provide youth with the confidence and skills necessary to negotiate and refuse sexual activity. Here, particular emphasis is placed on the variety of ways in which the prevention skills learned in this program can be implemented and applied in real-life situations.
- **Practicing prevention skills.** Demonstrates that effective communication is an essential skill that can assist youth in preventing undesirable pregnancies and STIs. In Module 8 of the 10-module curriculum, an exercise in which students learn how to put a condom on a wooden demonstrator is included as part of the lesson on preventing STIs. This activity is part of the curriculum and meets the Hawai‘i State Board of Education Sexual Health Education Policy (see page 15 of this manual) where abstinence is stressed as the only 100% effective method that prevents pregnancy and STIs.
- **Participating in a paddling activity.** Focuses on having youth consider goals for the future, determine support networks that will help them achieve their goals, and identify potential barriers they may face in reaching their goals and dreams. It makes clear that their best strategy to prevent an unintended pregnancy or STIs is abstaining from sex.
- **Participating in a lei exchange ceremony.** Provides a culminating experience for students to identify the key knowledge and skills they have acquired through Pono Choices.

Modules were developed to include cultural and pro-social behaviors, medically accurate teen pregnancy prevention and STI prevention information, and developmentally appropriate learner outcomes. Lessons were reviewed using a three-pronged approach that ensured each lesson is culturally relevant, is theory driven, and uses evidence-based/medically accurate information. A Model Documentation Grid was used as a “checkpoint” throughout the curriculum writing process.

Theoretical Framework

Research shows that curricula are most effective if they are based on a sound theoretical framework. The Pono Choices curriculum draws upon three principles: Social Learning Theory, Self-Regulation concepts, and the Developmental Assets Model. The application of these theories has shown great value in understanding a wide range of health-related behaviors. A unique feature of the Pono Choices curriculum is the strong cultural connection to family and community evident in each module through ‘ohana activities and Hawaiian cultural values, stories, and authentic practices.

Theory	Focus	Major Concepts
Social Learning Theory	Behavior is a result of “Reciprocal Determinism”: the continuing interaction between a person, the behavior of that person, and the environment within which the behavior is performed.	Reciprocal Determinism: <ul style="list-style-type: none"> • Skills, including goal-directedness, emotional coping, and problem solving • Expectations • Intent • Motivation • Self-efficacy • Observational learning • Norms • Reinforcement (intrinsic and extrinsic) • Social support • Structured opportunities for change
Self-Regulation	Individuals operate like feedback systems, constantly regulating their relationships to the environment in order to bring their current states closer to their goal states.	Feedback system of self-regulation: <ul style="list-style-type: none"> • Coping procedures • Problem solving
Developmental Assets/Resiliency Model	Youth are enabled to participate in socially useful tasks in order to become healthy adults, in spite of adversity, and to promote positive self-esteem and moral development.	Support (family, friends, school, and community): <ul style="list-style-type: none"> • Empowerment • Motivation • Boundaries • Expectations • Provision of opportunities • Educational commitment • Positive values • Social competencies • Positive identity • Positive school climate • Activities (extracurricular, religious, and community)

Cultural Foundation

The culturally responsive Pono Choices curriculum draws upon place-based, theoretical foundations using the Hawaiian culture. A curriculum that is responsive to culture “is an approach that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes” (Ladson-Billings, 1995). Many studies have shown that using culturally responsive teaching, which involves a rigorous curriculum that is relevant to students’ lives and fosters a trusting relationship with students and families, extends beyond the classroom. Additionally, the Native Hawaiian Education Council (2002) recommends that one of the key guidelines for Hawaiian education success is to strengthen and sustain Native Hawaiian cultural identity and to support the learning, use, and understanding of the Hawaiian language, culture, history, heritage, traditions, and values.

Knowledge, attitudes, and skills pertinent to pregnancy and STI prevention are reinforced through cultural referents. There are four cultural components to this curriculum: the introduction of Hawaiian cultural values, an original cultural story, cultural practices, and locally produced videos. Hawaiian cultural values are introduced in each lesson to reinforce lesson content and are expanded on through the original cultural story, entitled “The Voyage of the Wa‘a Kaulua.” The story serves as an access point into the curriculum content from the viewpoint of two adolescents preparing for an important journey. Cultural practices shape thinking processes, which serve as tools for learning within and outside of school (Hollins, 1996). Pono Choices embeds cultural practices into the curriculum through ‘ohana (family) activities. Students and members of their ‘ohana have the opportunity to construct a wa‘a (canoe), braid cordage, and create a lei while reinforcing the message of pregnancy and STI prevention. Pono Choices also uses locally produced videos and historical readings. Stories are used throughout the curriculum to connect students to their community. Seeing oneself represented in curricula is an essential part of any culturally responsive learning environment.

“Pono is the right result of your actions, bringing harmony within yourself, your friends, family and community. Pono means making the right choice and/or doing the right thing.” Please note the definition of “pono” is used appropriately in this culturally responsive teen pregnancy and STI prevention program, informing youth to evaluate their choices. Pono takes work and effort to attain; it encourages youth to consider their actions and choices prior to making them. The word “pono” has been adopted in many programs, to encourage righteous living. For this curriculum, we have defined pono to encompass its intended use in the curriculum, that is: Empowering youth to make right choices. Youth need to know that being “pono” with their choices involves the self, the ‘ohana, community, environment, and akua (that spiritual power which connects an individual to all things). Our kuleana (responsibility), as developers of this curriculum, is to prepare our youth for future success.

A considerable amount of evidence suggests that culturally compatible interventions increase learner outcomes (Klinger, Artiles, Kozleski, Harry, Zion, Tate, Duran, & Riley, 2005; Klinger & Edwards, 2006; Ogata, Sheehy, & Noonan, 2006). The Pono Choices curriculum has been created with this in mind, in order to reinforce the prevention message through a cultural foundation that is intended to result in an increase in positive learner outcomes.

Core Components

The curriculum consists of 10 modules. The introductory module is 30 minutes, and the remaining nine modules are 60-65 minutes each. The number of sessions implemented will vary based on the schedules of each site; however, it is ideal for all 10 of the lessons to be delivered in their entirety and in sequential order. The Pono Choices curriculum is flexible and has been designed to accommodate an individual site's schedules so that ideal delivery may be reached. In addition to completing the in-class modules, students are required to complete four take-home 'Ohana Activities for this program.

The Pono Choices curriculum should be implemented in sequential order. The following describes the three main sections of the curriculum:

The first portion of the curriculum focuses on establishing group agreements, identifying goals, identifying support networks that can help youth meet their goals, examining healthy relationships and understanding the normal developmental changes that take place during puberty, and grounding students in the definition of sex and abstinence used in this curriculum.

The second section of the curriculum focuses on knowledge and includes information about the etiology, transmission, and prevention of STIs/HIV and teenage pregnancies. It also covers beliefs and attitudes about abstinence, STIs/HIV, and pregnancy.

The third component focuses on building effective decision-making and negotiation skills and increasing self-efficacy, and students demonstrate knowledge of prevention skills through practice and role-plays.

The core components of the Pono Choices curriculum are built around a set of knowledge, attitudes, and skills that have been derived from a review of evidence-based teen pregnancy and STI prevention programs. In addition, Pono Choices works from a pedagogy that believes student engagement through role-play and skill demonstration is essential. A key component unique to this curriculum is the use of cultural referents, Hawaiian practices, and 'ohana/school connection activities.

Pono Choices meets Hawai'i State Department of Education Health Standards and Benchmarks. The charts that begin on page 11, illustrates the alignment between key components, the relevant standard and benchmark, and the evidence of how the activities contained in the curriculum meet that standard.

Pono Choices Alignment to Hawai‘i State Health Standards

Pono Choices Key Knowledge Areas

- Identify and set goals
- Identify support networks to help youth meet goals
- Define abstinence and sex
- Identify the reproductive and sexual body parts and their functions
- Understand the normal developmental process that occurs during puberty
- Identify effective and ineffective communication
- Identify characteristics and traits of healthy and unhealthy relationships
- Identify steps in refusing unwanted sexual pressure
- Assess the impact of pregnancy on future goals
- Identify two main types of STIs
- Identify three main ways many STIs are transmitted
- Identify four main bodily fluids that can transmit HIV and some other STIs
- Recognize myth from fact regarding STIs
- Identify the correct steps in using a condom to reduce risk of pregnancy and/or STIs
- Identify behaviors that would pose high/low/no risk for contracting HIV
- Review essential information about teen pregnancy and STI prevention

Pono Choices Key Attitudes

- Assess attitudes toward abstinence
- Assess attitudes toward making pono choices
- Assess attitudes toward refusing unwanted sexual pressure
- Assess attitudes toward impact of pregnancy on future goals
- Assess attitudes toward reaching goals and dreams
- Assess attitudes toward using prevention techniques to reduce the risk of an unintended pregnancy and/or STIs
- Assess attitudes toward the effectiveness and usefulness of communication skills known as the 4Rs – Respect, Refuse, Reason, and Redirect
- Assess attitudes toward sexual health decisions

Pono Choices Key Skills

- Demonstrate effective communication skills
- Demonstrate ways to refuse unwanted sexual pressure
- Demonstrate prevention skills to avoid an unintended pregnancy and STIs
- Demonstrate correct steps to putting on a condom
- Demonstrate the ability to recognize effective use of the 4Rs

Key Knowledge Components Assessed in the Pono Choices Curriculum

(Aligned with Hawai'i State Department of Education Health Education Standards. To review the most up dated Health Standards, please go to <http://tinyurl.com/qzukmhw>).

Outcome	Standards and Benchmarks	Evidence
Identify and set goals. Demonstrate how an unintended pregnancy or STI can affect others.	Benchmark HE.6-8.4.1 Explain the influence of internal and external factors on health outcomes.	Goals and Dreams Worksheet (Module 2)
Identify support networks to help youth meet their goals.	Benchmark HE.6-8.1.9 Identify choices individuals can make to promote or harm their health.	Who's In Your Canoe Worksheet (Module 4)
Define abstinence and three types of sex. Assess personal responsibility for personal behaviors.	Benchmark HE.6-8.3.2 Explain the importance of assuming responsibility for personal health behaviors.	Brainstorm and Messages from Media Activity (Module 2)
Correctly identify the reproductive and sexual body parts and their functions.	Benchmark HE.6-8.1.8 Describe the body system functions, how they interact with each other, and how they are impacted by health behaviors.	Beach Ball Toss Vocab Activity (Module 3)
Understand that bodies develop at different rates during puberty as part of the normal developmental process.	Benchmark HE.6-8.1.8 Describe the body system functions, how they interact with each other, and how they are impacted by health behaviors.	Building a Wa'a 'Ohana Activity (Module 3)
Identify effective and ineffective communication.	Benchmark HE.6-8.5.1 Use effective verbal and non-verbal communication skills.	Pono Relationship Worksheet (Module 4)
Identify characteristics and traits of "Healthy, Unhealthy, and Abusive Relationships," which will be assessed through role-plays.	Benchmark HE.6-8.6.2 Assess health-related decisions for consequences that affect oneself and others.	Pono Relationship Worksheet and Role-Plays (Module 4)
Identify the steps of refusing in a pressure situation.	Benchmark HE.6-8.5.1 Use effective verbal and non-verbal communication skills. Benchmark HE.6-8.5.2 Use effective behaviors that communicate care, consideration, and respect of self and others.	Practicing the 4Rs Worksheet (Module 5) Practicing the 4Rs Demonstration (Module 5) 'Ohana Activity (Module 6)

Outcome	Standards and Benchmarks	Evidence
Identify three types of birth control methods (abstinence, barrier, and hormonal). Reflect on personal responsibility for sexual decision-making.	Benchmark HE.6-8.3.2 Explain the importance of assuming responsibility for personal health behaviors.	Costs of Pregnancy ‘Ohana Activity (Module 6)
Describe two main types of STIs, three main ways many STIs are transmitted, and four main bodily fluids that can transmit HIV and some other STIs.	Benchmark HE.6-8.1.7 Describe short- and long-term effects and consequences of sexual activity.	High, Low, and No Risk Activity (Module 7)
Recognize myth from fact regarding sexual health issues in order to be more knowledgeable and capable of communicating accurate information to others.	Benchmark HE.6-8.7.2 Use appropriate methods to communicate accurate health information and ideas.	Myth or Fact Worksheet (Module 7)
Demonstrate the correct steps in using a condom to reduce the risk of pregnancy and/or STIs.	Benchmark HE.6-8.1.10 Identify proper health care and describe how it can prevent premature death and disability. Benchmark HE.6-8.3.2 Explain the importance of assuming responsibility for personal health behaviors.	Facilitator Checklist for Student Demonstration of Condom Steps (Module 8) Reflection Writing (Module 8)

Key Skills Assessed in the Pono Choices Curriculum

(Aligned with Hawai'i State Department of Education Health Education Standards)

Outcome	Standards and Benchmarks	Evidence
Increased confidence using effective communication skills	Benchmark HE.6-8.5.4 Apply appropriate conflict resolution strategies to deal with potentially harmful situations.	Pono Relationship Worksheet to evaluate Role-Plays (Module 4)
Increased confidence using refusal skills in a pressure situation	Benchmark HE.6-8.5.4 Apply appropriate conflict resolution strategies to deal with potentially harmful situations.	Practicing the 4Rs Worksheet to evaluate Role-Plays (Module 5)
Increased confidence using prevention skills to avoid an unintended pregnancy and/or STIs	Benchmark HE.6-8.5.4 Apply appropriate conflict resolution strategies to deal with potentially harmful situations.	Role-Plays (Modules 5 & 9) Condom Demo (Module 8)
Identified effectiveness of how 4Rs are used	Benchmark HE.6-8.4.1 Explain the influence of internal and external factors on health outcomes.	Practicing the 4Rs Worksheet and Role-Plays (Modules 5 & 9)

Key Attitudes Assessed in the Pono Choices Curriculum

(Aligned with Hawai‘i State Department of Education Health Education Standards)

Outcome	Standards and Benchmarks	Evidence
Increased positive attitude toward abstinence	Benchmark HE.6-8.6.2 Assess health-related decisions for consequences that affect oneself and others.	Reflection Writing (Module 8)
Increased positive attitude toward making pono choices for sexual health decisions	Benchmark HE.6-8.6.2 Assess health-related decisions for consequences that affect oneself and others.	Easy or Difficult Activity (Module 2)
Increased attitudinal awareness of how pregnancy impacts future goals	Benchmark HE.6-8.4.1 Explain the influence of internal and external factors on health outcomes.	Goals and Dreams Worksheet (Module 2) Costs of Pregnancy ‘Ohana Activity (Module 6)
Increased positive attitude toward refusing unwanted sexual pressure	Benchmark HE.6-8.6.2 Assess health-related decisions for consequences that affect oneself and others.	Reflection Writing (Module 5)
Increased positive attitude toward setting goals and dreams	Benchmark HE.6-8.6.2 Assess health-related decisions for consequences that affect oneself and others.	Easy or Difficult Activity (Module 10)
Increased positive attitude toward reducing the risk of an unintended pregnancy or STI	Benchmark HE.6-8.6.2 Assess health-related decisions for consequences that affect oneself and others.	Easy or Difficult Opinion (Modules 5 & 7) Reflection Writing (Module 8)
Increased attitudinal awareness toward the effectiveness and usefulness of 4Rs	Benchmark HE.6-8.4.1 Explain the influence of internal and external factors on health outcomes.	Practicing the 4Rs Worksheet and Role-Plays (Modules 5 & 9)
Increased attitudinal awareness toward sexual health	Benchmark HE.6-8.6.2 Assess health-related decisions for consequences that affect oneself and others.	Building a Wa‘a ‘Ohana Activity (Module 10)

Hawai‘i State BOE Sexual Health Education Policy

The Pono Choices curriculum meets the Hawai‘i State Board of Education Sexual Health Education Policy as stated below.

Policy 103.5

Sexual Health Education Policy

June 2015

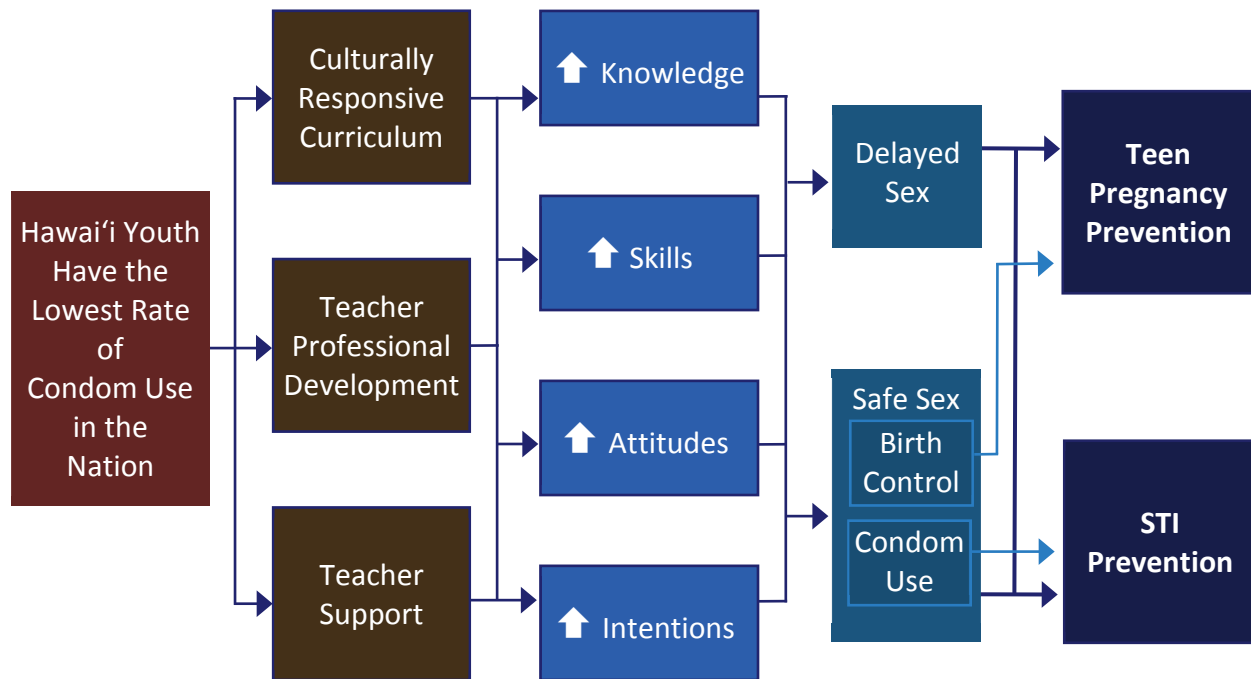
In order to help students make decisions that promote healthy behaviors, the Department of Education shall provide sexual health education to include age appropriate, medically accurate health education that:

- (1) Includes education on abstinence, contraception, and methods of infection prevention to prevent unintended pregnancy and sexually transmitted infection, including human immunodeficiency virus;
- (2) Helps students develop relationships and communication skills to form healthy relationships that are based on mutual respect and affection and are free from violence, coercion, and intimidation;
- (3) Helps students develop skills in critical thinking, problem solving, decision making, and stress management to make healthy decisions about sexuality and relationships;
- (4) Encourages student to communicate with their parents, guardians, and/or other trusted adults about sexuality; and
- (5) Informs students of available community resources.

Instruction will emphasize that abstention from sexual intercourse is the surest way to prevent unintended pregnancies, sexually transmitted infections such as HIV/AIDS, and consequent emotional distress.

A description of the curriculum utilized by the school shall be made available to parents and shall be posted on the school’s website prior to the start of any instruction. A student shall be excused from sexual health instruction only upon the prior written request of the student’s parent or legal guardian. A student may not be subject to disciplinary action, academic penalty, or other sanction if the student’s parent or legal guardian makes such written request.

Pono Choices Logic Model



Logic Model Defined

Problem

Hawai'i youth have the lowest rate of condom use in the nation

Intervention

Culturally responsive curriculum, teacher professional development, and teacher support

Impact

- Delayed sex and safe sex
- Increased knowledge and skills
- Improved attitudes and intentions

Outcomes

- Improved teen pregnancy prevention
- Improved STI prevention

Project Partners

The following information is about the project partners, ALU LIKE, Inc., and Planned Parenthood of Hawai‘i, that co-developed Pono Choices.



ALU LIKE, Inc., is a non-profit organization for Native Hawaiians. It has assisted Native Hawaiians in their efforts to achieve social and economic self-sufficiency for over 30 years. Incorporated in 1975 as a private, non-profit service organization, ALU LIKE, Inc., remains committed to the vision and mission of its founders.

Mission:

To kōkua native Hawaiians who are committed to achieving their potential for themselves, their families, and communities.

We envision Hawai‘i, our special island home, as healthy, safe and productive, and guided by the shared values of all its people.

Ho‘ala Hou Department of ALU LIKE, Inc., is a high-risk reduction department serving youth 10 to 17 years of age. One of its services is to improve the educational outcomes and career potential of youth by designing curricula in science, health, pono behavior, and substance abuse/violence prevention that align Hawai‘i State Department of Education Content and Performance Standards with Hawaiian Cultural Standards (funded by U.S. Dept. of Education / Native Hawaiian Education Act).

The Pono Choices writing team helped integrate the cultural responsiveness connection using Hawaiian culture as a model and applying cultural history, traditions, beliefs, and values.



Planned Parenthood of Hawai‘i was founded in 1966 by a dedicated group of doctors and nurses who saw a need on the islands for affordable and effective reproductive healthcare services. Their vision and goals have grown to encompass all that the organization is today, serving the people of Hawai‘i.

Mission:

To be the leading provider of reproductive health services, education, and advocacy for the people of Hawai‘i.

Cultural Competency Vision: Planned Parenthood of Hawai‘i treats everyone with aloha. It welcomes everyone and believes in honoring Hawai‘i’s rich diversity by continually improving its knowledge of and appreciation for all people.

Clinical Services: Planned Parenthood of Hawai‘i offers women and men a wide range of reproductive healthcare services. Its high-quality, confidential services are available to all people. It has three health centers: Honolulu, O‘ahu; Kahului, Maui; and Kailua-Kona, Hawai‘i.

PPGNHI provides the following health care services to patients in Hawai‘i: annual wellness exams, pregnancy testing and counseling, birth control options, emergency contraception, STD testing and treatment (including HIV), cancer screenings (cervical, breast, testicular), medical and surgical abortions, colposcopy, urinary tract infection diagnosis and treatment and vaginal infection testing and treatment.

Advocacy: Planned Parenthood of Hawai‘i works with state and federal elected officials on reproductive healthcare issues. The work ensures access to clinical services, provides higher standards for sex education, and ensures that women remain in control of their bodies and their rights to choose.

Education and Training: Planned Parenthood of Hawai‘i believes that sexuality is a lifelong aspect of being human and that it should be celebrated with respect, openness, and mutuality. It works with people of all ages, religions, and sexual orientations, in the classroom, workplace, or community centers to help them see their values around sexuality. The Education & Training Department provides comprehensive, medically accurate, reproductive and sexual health education, training, and technical assistance across Hawai‘i. In addition, its education team uses evidence-based programs, provides community outreach, and offers workshops for parents and youth-serving professionals.

Staff was heavily involved in creating medically accurate reproductive and sexual health lessons, training facilitators, and providing technical assistance for the Pono Choices curriculum.

Implementing Pono Choices with Fidelity: A Self-Reflection Tool



This Fidelity Self-Reflection Tool is designed to support facilitators' delivery of the Pono Choices curriculum. The self-assessments (beginning on page 26 of this manual) guide your instruction of each module. They adhere to the research-based components of Pono Choices and help to maintain its fidelity. We highly recommend you complete a self-assessment after teaching each module to determine if any areas need a fidelity refresher.

What Is Implementation Fidelity?

Fidelity is often referred to as adherence or integrity. It is a determination of how well a curriculum or program is being implemented *as intended*. Implementation fidelity is defined as the degree of fit between the developer-defined elements of a program and its actual implementation in a given organization or community setting. The literature currently describes and defines implementation fidelity as consisting of five elements, of which Pono Choices explicitly facilitates the first four elements below:

- 1) **Adherence** – The extent to which a program service, intervention, or curriculum is being delivered as it was designed or written (intended).
- 2) **Timing** – The amount of an intervention, service, or curriculum received by participants or students. Also, whether the frequency and duration of the intervention is as robust as prescribed by its developers.
- 3) **Quality of Program Delivery** – The degree to which a facilitator, staff member, or volunteer delivers a program using the techniques prescribed by the program.
- 4) **Engagement** – The extent to which participants or students are involved in or engaged by the activities, content, or materials of a program.
- 5) **Program Differentiation** – The unique features of the different components, activities, and lessons that identify which elements are essential, and without which the program will not have its intended effect.

Why Is Implementation Fidelity Critical to Pono Choices?

The curriculum writers of Pono Choices used three theoretical foundations to build the curriculum components. In addition, they utilized a place-based Hawaiian cultural framework to reinforce medically accurate sexual health information that is developmentally appropriate and meets the Hawai'i State BOE Sexual Health Education Policy. Implementation of the curriculum components drives program outcomes and serves to improve the sexual health knowledge and behaviors of Hawai'i middle school youth. Deviations, dilutions, or diversions from core components could negatively impact the intended program outcomes.

How Can I Ensure that Pono Choices Is Implemented with Fidelity?

- ✓ Follow the script (rehearse before implementing)
- ✓ Be prepared for each module, including activities (materials, technological components)
- ✓ Stay within the allotted time suggested for each activity
- ✓ Include the self-efficacy prompts frequently and with enthusiasm
- ✓ Use the self-reflection worksheets for each module to assess your fidelity

Pono Choices Adaptations

Adaptation is a process of making changes to a program so that it is more suitable for a particular population or environment, without compromising or deleting its core components. The **adaptations** listed below pertain to Pono Choices as a whole, rather than to specific lessons or activities.

Green Light Adaptations

Go for it! These adaptations are appropriate so that program activities fit the context of the population.

- **Offering Pono Choices in other settings, such as community-based settings or in clinics.**
Although Pono Choices was originally developed as a curriculum for school-based settings, it could be delivered in a community or clinic setting. The activities must remain intact, and all youth must have a chance to participate and practice new skills. If community or clinic sessions are less than one hour (for which the curriculum is designed), Pono Choices could be spread over more than 10 sessions to cover all the material.
- **Offering Pono Choices to other youth populations and age groups.**
Pono Choices was implemented with middle school youth in Hawai‘i of mixed gender, ages 11-13, and varied race and ethnicity. It could be adapted for other age groups, or single-sex groups. Youth who participate in Pono Choices should be about the same age (e.g., 11-year-olds should not be mixed with 15-year-olds).
- **Changing group size.**
Pono Choices was designed for school settings and tested in a variety of group sizes ranging from 4 to 30 youth. The activities were originally developed for an average classroom setting of approximately 20 to 25 students. The program could be implemented with a range of group sizes as long as activities remain interactive and youth are able to participate and practice new skills.
- **Changing the number and duration of sessions.**
Pono Choices originally implemented in a wide range of formats to accommodate Hawai‘i public and charter class schedules (e.g., 60-minute sessions, 90-minute sessions, 45-minute sessions, etc.). All 10 modules must be implemented in sequential order, and it is not advisable to let more than one week elapse between lessons.
- **Adding debriefing/processing questions.**
Questions are provided in the curriculum for large group or debriefing discussions. You may add a question or two as long as the additional questions do not move the group away from the primary topic being discussed.

Yellow Light Adaptations

Proceed with Caution! These adaptations should be made with caution so that the core components are adhered to and the adaptation does not cause other issues (e.g., time constraints, competition of topics, etc.).

- **Modifying games.**

The games in Pono Choices are used to reinforce information about HIV and STIs. You may modify a game as long as the modification reinforces the basic knowledge about HIV and STIs taught in the curriculum.

- **Modifying condom activities.**

The condom demonstration activity (Module 8) in Pono Choices is critical to learning correct condom use. However, you need to be sensitive to the community norms and still incorporate as much skill building as possible. Since having youth practice condom use may be controversial in some communities, you need to assess what level of demonstration and practice will be acceptable and then implement this activity with as much fidelity as possible.

There are two ways to implement the Pono Choices curriculum with fidelity as it pertains to the condom demo. One way is to implement the demo as scripted in Module 8. This is where the facilitator demonstrates and the students also do the activity. The second way is to do the facilitator demonstration and do not do the student demonstration. However, it is highly advisable that you make every effort to have the student demo take place. If you need a class set of demonstrators, local community organizations such as Planned Parenthood or the DOE on your island may be able to assist you. Free condoms can usually be obtained at Planned Parenthood clinics, HIV/AIDS foundations, or through the Department of Health.

- **Changing the sequence of activities.**

Pono Choices modules and activities are presented in a particular order, with each module building on previous ones. Changing the order of activities could decrease youths' mastery of knowledge and skills. Look for acceptable breaks in the module to accommodate your schedule. Each activity listed has an estimated implementation time, making it easy and user-friendly for you to gauge the time for a natural stopping point. Remember to start where you left off, and be sure to cover all activities.

- **Changing the names in the activities.**

If a student in the class has the same name as a character in a scenario, it is OK to change the name of the character. However, you may not change the gender of the characters, as it may change the intention of the scenario and the prevention message.

- **Adding activities to address additional risk and protective factors.**

Exercise caution when adding activities; trying to accomplish too many objectives with one program may dilute Pono Choice's intended outcomes. Adding supplemental information after the curriculum has been implemented may be appropriate based on the needs of your students or community.

Red Light Adaptations

Avoid! These adaptations remove or alter key aspects of the program and may result in weakening its effectiveness.

- **Shortening the program.**
Substantially shortening Pono Choices may reduce behavioral impact. You may not remove modules from this program.
- **Replacing interactive activities with lectures or individual work.**
Interactive activities such as group discussions, games, role-plays, and small group work are integral pedagogical components of Pono Choices and should not be replaced by more passive, individual activities.
- **Reducing or eliminating activities that allow youth to personalize information.**
Youth need to personally understand the risks they face through activities such as reflection discussions after they view videos, discussions of personal goals and dreams, and Opinion Card activities. Reducing or eliminating these activities would undermine one of the main ways of achieving Pono Choice’s outcomes.
- **Deleting condom activities.**
Learning to use a condom in the Pono Choices curriculum is a critical health skill, which, like any skill, requires practice. If you wish to see a change in behavior regarding condom use, you must include condom demonstration and practice activities.
- **Combining programs.**
Pono Choices was designed to prevent unintended pregnancy and STIs. If you add additional goals, such as “reduce drug use” or “reduce sexual violence,” these goals may start to compete with, or in some cases contradict, the Pono Choices goals. Do not try to combine programs or “cut and paste” to meet multiple health goals with one program.
- **Failing to repeat and reinforce self-efficacy prompts.**
People often need to hear new information positively reinforced multiple times before they can remember and integrate new learning. Although repeating the self-efficacy prompts throughout Pono Choices may seem artificial, it is important that you do so. You might consider using positive self-efficacy prompts that are more natural to your teaching style.
- **Eliminating the cultural activities.**
The Pono Choices curriculum was developed as a comprehensive, culturally based teen pregnancy and STI prevention curriculum. Removing, shortening, or skipping the cultural activities such as “The Voyage of the Wa‘a Kaulua” story, the Hawaiian Cultural Values, or the videos would significantly change the intention of the program and is therefore not permissible. This includes ‘Ohana Activities. Parental involvement is a core component of this program, and ‘Ohana Activities cannot be removed. Students should be encouraged to bring back the completed activity to show evidence of processing the activity with a trusted adult.

Conditions Necessary to Ensure Successful Implementation

Classroom Environment

Setting. If you are unable to teach this curriculum in a conventional classroom such as a classroom with desks, please secure one location that you will be able to use throughout the program that has a secure place to keep materials. An alternate location will need to be arranged for Module 8 as students will need a desk or table on which to do the condom demonstration activity.

Minimize Distractions. Classroom management must be maintained for optimal student learning. Following the script, being prepared, and sticking to the allotted time frames will minimize deviation from the activity and help keep students on task. Additionally, the uniform design of the curriculum facilitates students' awareness of upcoming activities. This adds to the fluidity of the curriculum.

Have a plan for how to handle disruptive and disengaged students to facilitate a safe and productive learning environment for all to learn this essential health information.

Preparation of Materials and Familiarity with the Curriculum

Review each module to become familiar with goals, materials, and time frames for each activity prior to instruction.

Read the Directions and To Be Done areas for the module ahead of time to become familiar with the required set-up and logistics for delivery. Facilitators are not expected to memorize the curriculum, but the more comfortable you are with the curriculum, the more successful the delivery will be.

Time on Task

The suggested time frames of activities have been designed to facilitate the engagement of students to attend to the key prevention information of the lesson. Here are some tips for staying within recommended time frames and maintaining students' engagement:

- Be familiar with the activity, materials, and management/logistics necessary to deliver each activity.
- Consider setting a timer to signal when you should be moving on to the next activity.
- Make sure you have a clock that is visible to keep track of the period.
- Plan out which activities you can get through, given your time frame/class schedule. It is not advisable that you end in the middle of an activity. Instead, plan a logical stopping place that allows you to conclude an activity.
- Consider your class setting, teaching style, and group dynamics, as this will play a role in the pacing of your activities.
- Some activities can be delivered in less time and some may take more time. For example, introductions have been allotted 5 minutes but typically have been completed in 2, and in Module 9, the role-plays may take longer than the allotted time depending on group size.

Grading/Assessment

The Pono Choices curriculum is intended to facilitate student behavior change and foster student understanding of their own sexual health. Facilitators can assess gains in knowledge and skills as follows:

- Use the Observer Checklists.
- Monitor students' participation in activities.
- Collect completed 'Ohana Activity Worksheets and/or Student Workbooks.
- Consider incorporating an end-of-program assessment (after the entire program is completed). A sample assessment that corresponds to the Module 10 Tic-Tac-Pono game is provided as a reference in the back of the Curriculum Implementation Guide and on the Facilitator page of the Pono Choices website (log in to gain access to the assessment tool).

Fidelity Self-Reflection Tools – Modules 1-10

Implementing Pono Choices with Fidelity: Self-Reflection

Module 1. Introduction to Pono Choices

For each activity, please circle Y for yes or N for no to indicate if it was covered when you taught the module. Add helpful comments, if desired. Tally the number of checks for each column to give you an idea of the extent to which you maintained fidelity to the module.

While teaching this module:

Activity	Minutes Allotted	Time	Adherence	Delivery
Activity A: Introduction – Introduced the Pono Choices curriculum and prepared students for what they will be learning in the program Comments:	3	Y/N	Y/N	Y/N
Activity B: Cultural Overview – Introduced “The Voyage of the Wa‘a Kaulua” audio story, provided an overview of the cultural themes, and explained how each lesson will introduce a Hawaiian Cultural Value Comments:	10	Y/N	Y/N	Y/N
Activity C: Student Workbook Instructions – Reviewed the purpose of the Student Workbook and how it will be used during the program Comments:	5	Y/N	Y/N	Y/N
Activity D: Group Agreements – Created a safe and comfortable environment for students to learn about sexual health Comments:	10	Y/N	Y/N	Y/N
Activity E: Conclusion – Concluded the lesson and gave a preview of the next lesson Comments:	2	Y/N	Y/N	Y/N
Total	30			

Challenges that prevented me from:

Adhering to the script	Staying within the allotted time	Delivering clear, prepared, and enthusiastic instruction

Things I need to remember for the next time:

Implementing Pono Choices with Fidelity: Self-Reflection

Module 2. Pono: Making Pono Choices

For each activity, please circle Y for yes or N for no to indicate if it was covered when you taught the module. Add helpful comments, if desired. Tally the number of checks for each column to give you an idea of the extent to which you maintained fidelity to the module.

While teaching this module:

Activity	Minutes Allotted	Time	Adherence	Delivery
Activity A: Introduction – Reviewed the previous lesson and provided an overview of this lesson Comments:	2	Y/N	Y/N	Y/N
Activity B: Hawaiian Cultural Value: Pono – Introduced the cultural value Pono and used Reflection Squares Comments:	3	Y/N	Y/N	Y/N
Activity C: The Voyage of the Wa‘a Kaulua – Introduced, played audio, and debriefed the first segment of “The Voyage of the Wa‘a Kaulua” Comments:	10	Y/N	Y/N	Y/N
Activity D: Making a Pono Choice – Discussed making right choices and students gave examples Comments:	10	Y/N	Y/N	Y/N
Activity E: Redefining Messages about Sex – Brainstormed and defined sex and abstinence Comments:	15	Y/N	Y/N	Y/N
Activity F: Setting Short-Term and Long-Term Goals – Students identified short-term and long-term goals and people who can help them reach their goals Comments:	15	Y/N	Y/N	Y/N
Activity G: Opinion Card Activity – Encouraged students to share how easy or difficult they believe it is to make pono choices Comments:	4	Y/N	Y/N	Y/N
Activity H: Conclusion – Concluded the lesson and gave a preview of the next lesson Comments:	1	Y/N	Y/N	Y/N
Total	60			

Challenges that prevented me from:

Adhering to the script	Staying within the allotted time	Delivering clear, prepared, and enthusiastic instruction

Things I need to remember for the next time:

Implementing Pono Choices with Fidelity: Self-Reflection
Module 3. Mōhala: Lessons in Puberty and Anatomy

For each activity, please circle Y for yes or N for no to indicate if it was covered when you taught the module. Add helpful comments, if desired. Tally the number of checks for each column to give you an idea of the extent to which you maintained fidelity to the module.

While teaching this module:

Activity	Minutes Allotted	Time	Adherence	Delivery
Activity A: Introduction – Reviewed the previous lesson and provided an overview of this lesson Comments:	2	Y/N	Y/N	Y/N
Activity B: Hawaiian Cultural Value – Introduced the cultural value Mōhala and used Reflection Squares Comments:	3	Y/N	Y/N	Y/N
Activity C: The Voyage of the Wa‘a Kaulua – Introduced, played audio, and debriefed this segment of the story Comments:	10	Y/N	Y/N	Y/N
Activity D: Different Is Normal – Viewed the video and debriefed Comments:	5	Y/N	Y/N	Y/N
Activity E: Puberty Presentation – Presented medically accurate information on the changes that occur during puberty Comments:	10	Y/N	Y/N	Y/N
Activity F: Beach Ball Toss Vocab – Covered all of the terms by showing location on the diagram and stating the definition Comments:	10	Y/N	Y/N	Y/N
Activity G: Anatomy Presentation and Changes During Puberty Worksheet – Presented information about anatomy and students completed a worksheet Comments:	10	Y/N	Y/N	Y/N
Activity H: Conclusion – Concluded the lesson and gave a preview of the next lesson Comments:	5	Y/N	Y/N	Y/N
Activity I: ‘Ohana Activity – Distributed the worksheet and explained the activity: Building a Wa‘a Comments:	5	Y/N	Y/N	Y/N

Activity	Minutes Allotted	Time	Adherence	Delivery
Total	60	Y/N	Y/N	Y/N

Challenges that prevented me from:

Adhering to the script	Staying within the allotted time	Delivering clear, prepared, and enthusiastic instruction

Things I need to remember for the next time:

Implementing Pono Choices with Fidelity: Self-Reflection

Module 4. Nohona: Role of Communication in Healthy Relationships

For each activity, please circle Y for yes or N for no to indicate if it was covered when you taught the module. Add helpful comments, if desired. Tally the number of checks for each column to give you an idea of the extent to which you maintained fidelity to the module.

While teaching this module:

Activity	Minutes Allotted	Time	Adherence	Delivery
Activity A: Introduction – Reviewed the previous lesson and provided an overview of this lesson Comments:	5	Y/N	Y/N	Y/N
Activity B: ‘Ohana Activity – Reviewed the activity, elicited a few responses, and provided positive encouragement for students to talk to a trusted adult Comments:	5	Y/N	Y/N	Y/N
Activity C: Hawaiian Cultural Value – Introduced the cultural value Nohona and used Reflection Squares Comments:	5	Y/N	Y/N	Y/N
Activity D: The Voyage of the Wa‘a Kaulua – Introduced, played audio, and debriefed this segment of the story Comments:	10	Y/N	Y/N	Y/N
Activity E: Who’s In Your Canoe? – Viewed the video and used the worksheet to encourage students to identify people in their support systems Comments:	15	Y/N	Y/N	Y/N
Activity F: Healthy, Unhealthy, and Abusive Relationships – Reviewed Pono Relationship Guide, students worked in small groups, and debriefed scenarios Comments:	20	Y/N	Y/N	Y/N
Activity G: Conclusion and Reflection – Concluded the lesson, gave a preview of the next lesson, and students reflected on the importance of Nohona Comments:	5	Y/N	Y/N	Y/N
Total	65			

Challenges that prevented me from:

Adhering to the script	Staying within the allotted time	Delivering clear, prepared, and enthusiastic instruction

Things I need to remember for the next time:

Implementing Pono Choices with Fidelity: Self-Reflection
Module 5. Aloha: Maintaining Respect in Relationships

For each activity, please circle Y for yes or N for no to indicate if it was covered when you taught the module. Add helpful comments, if desired. Tally the number of checks for each column to give you an idea of the extent to which you maintained fidelity to the module.

While teaching this module:

Activity	Minutes Allotted	Time	Adherence	Delivery
Activity A: Introduction – Reviewed the previous lesson and provided an overview of this lesson Comments:	2	Y/N	Y/N	Y/N
Activity B: Hawaiian Cultural Value – Introduced the cultural value Aloha and used Reflection Squares Comments:	3	Y/N	Y/N	Y/N
Activity C: The Voyage of the Wa‘a Kaulua – Introduced, played audio, and debriefed this segment of the story Comments:	10	Y/N	Y/N	Y/N
Activity D: Introduction to the 4Rs – Displayed the 4Rs Poster in the classroom and introduced 4Rs skills Comments:	5	Y/N	Y/N	Y/N
Activity E: Practicing the 4Rs – Partnered students to construct responses to scenarios that use the 4Rs, debriefed scenarios and students’ responses Comments:	15	Y/N	Y/N	Y/N
Activity F: Ty and Kiara: Keeping It Pono – Viewed the video and debriefed Comments:	15	Y/N	Y/N	Y/N
Activity G: Conclusion – Concluded the lesson and gave a preview of the next lesson Comments:	5	Y/N	Y/N	Y/N
Activity H: ‘Ohana Activity – Distributed the worksheet and explained the activity: Braiding Cordage Comments:	5	Y/N	Y/N	Y/N
Total	60			

Challenges that prevented me from:

Adhering to the script	Staying within the allotted time	Delivering clear, prepared, and enthusiastic instruction

Things I need to remember for the next time:

Implementing Pono Choices with Fidelity: Self-Reflection
Module 6. Hāpai Pono: Preventing an Unintended Pregnancy

For each activity, please circle Y for yes or N for no to indicate if it was covered when you taught the module. Add helpful comments, if desired. Tally the number of checks for each column to give you an idea of the extent to which you maintained fidelity to the module.

While teaching this module:

Activity	Minutes Allotted	Time	Adherence	Delivery
Activity A: Introduction – Reviewed the previous lesson and provided an overview of this lesson Comments:	2	Y/N	Y/N	Y/N
Activity B: ‘Ohana Activity – Reviewed the activity, elicited a few responses, and provided positive encouragement for students to talk to a trusted adult Comments:	5	Y/N	Y/N	Y/N
Activity C: Hawaiian Cultural Value – Introduced the cultural value Hāpai Pono and used Reflection Squares Comments:	3	Y/N	Y/N	Y/N
Activity D: The Voyage of the Wa‘a Kaulua – Introduced, played audio, and debriefed this segment of the story Comments:	10	Y/N	Y/N	Y/N
Activity E: Birth Control Choices – Presented an overview of various birth control choices Comments:	10	Y/N	Y/N	Y/N
Activity F: Gallery Walk for Pregnancy Costs – Grouped students and used posters and cost cards, discussed various costs associated with pregnancy Comments:	20	Y/N	Y/N	Y/N
Activity G: ‘Ohana Activity – Distributed the worksheet and explained the activity: Papa and Wākea Comments:	5	Y/N	Y/N	Y/N
Activity H: Conclusion and Reflection – Posed a reflection question then concluded the lesson and gave a preview of the next lesson Comments:	5	Y/N	Y/N	Y/N
Total	60			

Challenges that prevented me from:

Adhering to the script	Staying within the allotted time	Delivering clear, prepared, and enthusiastic instruction

Things I need to remember for the next time:

Implementing Pono Choices with Fidelity: Self-Reflection

Module 7. Pilina A‘o: Understanding Sexually Transmitted Infections

For each activity, please circle Y for yes or N for no to indicate if it was covered when you taught the module. Add helpful comments, if desired. Tally the number of checks for each column to give you an idea of the extent to which you maintained fidelity to the module.

While teaching this module:

Activity	Minutes Allotted	Time	Adherence	Delivery
Activity A: Introduction - Reviewed the previous lesson and provided an overview of this lesson Comments:	2	Y/N	Y/N	Y/N
Activity B: ‘Ohana Activity – Reviewed the activity, elicited a few responses, and provided positive encouragement for students to talk to a trusted adult Comments:	5	Y/N	Y/N	Y/N
Activity C: Hawaiian Cultural Value – Introduced the cultural value Pilina A‘o and used Reflection Squares Comments:	3	Y/N	Y/N	Y/N
Activity D: The Voyage of the Wa‘a Kaulua – Introduced, played audio, and debriefed this segment of the story Comments:	10	Y/N	Y/N	Y/N
Activity E: Understanding STIs – Showed students the presentation about what STIs are and how they are transmitted Comments:	15	Y/N	Y/N	Y/N
Activity F: Video: You Cannot Get HIV Ladatt! – Viewed the video and debriefed Comments:	15	Y/N	Y/N	Y/N
Activity G: Myth or Fact Activity – Highlighted common myths and reinforced the importance of having correct information Comments:	5	Y/N	Y/N	Y/N
Activity H: Conclusion – Concluded the lesson and gave a preview of the next lesson Comments:	5	Y/N	Y/N	Y/N
Total	60			

Challenges that prevented me from:

Adhering to the script	Staying within the allotted time	Delivering clear, prepared, and enthusiastic instruction

Things I need to remember for the next time:

Implementing Pono Choices with Fidelity: Self-Reflection
Module 8. Pilina Pono: Preventing Sexually Transmitted Infections

For each activity, please circle Y for yes or N for no to indicate if it was covered when you taught the module. Add helpful comments, if desired. Tally the number of checks for each column to give you an idea of the extent to which you maintained fidelity to the module.

While teaching this module:

Activity	Minutes Allotted	Time	Adherence	Delivery
Activity A: Introduction – Reviewed the previous lesson and provided an overview of this lesson Comments:	2	Y/N	Y/N	Y/N
Activity B: Hawaiian Cultural Value – Introduced the cultural value Pilina Pono and used Reflection Squares Comments:	3	Y/N	Y/N	Y/N
Activity C: The Voyage of the Wa‘a Kaulua – Introduced, played audio, and debriefed this segment of the story Comments:	5	Y/N	Y/N	Y/N
Activity D: Preventing STIs – Presented ways STI transmission can be prevented while students completed the 8 Prevention Techniques Worksheet Comments:	10	Y/N	Y/N	Y/N
Activity E: Facilitator Condom Demo – Demonstrated every step of correct condom use Comments:	10	Y/N	Y/N	Y/N
Activity F: Student Condom Demo – As a group, students went through the steps of correct condom use Comments:	15	Y/N	Y/N	Y/N
Activity G: HIV Risk High/Low/No Game – Facilitated the game in which students assess levels of risk for HIV transmission of various behaviors Comments:	10	Y/N	Y/N	Y/N
Activity H: Conclusion and Reflection – Posed a reflection question then concluded the lesson and gave a preview of the next lesson Comments:	5	Y/N	Y/N	Y/N
Total	60			

Challenges that prevented me from:

Adhering to the script	Staying within the allotted time	Delivering clear, prepared, and enthusiastic instruction

Things I need to remember for the next time:

Implementing Pono Choices with Fidelity: Self-Reflection
Module 9. Nā Kūlia: Negotiation Skills and Role-Play

For each activity, please circle Y for yes or N for no to indicate if it was covered when you taught the module. Add helpful comments, if desired. Tally the number of checks for each column to give you an idea of the extent to which you maintained fidelity to the module.

While teaching this module:

Activity	Minutes Allotted	Time	Adherence	Delivery
Activity A: Introduction – Reviewed the previous lesson and provided an overview of this lesson Comments:	2	Y/N	Y/N	Y/N
Activity B: Hawaiian Cultural Value – Introduced the cultural value Nā Kūlia and used Reflection Squares Comments:	3	Y/N	Y/N	Y/N
Activity C: The Voyage of the Wa‘a Kaulua – Introduced, played audio, and debriefed this segment of the story Comments:	10	Y/N	Y/N	Y/N
Activity D: Scripted Role-Play, Part 1 – Observed ineffective communication Comments:	5	Y/N	Y/N	Y/N
Activity E: Scripted Role-Play, Part 2 – Observed effective communication and use of the 4Rs Comments:	5	Y/N	Y/N	Y/N
Activity F: Unscripted Role-Plays – Students wrote their own scripts and used the Observer Checklist to evaluate effective use of the 4Rs during each role-play Comments:	30	Y/N	Y/N	Y/N
Activity G: Conclusion – Concluded the lesson and gave a preview of the next lesson Comments:	2	Y/N	Y/N	Y/N
Activity H: ‘Ohana Activity – Distributed the worksheet and explained the ‘Ohana Activity: Lei of Knowledge Comments:	3	Y/N	Y/N	Y/N
Total	60			

Challenges that prevented me from:

Adhering to the script	Staying within the allotted time	Delivering clear, prepared, and enthusiastic instruction

Things I need to remember for the next time:

Implementing Pono Choices with Fidelity: Self-Reflection
Module 10. Oli Ho‘omana: Empowerment

For each activity, please circle Y for yes or N for no to indicate if it was covered when you taught the module. Add helpful comments, if desired. Tally the number of checks for each column to give you an idea of the extent to which you maintained fidelity to the module.

While teaching this module:

Activity	Minutes Allotted	Time	Adherence	Delivery
Activity A: Introduction – Reviewed the previous lesson and provided an overview of this lesson Comments:	2	Y/N	Y/N	Y/N
Activity B: Hawaiian Cultural Value – Introduced the cultural value Oli Ho‘omana and used Reflection Squares Comments:	3	Y/N	Y/N	Y/N
Activity C: The Voyage of the Wa‘a Kaulua – Introduced, played audio, and debriefed final segment of the story Comments:	5	Y/N	Y/N	Y/N
Activity D: Paddling Toward Your Goals and Dreams – Students simulated paddling to emphasize that reaching goals takes perseverance and determination Comments:	20	Y/N	Y/N	Y/N
Activity E: Tic-Tac-Pono – Reviewed the knowledge of previous lessons Comments:	20	Y/N	Y/N	Y/N
Activity F: Conclusion and Reflection: Lei and Certificate Ceremony – Recognized each student with the presentation of a Lei of Knowledge and a Certificate of Completion Comments:	10	Y/N	Y/N	Y/N
Total	60			

Challenges that prevented me from:

Adhering to the script	Staying within the allotted time	Delivering clear, prepared, and enthusiastic instruction

Things I need to remember for the next time: