

In-Person Facilitator Training



Pono Choices

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

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Introduction

The information in this guide is provided as a reference and an overview of what an in-person training entails.

In-Person Trainings are designed for individuals interested in delivering the Pono Choices curriculum. This is a scripted two-day training, including lectures, demonstrations, and interactive activities.

This training emphasizes the core components of the program and teaches facilitators to adhere to the fidelity of the Pono Choices curriculum.

Overall Learning Objectives

By the end of the training, participants will be:

- Familiar with the Pono Choices curriculum
- Comfortable delivering Pono Choices
- Able to identify additional supports and resources to support an individual in the implementation of Pono Choices
- Competent to instruct youth ages 11-13, using the Pono Choices curriculum, with fidelity.

Time and Duration

2 days, 7.5 hours each (suggested schedule: 8:30 a.m. – 4:00 p.m.)

Day 1

Day 1 Agenda

8:30 a.m. – 8:45 a.m.	Check in/ Registration
8:45 a.m. – 9:00 a.m.	Welcome, Overview of Training, Logistics, Introduce Trainers, Introduce Facilitators
9:00 a.m. – 9:30 a.m.	M1. Introduction to Pono Choices
9:30 a.m. – 10:30 a.m.	M2. Pono: Making Pono Choices
10:30 a.m. – 10:45 a.m.	Break
10:45 a.m. – 11:45 a.m.	M3. Mōhala: Lessons in Puberty and Anatomy
11:45 a.m. – 12:45 p.m.	M4. Nohona: Communication in Healthy Relationships
12:45 p.m. – 1:30 p.m.	Lunch
1:30 p.m. – 2:30 p.m.	M5. Aloha: Maintaining Respect in Relationships
2:30 p.m. – 3:30 p.m.	M6. Hāpai Pono: Preventing an Unintended Pregnancy
3:30 p.m. – 4:00 p.m.	Reflection, Day 1 Evaluation, Confidence Rating Scales

Introduction to the Pono Choices Training

8:30 a.m. – 8:45 a.m.

Registration

8:45 a.m. – 9:00 a.m.

Introduction/Welcome/Overview

Icebreaker: Introduction of Trainers/Facilitators

Overview Continued

“Pointing North” Activity

Training Objectives

Goal of the Pono Choices Curriculum

Curriculum Overview

Core Components

Hawai‘i State BOE Sexual Health Education Policy

Implementation Tips

Human Thermometer

Registration

Facilitators register and are offered refreshments. Upon arrival, facilitators are asked to complete a map of their classroom drawn on graph paper.

Introduction

Introduce trainer(s). Describe how the curriculum was developed. Explain the Hawai‘i Department of Education’s assistance and input. Welcome facilitators, give an overview of the program/modules, and explain the flow of training.

Welcome

Good morning! Welcome to the Pono Choices training. We are delighted to see you all here today and look forward to having you get started with Pono Choices, which has been about four years in the making. As you may be aware, the Pono Choices curriculum was developed with funding from the federal Office of Adolescent Health through the University of Hawai‘i’s Center on Disability Studies (CDS).

Overview

The Pono Choices curriculum was developed and packaged between 2010 and 2013. 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 University of Hawai‘i, ALU LIKE, Inc., and Planned Parenthood of Hawai‘i.

The curriculum was piloted in 2011 in two public middle schools (Hawai‘i Island and O‘ahu) and was studied from 2012 to 2015 in 34 Hawai‘i public schools and public charter schools, using a randomized control trial. The study was conducted by facilitators who were trained by the developers to implement the curriculum with fidelity. External evaluator Berkeley Policy Associates (BPA), now called IMPAQ International, conducted the impact analysis to examine

the impact of Pono Choices on initiating sexual activity and avoiding unprotected sexual intercourse.

Icebreaker

Participants introduce themselves:

- Participants, please introduce yourself and include the following information:
 - Your name
 - Your school or group
 - Your experience/time teaching, specifically in Health/Sex Ed
 - Class schedule (block, waterfall, time per class)
 - Number of classes and size of each class
 - Class configuration – facilitators should have completed a map of their classroom drawn on grid paper; they are to keep and use the map to envision how the presentation in their classroom will be same/different
 - Please share why you are interested in being trained to use Pono Choices.

- Trainers introduce themselves and the agency they represent.
 - The developers of the curriculum represent ALU LIKE, Inc., Planned Parenthood of Hawai‘i, and University of Hawai‘i CDS. University of Hawai‘i received the grant, ALU LIKE, Inc., contributed the cultural components of this place-based curriculum, and PPHI was brought in to ensure the medical accuracy of the pregnancy and STI prevention message.

Continue with Overview (Explaining Need, Using Hawai‘i Statistics)

So, most of us are aware of the need for a teen pregnancy and STI curriculum in Hawai‘i, but let me just share a few statistics with you:

1. In 2010, Hawai‘i taxpayers spent over \$32 million on costs associated with teen pregnancy and childbearing (according to The National Campaign to Prevent Teen and Unplanned Pregnancy).

Note to Trainer: This information is from an April 2014 report.

To update the statistic, go to <http://thenationalcampaign.org/why-it-matters/public-cost>
Select a state (Hawaii), and click on “Download Hawaii State Cost Fact Sheet.”

2. Good and Bad: According to the 2013 YRBS (Youth Risk Behavior Survey), Hawai‘i teens wait longer before they start to have sex, but when they do have sex, they have the lowest rate in the nation for condom use.
 - 54% of Hawai‘i youth did not use a condom during last sex, whereas
 - 41% of youth nationally did not use a condom during last sex

3. Concerning using general methods to prevent pregnancy during last sexual intercourse:

- 16% of Hawai‘i’s high school students did not use any method to prevent pregnancy during last sexual intercourse, whereas
 - 14% of high school students nationally did not use any pregnancy prevention method
4. Also, they were more likely to use drugs or alcohol before their last sexual encounter:
- 24% of Hawai‘i youth used drugs/alcohol before last sex, whereas
 - 22% of youth nationally used drugs/alcohol

Note to Trainer: The information in points 2, 3, and 4 was accessed June 2015 and came from the 2013 high school Youth Risk Behavior Surveillance System (YRBSS). To obtain updated statistics, go to www.cdc.gov/healthyyouth/data/yrbs/results.htm . Click on the “Youth Risk Behavior Surveillance” then the “Morbidity and Mortality Weekly Report” (MMWR) (PDF – see detailed tables at the end of the report) or click on “High School Youth Online Results.”

Local data may also be found in the Hawai‘i Health Data Warehouse:
www.hhdw.org/cms/index.php?page=yrbss-reports

Currently, Hawai‘i ranks 9th in the country for high rates of teen pregnancy (eight states have higher rates) and 15th for high rates of chlamydia (14 states have higher rates). These high rates have to do with the fact that when Hawai‘i teens are having sex, they are having unprotected sex.

Note to Trainer: The teen pregnancy rate information is from 2010 and was accessed June 2015. To update the statistic, go to <http://thenationalcampaign.org/data/compare/1678> Under the “View 50 State Comparisons” dropdown box, select “Teen Pregnancy Rate.”

The chlamydia rate information is from 2013 and was accessed June 2015. To update the statistic, go to www.cdc.gov/std/chlamydia/chlamydia-your-area.htm Click on “Reported cases and rates by state in 2013, Ranked by Rates” or a more recent year if available.

“Pointing North” Activity

Could you all stand up for a moment? Now close your eyes. And while keeping your eyes closed, I want everyone to point north. Keep your eyes closed until I say open them. Now, keep your hand pointing where it is and open your eyes.

This is what we have seen when it comes to addressing teen pregnancy and STI education. We may all have a clear sense of the issue, but moving in the same direction to address it may be challenging. It is our hope that this curriculum, when implemented as intended, can provide a consistent education for Hawai‘i youth on a critical topic.

Training Objectives

Here is what you can expect from this training. Our four objectives are as follows:

1. Become familiar with the Pono Choices curriculum.
2. Become comfortable delivering the Pono Choices curriculum.
3. Be able to identify additional supports and resources to support you in the implementation of the Pono Choices curriculum.
4. Become competent to instruct youth ages 11-13, using the Pono Choices curriculum, with fidelity.

Goal of the Pono Choices Curriculum

The overarching goal of Pono Choices is to reduce the number of teen pregnancies and incidences of sexually transmitted infections (STIs), increase positive bonding in the schools and the community, increase the sense of self-identity and self-efficacy, and improve expectations for the future.

Curriculum Overview

Pono Choices is a scripted, 10-module, 9 hour and 35 minute curriculum that provides middle school youth with the knowledge and skills necessary to reduce their risk of unintended pregnancy and STIs by providing medically accurate information within a Native Hawaiian place-based framework.

Pono Choices draws from social learning, self-regulation, and developmental assets theories and was developed through a collaborative workgroup process. The program was reviewed in May 2014 by the Office of Adolescent Health for medical accuracy, is included on the Hawai'i State Department of Education (DOE) approved list of sexual health curricula for grades 6-8, and meets Hawai'i State BOE Sexual Health Education Policy 103.5 and DOE sexual health and responsibility standards and benchmarks.

The program is intended to be delivered where youth ages 11 to 13 in Hawai'i congregate or go for sexual health education. Such settings may include schools, community centers, and health clinics. The number of sessions implemented will vary based on the schedules of each site; however, it is strongly recommended that all 10 of the lessons are delivered in their entirety and in sequential order. The Pono Choices curriculum is flexible and has been designed to accommodate an individual site's schedule so that the recommended sequential delivery may be reached.

Pono Choices is a culturally responsive curriculum that draws upon place-based theoretical foundations using Hawaiian as the base culture. Native Hawaiian cultural values, practices, and activities serve to reflect pro-social behaviors that build resilience and self-esteem; reinforce medically accurate teen pregnancy and STI prevention terminology appropriate for youth ages 11-13; and provide interactive activities that provide youth the opportunity to practice their communication, goal-setting, and problem-solving skills. Though the majority of Hawai'i's

school-aged students are not of Native Hawaiian ancestry, Pono Choices relies on Native Hawaiian cultural values as Hawai'i's base culture.

Research shows that curricula are most effective if they are based on a sound theoretical framework. In the Overview of the Curriculum section, you will find a description of each of these theories, along with their focus and major concepts.

Core Components

Today we are going to spend our time going through Modules 1 through 6 of this curriculum. Tomorrow we will cover Modules 7 through 10 and talk about how to host a Parent Night and other next steps.

In the Curriculum Overview, we have identified the “core components” of the Pono Choices curriculum and how they align to the Hawai'i State Health Standards. On the grid, you will see the main Pono Choices concepts, how each concept aligns with the standard and benchmark, and the activity that demonstrates evidence of how that concept is achieved. As we go through the modules, we will share some tips on how you can use activities from this last area for assessment purposes.

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 and character education 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, community, and school connection and engagement activities.

A considerable amount of evidence suggests that culturally compatible interventions increase learner outcomes. The Pono Choices curriculum has been created with this in mind, in order to reinforce the prevention message through a cultural foundation that will hopefully result in an increase in positive learner outcomes. Students are introduced to Hawaiian cultural terms and practices that stress positive character development and making “pono” choices.

Cultural components in the curriculum include the introduction of Hawaiian Cultural Values, an original cultural story, cultural practices, and locally produced videos and artwork. 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. Pono Choices also includes four 'Ohana Activities to be done with 'ohana members, and it includes historical readings.

Hawai'i State BOE Sexual Health Education Policy

June 2015

The Board of Education Sexual Health Education policy can be found in the Curriculum Overview. Policy 103.5 reads as follows:

BOE POLICY 103.5 SEXUAL HEALTH EDUCATION

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.

The Pono Choices curriculum stresses that abstinence, when used consistently and correctly, is the only 100% effective method of birth control. However, Pono Choices also provides medically accurate information on hormonal and barrier methods of birth control and includes a condom demonstration as an essential skill, along with refusal and communication skills, which students must be able to accurately demonstrate.

Can someone tell me what the difference is between this abstinence-based policy and an abstinence-only policy?

(Take responses, then clarify that “abstinence-only” restricts instruction to only discuss abstinence and does not allow information on any birth control methods or allow for information about condoms. “Abstinence-based” requires that abstinence is stressed as the most effective way to prevent unintended pregnancy and STIs, but it also allows for information on STI prevention methods, birth control methods, condoms, and/or a condom demonstration.)

Implementation Tips

1. **The Pono Choices website** (www.cds.hawaii.edu/ponochoices) where you should go for updated information. As you implement the curriculum, the Facilitator Page provides a Hawaiian Cultural Connection tutorial and a Puberty, Anatomy, and Medically Accurate Terminology tutorial as a resource you can review as needed. The public part of the website contains the curriculum overview and implementation fidelity resources such as self-assessment and fidelity monitoring tools. On a password-protected website are downloadable PDF files of classroom posters, the Student Workbook, the ‘Ohana Activities, the Certificate of Completion and optional assessment, and the Implementation Guide for Modules 1-10.
2. **Consult the checklist** of materials needed, including audio/visual equipment and things that we will provide.
 - a. Projector/computer/speakers for slideshow presentations and videos
 - b. Materials in the curriculum kits you will use, including posters, classroom supportive materials, and slideshow presentations. Tomorrow, you will receive a kit upon completion of the training.
3. **Time frame for each activity:** Module 1 is 30 minutes, and the remaining modules are each 60-65 minutes. Each activity has been allocated with an exact time frame that has been field-tested. Some of you teach classes that are not 60 or 65 minutes long, so Pono Choices has been designed to be adapted to fit your class time. It’s important to stay with the time frames, and we know that they are tight. One of the purposes of this training is to practice presenting the activities within the time allotted.
 - a. Keep to the script. We designed the program with scripts so that anyone can present this program, whether it’s a long-time facilitator or a new facilitator, comfortable or uncomfortable with the subject matter. The script is for you to follow.
 - b. Every word in the script has been thoughtfully placed in the curriculum, so please be sure to follow it carefully. We are here to build and support your confidence so you feel more at ease in using the script and so you can follow it accurately.
4. **Delivering the curriculum:** Be sure to read all of the Directions and To Be Done sections, and please contact project staff if you have any questions or concerns.

Human Thermometer

Let's do a quick check-in. There are opinion cards placed on the wall, with "easy," "very easy," "difficult," and "very difficult" written on them. Could you all please stand up and go to the card that describes your current comfort level with teaching a scripted curriculum?

Ask: "Why do you feel comfortable?" and "Why do you feel uncomfortable?"

Wow! We heard that there is a range of comfort in this room. This is an assessment tool that we will see again in the Pono Choices curriculum. We know that students will also be at varying levels of comfort with this subject matter. Our job is to help increase your comfort throughout the rest of the two-day training. It is important for you to be honest about that. We want you to be comfortable here, just as you will need to increase the students' comfort level within your classrooms.

Module 1. Introduction to Pono Choices

9:00 a.m. – 9:30 a.m.

1. Facilitator Outcome:

- Introduce the Pono Choices curriculum to students.
- Give the cultural overview and expectations for the program.
- Get student buy-in.
- Have students looking forward to future modules.

2. Student Outcome:

I understand that Pono Choices is a teen pregnancy and STI prevention curriculum.

3. Objectives of this Module:

- Understand the overview of Pono Choices.
- Understand the purpose of the Group Agreements, the cultural overview, and how to engage/monitor/reinforce student understanding of Pono Choices with the use of the student folder.

4. Trainers will:

- Present/explain the module's Confidence Rating Scale.
- Talk through each section of this module.
 - A. Introduction: Explain that all modules have a brief introduction that follows a review/preview style.
 - B. Cultural Overview: Briefly discuss the materials involved in the cultural component: "The Voyage of the Wa'a Kaulua" slide with audio embedded, 'Ohana Activities (mention that students will bring in their finished product, and make sure to prepare a place to display wa'a and store cordage), and Hawaiian Cultural Values (HCVs).
 - C. Student Workbook: Go through it in depth. Explain the module divider/questions/notes section, worksheets, pregnancy brochure, and Reflection Squares. This can be the facilitator's grading tool, and facilitators can create a grading rubric to include this if they desire.
 - D. Group Agreements: Discuss the importance of having group agreements in addition to having class rules. Discuss why group agreements for sex education are important and different from class rules and expectations.
 - E. Conclusion Conclude this lesson and give a preview of the next lesson.

5. Debrief, answer questions, and review objectives

Materials Needed:

1. Pono Choices Poster
2. Group Agreements Poster

3. Student Workbooks
4. Module 1 Presentation

Other Items:

1. Module 1 Confidence Rating Scale
2. Projector/laptop/speakers
3. Easel stands for displaying posters
4. Tape

Note to Trainer: Display the Pono Choices Poster and pass out Confidence Rating Scales

Directions for Confidence Rating Scales

Throughout each training module, you should be thinking about how confident you will be in delivering each activity of each module as it is intended to be delivered. We have included Confidence Rating Scales for each module to help you, as well as the trainers, determine your confidence level and address any questions, comments, or concerns you may have.

Introduction

Module 1 is about introducing the curriculum. Module 1 is 30 minutes; 8 modules are 60 minutes, and 1 module is 65 minutes. Turn to Module 1 in the Facilitator Curriculum Implementation Guide. You will see the first page of the module. All modules begin with an overview containing the essential information in the module.

At the top, you will see:

- Name of the module
- Duration
- Goal of the module. **For Module 1, the goal is: To introduce Pono Choices and prepare students to participate.** It is critical that you have the goal in mind as you are presenting the module. All of the activities in the module support the stated goal.
- Learner outcomes or what students should walk away with. The learner outcomes are a tool you can use to assess student knowledge. At the end of each module, students should be able to demonstrate to you that they have met these outcomes.
- Hawai'i Department of Education standards and benchmarks.
- Materials needed. All of the materials needed for each module are listed, and you should be sure that you have all materials ready to go before you begin. For this module, you should have the Pono Choices Poster and Group Agreements Poster displayed and the introductory slide ready to go. Students will need Student Workbooks for each day.
- Activities are listed in the order they are to be presented, and the time frame needed is shown. You must deliver every activity. Based on the time you have available, if you need to stop in the middle of a module, you will need to begin the next class where you left off.

Activity A: Introduction

The module begins with information about teen pregnancy in Hawai‘i and is designed to create buy-in from the students that this is an important topic.

Let me explain how the activities are outlined. On the next page, there are Facilitator Directions that tell you what the purpose of the activity is and how to prepare. The “To Be Done” section aligns with the facilitator script, located below. The areas marked “Read” and “Ask” are the facilitator script, which is what you will be reading.

Ask: Can I get a volunteer to read the facilitator script for Activity A? Please stop when we get to the question.

The volunteer pauses at the question on page 2, and the trainer debriefs: This question is crucial to the program as it is the first engaging interaction and is intended to get students to buy in to the prevention message. Therefore, when the facilitator unpacks the question with a class, it is important for the facilitator’s response to remain neutral and affirming to all students. Differing opinions are to be expected, but the facilitator’s response should be neutral so that students do not perceive negative value judgments.

(Volunteer finishes reading the Activity A facilitator script.)

Activity B: Cultural Overview

This section is a foundational element of Pono Choices because it introduces the culturally responsive base that draws upon Native Hawaiian values. Before this activity, you will have your Pono Choices Poster displayed, and you will display it in each class throughout the program. This poster has a picture of the wa’a (canoe), which acts as a connection to a visual representation of adolescent development, sexual decision-making, and student goals and dreams. The navigational star represents the future that the students are striving toward.

Ask: Can I get a volunteer to read the script for Activity B? (Script is read.)

Fabulous! As you will see in the remaining modules, there are cultural activities and materials to become familiar with, similar to the one we just introduced.

Remember: We are working from a place-based framework. We are not culture-free; everyone has a culture that navigates his or her viewpoints.

We will now move onto Activity C. Does anyone have any questions?

Activity C: Student Workbooks

- Within the Student Workbook, there are module dividers that include the Hawaiian Cultural Values and a character list for “The Voyage of the Wa’a Kaulua,” as well as

space for students to take notes. Reflection Squares at the back of the workbook will be used to write down each Hawaiian Cultural Value for the day, as well as definitions and reflections throughout the curriculum. Please take a look at these Reflection Squares, which can be found at the back of the student workbook. These squares will be used in a culminating activity.

- Student Workbooks are used daily. We observed workbooks being handled in a variety of ways; you will need to decide what will work best for you, your class, and your students in regard to how the workbooks are handled. Say you have a 60-minute class, and it takes time for students to come in and settle down. Think about where you want to store workbooks and what will work best for your classroom. Will you be responsible for the workbooks, or will students be taking them home and be responsible for their own books?
- Workbooks can be used for student assessment or as a grading tool. Facilitators can create a grading rubric to include if they desire.

Ask: Can I have another volunteer to read Activity C? (Volunteer reads script.) Great job!

Activity D: Group Agreements

Most of you have your own classroom rules, but these Group Agreements specifically address the sensitivity of the subject matter in this curriculum. The Group Agreements Poster should be visible in the classroom for the duration of the curriculum. Group Agreements are also included in the Student Workbooks. This is a good tool to use, especially during sensitive activities, to remind students of how to behave appropriately.

Ask: Can I please have another volunteer to read Activity D?

After #5, Right to Pass, the trainer stops and directs all to read the Note to Facilitator.

As you see, the Note to Facilitator states that if students ask a question about the right to pass, the facilitator can redirect them to the next agreement, which is the responsibility to participate.

You want a comfortable environment, but you also want participation. Let's hear from you about strategies you've used to engage a nonresponsive student.

Examples:

- Do not single out students or call on individuals that you know to be shy.
- Allow shy students a day or so to get comfortable.
- Go student by student and have all students answer.
- Find another way to assess student knowledge.

Remember: Getting students to buy into the Group Agreements is important. Sometimes, getting the students to sign the bottom of the worksheet is an effective strategy for getting them

involved. Always bringing students back to what they agreed upon is a great way to reinforce the message. Let's remember the Group Agreements ourselves as we go through this training!

Activity E: Conclusion

Each module has a conclusion that reiterates the learner outcomes or what students have learned and provides a brief preview of the next lesson. It is important not to skip the conclusion.

The trainer reads the conclusion (following the facilitator script)

In this lesson, you:

- Were introduced to Pono Choices.
- Identified why teen pregnancy and STI prevention education is important.
- Heard that Pono Choices will include cultural aspects, such as using representations of the wa'a and how it relates to sexual health.

Next time, we will listen to the first segment of "The Voyage of the Wa'a Kaulua" and learn our first Hawaiian Cultural Value. We will also define "sex" and "abstinence," and you will be writing down some goals you have for your future.

So, that is Module 1. Does anyone have any questions?

Please complete your Module 1 Confidence Rating Scale. We will use this type of form throughout the training to understand what to review with each of you individually.

Module 2. Pono: Making Pono Choices

9:30 a.m. – 10:30 a.m.

10:30 a.m. – 10:45 a.m. (Break)

1. Facilitator Outcome:

The trainer models how the Pono Choices activities are to be presented, with the intention of the facilitators presenting Module 3. Facilitators will participate as if they are the students, but also observing as they will be presenting future modules.

2. Student Outcome:

I have the ability to set goals and reach those goals by making pono choices.

3. Objectives:

- Understand that “Pono” is a core component in Pono Choices.
- Facilitators will present the definitions of “sex” and “abstinence” that will be used throughout Pono Choices.
- Facilitators will be able to facilitate short-term and long-term goal setting.

4. Trainers will:

- Present each activity as designed within the time allotted in order to prepare facilitators for future modules in which they will be presenting activities and receiving support and brief feedback.
- Acknowledge the presenter’s comfort level (especially with brainstorming about sex) and that it’s okay to discuss these topics; we’ve run it through two pilot sessions.
- Note which materials are needed and the objectives of module.
- Facilitators are to make notes, questions, etc., on the Confidence Rating Scale for debrief afterwards.
- Explain the deeper meaning of Pono.
 - A. Intro: Review/preview
 - B. Hawaiian Cultural Value: Introduce Pono
 - C. “The Voyage of the Wa‘a Kaulua”: Introduce this portion of the story
 - D. Making a Pono Choice
 - E. Redefining Messages about Sex
 - F. Setting Short-Term and Long-Term Goals
 - G. Opinion Card Activity
 - H. Conclusion

5. Debrief, answer questions, and review objectives

Materials Needed

1. Pono Choices Poster
2. Group Agreements Poster
3. Student Workbooks
4. Easy to Difficult Opinion Cards
5. Module 2 Presentation

Other Items

1. Module 2 Confidence Rating Scale
2. Projector/laptop/speakers
3. Easel stands for displaying posters
4. Tape

Introduction

Module 2 will help set the groundwork for future modules. It also introduces a variety of learning styles through listening to the story, completing a worksheet, brainstorming, and copying information such as the Hawaiian Cultural Value (HCV) and the definitions of sex and abstinence.

The HCV for this module is Pono. Everyone say “Pono, Pono.” The value of Pono is woven throughout the curriculum, from the beginning to the end. We all know that some choices are easier or harder to make than others, but with accurate information and support, it’s hoped that the choices students make will be pono in regard to their sexual health and the prevention of unintended pregnancies and STIs.

This module begins the story “The Voyage of the Wa‘a Kaulua.” It is necessary to have the correct slide displayed before class begins and to have practiced saying the title and the names associated with the story: Ka‘iwi, Pailolo, Kupuna Hōkūpa‘a. Remember that the Cultural Connection Tutorial is available whenever you need a cultural overview or refresher.

In this module, you will have students think about their future goals, and then you will refer back to those goals in other modules of the program.

You will define what it means in Pono Choices when the terms “sex” and “abstinence” are used. It’s understandable that some people can be uncomfortable when talking about sex. But, be assured, the curriculum was designed to be age appropriate and developmentally appropriate for students to become comfortable with saying the terms “sex” and “abstinence” and understanding the definitions that will be used throughout the curriculum.

We will be presenting this module just as it should be delivered. Please observe not just the activities, but also the time frames, how the information is presented, and the materials used. Later, you will be assigned to present different aspects of other modules. You will be able to see

how a module is intended to be delivered, and then we'll have you deliver parts of it. This module is designed for 60 minutes; since this is a small group, it may take less time as long as there are no classroom management issues.

Note to Trainer: Present Module 2 exactly as if you were in the classroom presenting to students. Try to stay “in role” and encourage participants to save logistical or implementation questions until the end of the module. Remind participants to think as if they are students, but also view the lesson as if they were presenting in their classrooms.

The trainer follows the facilitator script for all activities in Module 2.

Activity A: Introduction

Activity B: Hawaiian Cultural Value: Pono

Activity C: “The Voyage of the Wa‘a Kaulua”

Activity D: Making a Pono Choice

Activity E: Redefining Messages About Sex

Activity F: Setting Short-Term and Long-Term Goals

Activity G: Opinion Card Activity

Activity H: Conclusion

Activity Debrief

Activities A, B, and C

As you've observed, the activities are consistent. Modules 2-10 all have an Introduction, a Hawaiian Cultural Value, and a segment of “The Voyage of the Wa‘a Kaulua” story.

Activity D

Making a pono choice focuses on the concept of Pono as a core component of the curriculum and will be reinforced throughout. Making a pono choice means making a choice that is pono with oneself as well as others. We want to build up and reinforce that students make pono choices every day.

Activity E

“Redefining Messages About Sex” introduces the definitions of sex and abstinence. This is discussed early in the curriculum so that students are comfortable with the terms and are clear about what they mean. Research about teen pregnancy prevention (TPP) programs shows that long-term results need to be connected to a clear message, which is why these definitions are introduced at the beginning so that students can become comfortable using medically accurate terms.

Activity F

Goal setting is important in helping students connect their behaviors to their goals and dreams. It also is an important part of the curriculum's theoretical foundation.

Activity G

Conclusions are short but play an important role in reinforcing the module's core components. Do not skip the conclusions.

How things are presented and the order in which they're presented is intentional. There must be a link between what one wants in life and how certain things can get in the way of achieving one's goals. We must connect behaviors and how those behaviors can impact a person's goals or dreams. Expectations and reinforcement are essential in sexual health curricula.

Core Components:

- Knowledge = Identify and set goals
- Knowledge = Define abstinence and sex
- Attitudes = Assess attitudes toward abstinence
- Attitudes = Assess attitudes toward making pono choices

Please write down any questions you have on your Confidence Rating Scale so we know what to review with you one-on-one.

Module 3. Mōhala: Lessons in Anatomy and Puberty

10:45 a.m. – 11:45 a.m.

1. Facilitator Outcome:

Increase the facilitator's comfort level with presenting the Pono Choices curriculum. Increase awareness of the time frame allotted for each activity.

2. Student Outcome:

I understand that puberty creates changes, including those leading to the ability to reproduce.

3. Objectives:

- Understand and be able to facilitate an activity regarding sexual and reproductive anatomy terms and their definitions that are used throughout the Pono Choices.
- Communicate the changes that happen during puberty and how sexual reproduction occurs.
- Be able to connect the 'Ohana Activity to promote discussion between the 'ohana and the student in regard to the puberty message.

4. Trainers will:

- Explain why we are including anatomy and puberty (students should already have this knowledge but often do not, and they may not have thought about it in this context).
- Give a reminder about the module Confidence Rating Scale.
- Split participants into groups.
- Explain how the presentation slides correspond to the Facilitator Curriculum Implementation Guide, which contains the facilitator script. (15 minutes)
- Explain the deeper meaning of Mōhala.
 - A. Introduction
 - B. Hawaiian Cultural Value: Mōhala
 - C. "The Voyage of the Wa'a Kaulua"
 - D. Video: "Different Is Normal"
 - E. Puberty Presentation
 - F. Beach Ball Toss Vocab Activity
 - G. Anatomy Presentation and Changes During Puberty Worksheet
 - H. Conclusion
 - I. 'Ohana Activity: Mōhala

5. Participants will be assigned different activities to present.

*** NOTE: Trainer should present Activity F**

6. Debrief, Confidence Rating Scale, and questions. Discuss 'Ohana Activity.

Materials Needed (new for this module)

1. Module 3 Presentation
2. Beach Ball with Sexual and Reproductive Terms
3. ‘Ohana Activity Worksheets (Mōhala)

Other Items (new for this module):

Module 3 Confidence Rating Scale

Introduction

The goal of Module 3 is to understand the body, specifically the reproductive and other sexual anatomy parts and their functions, in order to make pono/healthy choices.

The Hawaiian Cultural Value of Module 3 is Mōhala. Mōhala is to blossom or to mature. And that’s exactly what this module is all about: changes during puberty. It’s an awkward but beautiful time when not only is a teen’s body blossoming into something it wasn’t before physically, but the teen is also blossoming mentally, emotionally, and socially. Everyone say “Mōhala...Mōhala.” Great!

We are discussing sexual anatomy and puberty in Module 3 because although students should have already learned some of this content in 5th grade, it will serve as an overview.

Now that you’ve observed a module delivered, you will have the opportunity to facilitate a variety of activities. We will be assigning you activities for Module 3 that you will get to present. You will have just 5-10 minutes to look over your script, gather any materials you need, and prepare to deliver your activity to the group as I just modeled, and as you will deliver it when back in your own classrooms.

The difference here is that you are working with others, so transitions from one activity to the next need to be very quick so that we still stay within our 60-minute time frame for the entire module. When one activity is complete, that presenter needs to fade out and the next one step in and continue as if it’s a single presenter for the module. While others are presenting, be sure to use the Confidence Rating Scale to rate your confidence in presenting each activity.

For this module, assign activities to individuals (1-2 per person).

Now we’ll give you all some time to look at your activity that you will be presenting for this module. Again, use this time to familiarize yourself with the script, gather any materials that you may need, or set up as needed. Any questions?

Great, go ahead and review your assigned activities.

(After 5-10 minutes) Now we will begin presenting this module. Remember, we are here to help you if you get stuck.

Have participants take turns presenting activities within the module.

After all activities have been presented, acknowledge that everyone did a great job!

Activity Debrief

Activities A, B, and C

You see that A, B, and C are similar in each module, and they are all important parts of the curriculum.

Activity D

In the “Different is Normal” video, students are shown that differences in their appearances and rates of development are normal. The video is used to increase comfort in regard to the changes that they may be going through.

Activity E

Because this is more of a lecture component, you will want to review and familiarize yourself with the script before presenting. You saw on the presentation that the slide corresponds to the picture in the script. You do not need to read anything from the slide, but as you continue following the facilitator script, you need to make sure that you have the correct corresponding slide showing.

Activity F

Let’s spend a moment on this. Let’s talk about some “what ifs.” This is the first interactive activity, so let’s discuss some things that could potentially happen during this activity and some tips for you.

Some typical challenges:

- What if I pass the ball, and the student will not say the word?
The facilitator can ask: What word did your finger land on? Or, ask the student’s neighbor to help them out. Once the word is said, have all students repeat it to increase the comfort level of all.
- Peers tease or laugh at a student’s response (or when a student struggles with pronunciation).
The facilitator reminds students of the Group Agreements and does not accept this behavior.
- What if a student drops the ball?
Pick up the ball and hand it back to the student. Remind students that this activity is to increase their vocabulary, and they should be throwing the ball gently/carefully to each other.
- What if a student cannot pronounce the word?

The facilitator says the word and has the student repeat it.

Excellent!

(Continue with debrief of module)

Activity G: Anatomy Presentation

We acknowledge that students should have/may have gotten this information in previous classes, but we found that often, students could not connect their knowledge of sexual anatomy to the idea of pregnancy or STI transmission. For some, this will be review.

Activity H: Conclusion

Review what was learned and preview next module.

Activity I

This is the first of four ‘Ohana Activity assignments in the curriculum. The task in this activity is to create a homemade wa‘a. Our definition of ‘ohana is inclusive of various home environments. It doesn’t have to be just the mom or dad that can participate. The main point is that the student connects with a trusted adult who they can talk to and obtain information from. This is a time for families to instill their own family values and a time that students can use to connect what they learn in school to their family’s values.

Remember:

- This is a process. The goal is not the end result of having a completed worksheet but encouraging a progression that will happen over time, where students are allowed time to process how they feel about their own sexual health and how their feelings intersect with their family’s values and their community’s values.
- Having students do the ‘Ohana Activity and bring back the information is foundational for developing and reinforcing a positive attitude around sexual health.

These are examples of different types of wa‘a that have been created by students. (Point to the screen.) This is a wa‘a carved from a bar of Irish Spring soap, another of corks attached with pipe cleaners with a dinosaur navigating, a Sprite bottle cut in half with solar panels and propellers, and a canoe with each component made from something pink. They range from very simple to very complex designs. There are no specifics on what needs to be used to create canoes. This is a platform to talk with ‘ohana members about what the student is learning in school.

Core Components:

- Knowledge = Identify the reproductive and sexual body parts and their functions.
- Knowledge = Understand the normal developmental process that occurs during puberty.
- Attitudes = Assess attitudes toward sexual health decisions.

Any questions?

Remind facilitators to complete their Confidence Rating Scale for Module 3.

Please take a moment to complete your Confidence Rating Scale before we move on to Module 4.

Module 4. Nohona: Role of Communication in Healthy Relationships

11:45 a.m. – 12:45 p.m.

12:45 p.m. – 1:30 p.m. (LUNCH)

1. Facilitator Outcome:

Continue teach-backs to increase the facilitator's comfort level.

2. Student Outcome:

I understand that good communication is important in a healthy relationship.

3. Objectives:

- Understand the role of communication in healthy relationships.
- Facilitators will be able to understand the criteria used in Pono Choices to distinguish differences between healthy, unhealthy, and abusive relationships.
- Reinforce that students can utilize their support systems to make pono choices.

4. Trainers will:

- Explain why we dedicated a whole module to communication in a teen pregnancy and STI prevention program.
- Discuss the locally produced video and the reason for using it.
- Divide into groups, and give a reminder about the Confidence Rating Scale.
- Explain the deeper meaning of Nohona.
 - A. Introduction
 - B. Review 'Ohana Activity: Mōhala
 - C. Hawaiian Cultural Value: Nohona
 - D. "The Voyage of the Wa'a Kaulua"
 - E. Who's In Your Canoe?
 - F. Healthy, Unhealthy, and Abusive Relationships
 - G. Conclusion and Reflection

5. Explain why we have positive reinforcement/self-efficacy prompts (5 minutes)

6. Debrief, answer questions, and review objectives

Materials Needed (new to this module):

1. Module 4 Presentation

Other Items (new for this module):

Module 4 Confidence Rating Scale

Introduction

In Module 4, we take a closer look at the importance of communication in healthy relationships. The goal for Module 4 is to have the ability to recognize healthy and unhealthy relationships and acquire skills for positive communication.

The value of Nohona emphasizes *how* we communicate and relate to others. This value was chosen with the idea that students can identify their personal support systems, observe different types of relationships, and understand that effective communication plays a role in healthy relationships. Nohona is an appropriate precursor to the following module, Aloha, and the importance of Aloha in any and all relationships.

In “The Voyage of the Wa‘a Kaulua,” Ka’iwi and Pailolo observe and compare the relationships in their own ‘ohana and come to their own conclusions about how important effective communication is in a healthy relationship.

This module includes a locally produced video featuring legendary waterman Uncle Nappy Napoleon, who is well known in the paddling community. Uncle Nappy describes the kuleana, or responsibilities, of each seat in a standard six-man canoe, or wa‘a.

Good communication leads to healthier relationships. When each partner is able to voice their boundaries, concerns, and desires as well as have time away from their partner, the relationship is able to grow and flourish. Many adults have difficulty with good communication in relationships, so in this module, we are not expecting the development of life-long communication perfection, but we want students to be able to identify some traits in healthy, unhealthy, and abusive relationships.

For this module, assign activities to individuals (1-2 per person).

You will now have some time to look at the activity that you will be presenting for this module. Again, use this time to familiarize yourself with the script, gather any materials that you may need, or set up as needed. Any questions?

Great, go ahead and review your assigned activities.

(After 5-10 minutes) Now we will begin presenting this module. Remember, we are here to help you if you get stuck.

Have participants take turns and present activities within the module (1-2 per person).

After all activities have been presented, acknowledge that everyone did a great job!

Activity Debrief

Activities A, C, and D

This includes the introduction, Hawaiian Cultural Value, and “The Voyage of the Wa‘a Kaulua.” Questions in the Student Workbook are there to help students draw out the important information in the story. This is one way that you can assess a student’s engagement with the curriculum.

Activity B

This is a review of the ‘Ohana Activity homework assignment. It’s the first time that students will bring things back to the classroom. We’ve seen students bring a lot of wa‘a back to share. It is good for you to have a cleared area for students to display their work, even if it is just for a couple of days. Having students share comments from their discussion questions is important, and at the end, it draws the students back to knowing that all of the wa‘a, like the students themselves, are unique. Students really enjoy seeing what everyone else has made. After this activity, they may even ask to work on their wa‘a more to make improvements.

A common comment that students may make is that their family member did not go over the assignments with them, or they did not discuss it together at home. We encourage you to have a Parent Night before you start the curriculum so that family members understand the purpose of the ‘Ohana Activities and realize that the activities give them an opening to talk to their kids when they come home with their assignments. What we’re trying to do is open the channels both ways so that students have someone around to talk to and rely on for good information.

Activity E

Who’s In Your Canoe emphasizes the traits of who you choose to have in your support system. This debunks the myth that you are going to choose someone for superficial things like having the best shoes or the best hair. Instead, it will come down to things like having qualities such as being brave, intelligent, or loyal, or wanting the best for you and wanting to see you succeed. These are the types of people that you will want to surround yourself with.

Activity F: Healthy/Unhealthy/Abusive Relationships

The Pono Relationship Guide and Worksheet are used in this activity. In your class, instead of having everyone start with the same scenarios, you may have them start with different scenarios and go through them. For example, assign scenarios 1-2-3, scenarios 2-3-4, and scenarios 3-4-1. This way, in case you run short on time, there are still examples for each scenario. Then everyone has a chance to hear all of the examples in class and complete their workbooks.

As you saw, there was a variety of relationships presented, including a gay relationship. This was intentional because we felt it was important to focus on the **behaviors** in an intimate or dating relationship and not on the individuals that comprise the relationship.

Take a moment to discuss with your table how you think your students will react to this relationship and how you will respond.

- What did you come up with? And how will you handle it?

In a few of our classroom observations, we have heard kids say, “Oh, are those two boys in the scenario?” At this point, the facilitator should redirect students nicely, saying, “Yes. Are their behaviors healthy or not healthy in the scenario?” At this point, they will look at the behaviors rather than gender.

You all did a great job of presenting. Are there any questions? Please take a moment to complete your Confidence Rating Scale before we move on to Module 5.

Core Components:

- Knowledge = Identify support networks to help youth meet goals.
- Knowledge = Identify characteristics and traits of healthy and unhealthy relationships.

Module 5. Aloha: Maintaining Respect in Relationships

1:30 p.m. – 2:30 p.m.

1. Facilitator Outcome

Continue with teach-backs. Emphasize that people can refuse and still maintain respect.

2. Student Outcome

I can refuse or negotiate safer sex when presented with or pressured to participate in unwanted or unsafe behaviors.

3. Objectives:

- Introduce the 4Rs as a refusal skill.
- Facilitate student discussion of how the Ty and Kiara video is an example of a healthy relationship as exemplified in their use of the 4Rs.
- Understand that the concept of Aloha is an important basis of healthy communication and relationships and is used to reinforce the 4Rs.
- Assess student attitudes and comfort with using the 4Rs through the Opinion Card Activity.

4. Trainers will:

- Discuss why it's important to have a skill around refusing and how it's memorable.
- Introduce it here and how it's used in future modules (role-plays).
- Discuss the locally produced video and give a shout out to the Nānākuli Drama Club. Discuss how most videos show negative relationships or youth dealing with negative consequences of sex, and explain that we feel it is important to show youth in a positive way to highlight that this is a behavior that they can use.
- Divide participants into groups.
- Explain the deeper meaning of Aloha
 - A. Introduction
 - B. Hawaiian Cultural Value: Aloha
 - C. "The Voyage of the Wa'a Kaulua"
 - D. Introduction to the 4Rs
 - E. Practicing the 4Rs
 - F. Video: "Ty and Kiara: Keeping It Pono"
 - G. Conclusion
 - H. 'Ohana Activity: Aloha

5. Debrief, answer questions, and review objectives

Materials Needed (new for this module):

1. 4Rs Poster
2. Very Easy/Very Difficult Opinion Cards
3. Module 5 Presentation
4. 'Ohana Activity Worksheets (Aloha)

Other Items (new for this module):

Module 5 Confidence Rating Scale

Introduction

The goal of this module is for students to develop refusal skills for the prevention of unintended pregnancy and STIs. Students will learn a refusal skill that they can use in sexual pressure situations.

The Hawaiian Cultural Value for this module is Aloha. Aloha is placed at the piko, or the center, of Pono Choices. The concept of Aloha really builds on the foundation of Pono and binds ALL of the values together as something really powerful, like a strongly braided cord. We've gone deep with our definition of Aloha as being in the presence of the breath of life and having the utmost mutual respect for another in any relationship one chooses to be in, and especially when refusing sexual pressures.

In "The Voyage of the Wa'a Kaulua," there is a time jump. The first three segments are set in pre-contact Hawai'i. The next three occur in post-contact Hawai'i, and the locals experience many changes because of the influx of newcomers; changes include diseases and STIs that the people of Hawai'i had not dealt with before. This module's characters are descendants of the characters in the previous segments and carry their same names. In this segment of the story, Ka'iwi and Pailolo have a misunderstanding because of a lack of effective communication.

Students will learn a refusal skill that emphasizes the importance of refusing sexual pressures while maintaining a relationship with Aloha. In this module and future modules, you will hear "refusing unwanted or unsafe behavior." Unsafe behavior is referring to behavior that could put a person at risk for unintended pregnancy or STIs and is not indicating a dangerous or abusive situation.

In this module, we have a locally produced video that highlights the Nānākuli Drama Club. We feel that it is important to show youth that planning their future and making positive sexual choices will reduce their risk of unintended pregnancies and STI transmission.

We're now going to have you review and prepare your assigned activities for this module. (Assign 1-2 activities per person.) You'll have about 5 minutes before we begin presenting, so be sure that you gather any materials you need, read over the activity, and familiarize yourself with your script. Be sure to look at the Facilitator Directions and the things to be done as well. If you get stuck or have questions, please ask one of the Pono Choices team members.

Remember, like before, we want you to present as if it's one facilitator going through the entire module, and then we will discuss the entire module at the end. Remember to transition from one activity to the next very quickly so that we stay within the 60-minute time frame.

For this module, assign activities to individuals (1-2 per person).

Now we'll give you all some time to look at your activity that you will be presenting for this module. Again, use this time to familiarize yourself with the script, gather any materials that you may need, or set up as needed. Any questions?

Great, go ahead and review your assigned activities.

(After 5-10 minutes) Now we will begin presenting this module. Remember, we are here to help you if you get stuck.

Have participants take turns and present activities within the module.

After all activities have been presented, acknowledge that everyone did a great job!

Activity Debrief

Activities A, B, and C

Let's start from the beginning. In the voyage, do you notice a change of voice? It signifies the jump in time periods. Modules 2, 3, and 4 represented Hawai'i before contact with Westerners. In this module, Western contact has happened, and in coming modules, we will talk more about changes such as trading commodities. The names will remain the same: Ka'iwi and Pailolo. They have the same names but are from different generations. It is family members passing down their names. Oral storytelling is a cultural practice.

Activities D and E: Introducing and Practicing the 4Rs

Keep in mind that this is not an abstinence activity but about empowering students to refuse UNWANTED or UNSAFE behavior. In this activity, "unsafe" means putting oneself at risk for pregnancy or STIs.

This activity was designed to be useful for pairs. When you pair up, one tip is to stagger the scenarios so that there are examples for each scenario even if not all pairs finish in time.

- When this was being presented, what were you visualizing for your class?
- Think about how would you pair up students (intentionally vs. by proximity, i.e., neighbors).
- In some classes, it's easier to pair students according to proximity, and simply tell them to turn to their neighbor. But some classes, it is better to pair students with peers they don't normally interact with. This way, you have students of different maturity levels

paired together to keep them on task. You know your classes best and should decide how you would like students to be paired.

- How will you redirect students who are way off track?
- You want to think of creative ways to keep them focused. Utilize Target Responses.
- What are some of the possible roadblocks within your class during the activity of introducing the 4Rs and having students practice them?
- Bigger classes may take longer to complete activities. But, as long as the five scenarios are covered, students can identify the 4Rs within those responses.

Remember: There are reflection squares at the end that you need to allow time for.

Activity F: “Ty & Kiara: Keeping It Pono”

Just as the student characters are planning for college and their futures in the video, we want youth to have a plan for their futures and know that they can prevent STIs and delay pregnancy until they are pono, and ready to be parents.

Activities G and H: Conclusion and ‘Ohana Activity

The task for this ‘Ohana Activity is to make a braid. Students can use raffia, ti leaves, yarn, or other materials that can be braided. The intention of the braiding is to signify combining the 4Rs to create something much stronger than single strands or only using one R to refuse. The three strands used to make a braid represent Refuse, Reason, and Redirect. Respect is symbolized by the completed braid, which signifies binding and maintaining relationships with Aloha.

Again, the ‘Ohana Activity is a tool or a platform for an ‘ohana discussion. It is important to encourage students to discuss the questions on the ‘Ohana Activity Worksheet because while we think that students who are at this age love to refuse, believe it or not, it’s not a natural skill. They are taught their whole lives to be compliant, to be compliant with their elders, parents, and facilitators by being a “good son or daughter” or a “good student.” So teaching them to “refuse” may be uncomfortable for some. The more practice they get with their peers, the easier it will be for them when the time comes to actually use these refusal skills. Talking about this with their ‘ohana is an opportunity for family members to reinforce that refusing unwanted behavior is a pono choice and they’ll be supported in doing so.

Core Components:

- Knowledge = Identify effective and ineffective communication.
- Knowledge = Identify steps in refusing unwanted sexual pressure.
- Attitudes = Assess attitudes toward the effectiveness and usefulness of the 4Rs.
- Skills = Demonstrate effective communication skills.
- Skills = Demonstrate ways to refuse unwanted sexual pressure.

Any other questions/comments about this module?

Please take some time to complete the Confidence Rating Scale.

Module 6. Hāpai Pono: Preventing an Unintended Pregnancy

2:30 p.m. – 3:30 p.m.

1. Facilitator Outcome:

Reinforce the teen pregnancy prevention message.

2. Student Outcome:

There are a variety of methods I can use to prevent an unintended pregnancy. Pregnancies should be planned.

3. Objectives:

- Facilitators will be able to understand and convey information about the physical, emotional, spiritual, and financial responsibilities associated with pregnancy.
- Deliver medically accurate information about a variety of birth control methods, including abstinence, hormonal, and barrier methods of birth control.
- Facilitators will be able to connect the impact of an unintended pregnancy on a person's future plans including their goals.

4. Trainers will:

- Encourage facilitators to use term “unintended” instead of unwanted or unplanned.
- Explain the importance of teen pregnancy prevention, including data/stats on the teen pregnancy rate in Hawai‘i and birth control data in Hawai‘i. Discuss why we included information on financial responsibility of a pregnancy and explain where our numbers/costs came from.
- Distribute the brochure. Explain that it is informational. Explain why the IUD is in the brochure but not in the Module 6 PowerPoint Presentation.

Note to Trainer: The brochure includes pictures of six birth control methods and is intended to be informational (it is not a curriculum activity). Please note that not all of the methods illustrated in the brochure are pictured in the classroom presentation material, which reviews abstinence, hormonal, and barrier methods.

- Explain the deeper meaning of Hāpai Pono and the importance of a positive message.
 - A. Introduction
 - B. Review ‘Ohana Activity: Cordage/Braiding
 - C. Hawaiian Cultural Value: Hāpai Pono
 - D. “The Voyage of the Wa‘a Kaulua”
 - E. “Birth Control Choices” Presentation
 - F. Gallery Walk for Pregnancy Costs
 - G. ‘Ohana Activity: Hāpai Pono

H. Conclusion and Reflection

5. Importance of reflection

6. Debrief, answer questions, and review objectives

Materials Needed (new for this module):

1. Module 6 PowerPoint Presentation
2. Laminated Gallery Walk Posters
3. Chart paper (x2): Activities F and H
4. Sticky notes (25 per class)
5. Laminated Cost Cards
6. ‘Ohana Activity Worksheets (Hāpai Pono)

Other Items (new for this module):

Module 6 Confidence Rating Scale

Introduction

Module 6 focuses on preventing an unintended pregnancy. Could I have a volunteer to read the goal for Module 6 please? Goal: To understand the emotional, physical, and financial responsibilities of pregnancy and gain knowledge of birth control methods.

In Hawaiian thought, a child was the utmost blessing a family could have. The title for this module is Hāpai Pono, meaning a pregnancy that is pono with you. Often, teens are not educated or prepared mentally or emotionally for what parenthood brings.

So, with medically accurate information on birth control options, alternative activities to sex, and more “tools in the toolbox,” students will have a better information bank to gauge their sexual decision making to ensure that their pregnancy will be pono when they decide the time is right to become hāpai. Therefore, we encourage you to use the terminology of “unintended” pregnancy in order to respect each other’s values and beliefs.

In this segment of “The Voyage of the Wa‘a Kaulua,” Ka‘iwi and Pailolo observe the differences between a pregnancy that is hāpai pono and one that is not.

For this module, assign activities to individuals (1-2 per person).

Now we’ll give you all some time to look at your activity that you will be presenting for this module. Again, use this time to familiarize yourself with the script, gather any materials that you may need, or set up as needed. Any questions?

Great, go ahead and review your assigned activities.

(After 5-10 minutes) Now we will begin presenting this module. Remember, we are here to help you if you get stuck.

Have participants take turns and present activities within the module.

After all activities have been presented, acknowledge that everyone did a great job!

Activity Debrief

Activities A, B, C, and D: Briefly review or address any questions.

Activity E: “Birth Control Choices” Presentation

As you saw, several birth control options are introduced, but not a lot of details are included about each method. At this age level, youth need to know that there are a variety of options available to prevent pregnancy and that some methods also reduce the risk for STIs. They may be hearing some negative things about specific types of birth control methods, like: you can’t feel anything with a condom, or it’s too hard to remember to take the Pill every day.

But there are a whole host of options available. If they don’t like shots, they may not go back for the next shot on time or possibly at all. We want to reinforce that the best method is the one that they will be likely to do consistently. There is also a difference between pregnancy prevention and STI prevention. Hormonal birth control methods do not provide any STI prevention, which is something that should be considered by students so they can add additional levels of protection.

Activity F: Gallery Walk for Pregnancy Costs

Kids love this activity; they get a kick out of it. Many students don’t understand that these are things that must be paid for such as “The cost of birth in a hospital,” but even if you have insurance, someone is paying for these services including the doctors and nurses. The financial figures come from various websites such as PATCH, March of Dimes, Toys “R” Us, Walmart.com, and more. Some of the figures may not seem accurate, but the actual dollar amount is not the most important part but is used to highlight that there are significant financial responsibilities associated with pregnancy.

Activity G: ‘Ohana Activity Questions

As you just heard, this ‘Ohana Activity includes a part of the legend of Papa and Wākea and the kuleana, or responsibility, that comes with creating and caring for life. Students will discuss with their ‘ohana the costs of raising a child and what they learned about how to prevent an unintended pregnancy. Facilitators can have students copy the costs from the Gallery Walk onto the back of their worksheets to help facilitate this discussion. There is no additional activity to complete.

Activity H: Conclusion and Reflection

The reflection in the conclusion is important as it allows students to make the lesson real as to how a pregnancy would personally impact their lives, physically, emotionally, spiritually, and financially. Students are asked to think about things that they currently do or hope to do in the future, which they may not be able to do if they become pregnant or impregnate someone else. Students internalize this information through this activity.

Thank you for your attention. Will you all please finish your Confidence Rating Scale for Module 6, and on the back of the page, write any questions that you may have about today's training.

Core Components:

- Knowledge = Assess the impact of pregnancy on future goals.
- Attitudes = Assess attitudes toward the impact of pregnancy on future goals.

Day 1: Conclusion

3:30 p.m. – 4:00 p.m. (“Ah-ha” moments, unfinished business, and lingering questions)

Day 1 Debrief

Tomorrow, we’ll be finishing the modules and talking about what to do next for the parent night and how to use the fidelity self-assessment tool, Implementing Pono Choices with Fidelity: A Self-Reflection Tool. You will be getting curriculum kits tomorrow, which include many things. Be prepared to take these items home after tomorrow’s training. We’ll also be talking to you individually about anything you may need for Parent Night or when you begin to implement the program for your classes.

Human Thermometer (as previously described)

Let’s do a quick check-in. Here is our range: “I am very comfortable using a scripted curriculum” to “I am not very comfortable using a scripted curriculum.”

- Ask “Why do you feel comfortable?” and “Why do you feel uncomfortable?”
- Wow! We heard that there is a range of comfort in this room. This is an assessment tool that we will see again in the Pono Choices curriculum. We know that students will also be at varying levels of comfort with this subject matter. Our job is to help increase your comfort throughout the rest of the two-day training. It is important for you to be honest about that. We want you to be comfortable here, just as you will need to increase the students’ comfort level within your classrooms.

Now ask:

- How many moved to more comfortable?
- Is anyone less comfortable?

Everyone needs to complete the Confidence Rating Scales for Modules 1-6 before leaving.

Please write any “Ah-ha” moments on the back of your Confidence Rating Scale packet, as well as any unfinished business or lingering questions.

Drive safe and we’ll see you tomorrow morning!

Day 2

Day 2 Agenda

8:30 a.m. – 8:45 a.m.	Registration
8:45 a.m. – 9:00 a.m.	Icebreaker: Alphabet Sex
9:00 a.m. – 9:15 a.m.	Review Day 1/Preview Day 2
9:15 a.m. – 10:15 a.m.	M7. Pilina A‘o: Understanding STIs
10:15 a.m. – 10:30 a.m.	Break
10:30 a.m. – 11:45 a.m.	M8. Pilina Pono: Preventing STIs
11:45 a.m. – 12:30 p.m.	Lunch
12:30 p.m. – 1:30 p.m.	M9. Nā Kūlia: Negotiation Skills and Role-Play
1:30 p.m. – 2:30 p.m.	M10. Oli Ho‘omana: Empowerment
2:30 p.m. – 3:00 p.m.	Final Review of, Implementation Guide, Module Presentations, other curriculum materials
3:00 p.m. – 3:15 p.m.	Material Distribution/Curriculum Kit Review
3:15 p.m. – 3:30 p.m.	Scheduling, TA/Training Evaluation
3:30 p.m. – 4:00 p.m.	Reflection, Day 2 Evaluation, “Ah-ha” moments, any unfinished business or lingering questions. Participants are to complete the Confidence Rating Scales for all modules before leaving.

Day 2: Introduction

8:30 a.m. – 8:45 a.m.	Registration and Refreshments
8:45 a.m. – 9:00 a.m.	Icebreaker
9:00 a.m. – 9:15 a.m.	Review Day 1/Preview Day 2

Icebreaker: Alphabet Sex

Materials Needed:

Soft ball/beanie baby for icebreaker game

Purpose

Yesterday, there were activities designed to help students feel more comfortable talking about sex and using medically accurate terms. Now we are going to play a game that is **not part of the curriculum**, to help us become more comfortable.

Instructions

Stand in a circle and toss a small, soft object across the circle. The person starting the toss states a sex ed related word that begins with the letter “A.” The person receiving the tossed object states a word beginning with the letter “B,” and so on. If anyone gets stuck, they can ask the group to help or they can call “Pass” and toss the object to another person. Continue until you get to the end of the alphabet.

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

9:15 a.m. – 10:15 a.m.

10:15 a.m. – 10:30 a.m. (Break)

1. Facilitator Outcome:

Become familiar with some common types of STIs and how they can be transmitted.

2. Student Outcome:

Understand that some things people say about STIs/HIV are myths.

3. Trainer Objectives:

- Deliver medically accurate information on the two main types of STIs, the three main ways most STIs are transmitted, and the four main bodily fluids that transmit most STIs.
- Debunk myths around HIV transmission and facilitate the myth/fact activity.

4. Trainer will:

- Discuss the DOE policy regarding STI information.
- Share statistics about STIs in Hawai‘i.
- Explain the inclusion of a locally produced video.
- Explain the deeper meaning of Pilina A‘o.
 - A. Introduction
 - B. Review ‘Ohana Activity: Hāpai Pono
 - C. Hawaiian Cultural Value: Pilina A‘o
 - D. “The Voyage of the Wa‘a Kaulua”
 - E. “Understanding STIs” Presentation
 - F. Video: “You Cannot Get HIV Ladatt!”
 - G. Myth or Fact Activity
 - H. Conclusion

5. Debrief, answer questions, and review objectives

Materials Needed (new for this module):

1. Module 7 Presentation

Other Items (new for this module):

Module 7 Confidence Rating Scale

Introduction

The goal of Module 7 is to gain knowledge about different STIs and how STIs can be transmitted.

For Module 7, the Hawaiian Cultural Value is Pilina A‘o, and it was chosen to help students understand STIs.

The root word of Pilina is pili, and pili means to bind, join, and adhere to or to connect. And A‘o is information and means to teach as well as to learn. The intention is to bind the information about STIs and STI transmission to form an understanding of how to prevent them.

This module increases students’ knowledge and understanding of what STIs are to help prevent or reduce the risk of transmission.

You will hear in the story about how Ka‘iwi and Pailolo’s community is being affected by STIs and other diseases, but at the moment, they do not have the knowledge and understanding necessary to decrease risk, prevent transmission, or even treat the infections. You will be debriefing questions relating to those issues that will help students connect the story to the core concepts and allow facilitators to check for understanding.

The “Understanding STIs” presentation provides information on the two most common types of STIs, the three main ways that STIs can be transmitted, and the four main bodily fluids that transmit HIV and many other STIs.

You will watch a short locally produced video that dispels myths about how HIV is transmitted. Then, you’ll finish with a worksheet where students decide if statements are a myth or a fact about HIV/STI transmission.

For this module, assign activities to individuals (1-2 per person).

Now we’ll give you all some time to look at your activity that you will be presenting for this module. Again, use this time to familiarize yourself with the script, gather any materials that you may need, or set up as needed. Any questions?

Great, go ahead and review your assigned activities.

(After 5-10 minutes) Now we will begin presenting this module. Remember, we are here to help you if you get stuck.

Have participants take turns presenting activities within the module.

After all activities have been presented, acknowledge that everyone did a great job!

Activity Debrief

Activities A, B, C, and D

Briefly review and answer any questions.

Activity E: “Understanding STIs” Presentation

This presentation puts a heavy emphasis on gaining knowledge and understanding of STIs and the behaviors associated with increased risk of transmission. Graphic photos and pictures are intentionally not depicted for a reason. Research shows that graphic representations are not effective for students’ behavioral changes, so we are focusing on a message of medically accurate information.

Activity F: Video: “You Cannot Get HIV Ladatt!”

It is our belief that the students, on a personal level, can have a stronger connection to the message by watching the locally produced video, “You Cannot Get HIV Ladatt!” The actors are people that students hear, see, or know about from local radio or television. The places and situations connect them to Hawai‘i, and the message of medically accurate information is presented in a really fun and interactive way. This video has also received awards nationally.

Activity G: Myth or Fact Activity

This activity looks at behaviors that can put a person at a high risk for STI transmission. The behaviors are focused on here and not one’s values. For example, there is a statement about tattooing. We are not placing judgment, good or bad, about tattoos or tattooing, we’re simply stating that there are risks involved and also things a person can do to reduce or minimize risk of transmission.

Activity H: Conclusion

So, as a group, let’s REVIEW some key knowledge questions:

- What are the two main types of STIs?
(bacterial and viral)

- What are the three main ways that many STIs are transmitted?
(unprotected sex with an infected person, sharing needles/blood with an infected person, and mother to baby during pregnancy, delivery, or through breastfeeding)

- What are the four main bodily fluids that can transmit HIV and some other STIs?
(blood, vaginal fluid, breast milk, semen)

Core Components

Knowledge:

- Identify the two main types of STIs.
- Identify the three main ways that many STIs are transmitted.
- Identify the four main bodily fluids that can transmit HIV and some other STIs.
- Recognize myth from fact regarding sexually transmitted infections.

Any questions or comments?

Great, be sure to complete your Confidence Rating Scale and we will take a short break and then dive into Module 8, Pilina Pono: Preventing STIs.

Module 8. Pilina Pono: Preventing Sexually Transmitted Infections

10:30 a.m. – 11:45 a.m.

11:45 a.m. – 12:30 p.m. (LUNCH)

1. Facilitator Outcome:

Reinforce how modules are to be presented, especially condom demonstration.

2. Student Outcome:

I know how to use condoms. I can put a condom on correctly or put a condom on my partner correctly when I do decide to have sex. Condoms can help prevent unintended pregnancy as well as the spread of STIs.

3. Objectives:

- Facilitators will be able to present and demonstrate the correct steps in using a condom.
- Facilitators will facilitate a guided student practice of correct condom use.
- Understand the criteria that would be used to define a behavior as high/low/no risk for contracting/transmitting HIV.

4. Trainers will:

- Reference DOE policy regarding condom distribution.
- Present the entire module.
- Explain the deeper meaning of Pilina Pono.

5. ALL facilitators will participate as if they are students.

- A. Introduction
- B. Hawaiian Cultural Value: Pilina Pono
- C. “The Voyage of the Wa‘a Kaulua”
- D. “Preventing STIs” Presentation

- E. Facilitator Demonstration of Correct Condom Usage
- F. Student Demonstration of Correct Condom Usage
- G. HIV Risk: High/Low/No Risk Game
- H. Conclusion and Reflection

6. Debrief, answer questions, and review objectives

Materials Needed (new for this module):

1. Condom Demonstration Kit
 - a. Condoms
 - b. Wooden Demonstrators
 - c. Paper Towels
 - d. Hand Sanitizer
2. Module 8 Presentation

Other Items (new for this module):

Module 8 Confidence Rating Scale

Introduction

The goal of Module 8 is to understand protective factors and reinforce knowledge of STIs by learning prevention skills.

The previous lesson, *Pilina A‘o*, was linking the knowledge of what STIs are to the understanding of how STIs are transmitted. But, it’s not enough to just know something if you never use that information to take right actions. The title of Module 8 is *Pilina Pono*, which is similar to *Pilina A‘o* in the sense that *Pilina* means to bind, adhere, or connect to, but in this lesson, *Pilina Pono*, students will be linking the *knowledge* of STIs to the *pono actions* of protecting oneself from getting an STI. And that action is the actual prevention of STIs and/or further transmission.

So, everyone say “*Pilina Pono...Pilina Pono.*”

In this segment of “The Voyage of the *Wa‘a Kaulua*,” another time jump has occurred. *Ka‘iwi* and *Pailolo* are preparing for their voyage, and they revisit the tree that their ancestors planted generations ago. This tree signifies the continuation of knowledge. *Ka‘iwi* and *Pailolo*, along with their crew, talk about how their ancestors lived through the wave of STIs that plagued their islands and how the decisions they made long ago still affect them today.

Today we will be modeling the condom demonstration using a wooden demonstrator. We want to be sure to be consistently referring to this as a “wooden demonstrator,” which is used specifically for health education purposes. Continue to use correct terminology, and if students use slang, please redirect them to use the correct term.

During the actual demonstration, you will need to set a serious tone within the classroom environment that reinforces that this is an important and critical skill that could potentially save their lives. So, you need to show that this demonstration is serious and that you have the utmost comfort and confidence with the demonstration. Your students will respond to your tone. You will probably need to refer back to your Group Agreements before starting the class and again before the demonstration.

The trainer follows the facilitator script for all activities in Module 8.

Activity A: Introduction

Activity B: Hawaiian Cultural Value: Pilina Pono

Activity C: “The Voyage of the Wa‘a Kaulua”

Activity D: “Preventing STIs” Presentation

Activity E: Facilitator Demonstration of Correct Condom Usage

Activity F: Student Demonstration of Correct Condom Usage

Activity G: HIV Risk: High/Low/No Risk Game

Activity H: Conclusion and Reflection

Activity Debrief

Activities A, B, and C: “The Voyage of the Wa‘a Kaulua”

As you heard, Ka‘iwi and Pailolo learn about the decisions that their ancestors had to make and understand that they are still being affected by those decisions. Students should understand that the decisions they make today will affect them and generations to come.

Activity D: “Preventing STIs” Presentation

This should be presented within the time frame suggested so that there is adequate time for the rest of the activities. It provides an overview of prevention techniques so students understand that there are many ways a person can reduce their risk of getting an STI.

Activities E and F: Facilitator and Student Condom Demonstrations

What are your thoughts about presenting the condom demonstration in your classroom?

- Tip: Plan and prepare!
- Consider how materials will be distributed AND collected
- It’s suggested that you have another adult in the class for assistance, such as an aide or school administrator
- Can you foresee any barriers?
 - Let’s problem solve!!!!

Activity G: HIV Risk: High/Low/No Risk Game

The intention of this activity is for students to determine if certain behaviors pose high, low, or no risk for HIV transmission. This activity gives students a concrete way to assess the level of

risk that different behaviors present. The facilitator script has short snippets of information that can help the class move along if students do not understand why a behavior is in a certain category. If students do understand, then move along to keep the pace going, as it is a game.

Trainer Note: Please be sure that you are clear that this exercise pertains to HIV transmission and not transmission of all STIs, such as herpes, syphilis, and HPV, which can all be transmitted through intimate, skin-to-skin contact.

Activity H: Conclusion and Reflection

Be sure to allow time for the conclusion and reflection. Students are to write their reflections on what was the most important thing they learned in this lesson, Module 8, and why learning this was important. This activity helps students internalize the information.

Any questions?

Please complete your Confidence Rating Scale for Module 8 and then we will break for lunch.

Core Components:

- Knowledge = Identify the correct steps in using a condom to reduce risk of pregnancy and STIs.
- Knowledge = Identify behaviors that would pose high/low/no risk for contracting HIV.
- Attitudes = Assess attitude toward using protection to reduce the risk of an unintended pregnancy or STI.
- Skills = Demonstrate prevention skills to avoid an unintended pregnancy and reduce the risk of STI transmission.
- Skills = Demonstrate correct steps to putting on a condom.

Lunch Time Table Talk:

- How do you envision this rolling out in your classrooms?
- What might you need?
- What kind of assistance do you think might be helpful?
- Who is part of your Pono Choices support system?

Module 9. Nā Kūlia: Negotiation Skills and Role-Plays

12:30 p.m. – 1:30 p.m.

1. Facilitator Outcome

Introduce role-plays as a way to reinforce the 4Rs skills and increase students' confidence in using the 4Rs or refusing unwanted/unsafe behavior.

2. Student Outcome

I can practice refusing/negotiating unsafe/unwanted behavior so that when I'm in a real-life situation, I will be able to resist being pressured into doing something.

3. Objectives:

- Facilitators will reinforce the students' practice and implementation of the 4Rs in their unscripted role-plays.
- Support students while they are demonstrating refusal skills.
- Facilitators will use the Observer Checklist in the Student Workbook in order to help students identify how effectively each role-play utilized the 4Rs.

4. Trainers will:

- Present the entire module.
- Discuss the effectiveness of role-play, and why scripted and unscripted role-play is important (it empowers them to act out a situation and increases confidence in using the 4Rs and refusing unwanted behaviors).
- Review the 'Ohana Activity.
- Have ALL facilitators participate as if they are students.
- Explain the deeper meaning of Nā Kūlia.
 - A. Introduction)
 - B. Hawaiian Cultural Value: Nā Kūlia
 - C. "The Voyage of the Wa'a Kaulua"
 - D. Scripted Role-Play: Ineffective Communication
 - E. Scripted Role-Play: Effective Communication
 - F. Unscripted Role-Plays
 - G. Conclusion
 - H. 'Ohana Activity: Nā Kūlia

5. Debrief, answer questions, and review objectives

Materials Needed (new for this module):

1. 'Ohana Activity Worksheets (Nā Kūlia)
2. Module 9 Presentation

Other Items (new for this module):

Module 9 Confidence Rating Scale

Introduction

The goal of Module 9 is to practice refusal skills and demonstrate the ability to utilize the 4Rs in a sexual pressure situation. The Hawaiian Cultural Value is Nā Kūlia and is defined as a set of skills that helps you make pono choices. This set of skills will help students on their journey toward their goals and dreams.

Through the “The Voyage of the Wa‘a Kaulua” story, the students learn that Ka‘iwi and Pailolo are gaining a set of skills to help them navigate the open ocean. The same idea applies to students gaining skills to help and support them toward their goals and dreams, making pono choices along the way, especially in regard to their sexual health.

This is the point in the curriculum that we are telling students that they have now been given the tools necessary to make the choices that can help them reach their goals and reduce their risk for unintended pregnancies and STIs. In this module, students will read scripted role-plays to observe the role of effective and ineffective communication in relationships, and they will have an Observer Checklist that will help the students identify and determine if the 4Rs were used in the scenarios.

After they’ve done that, students will have the opportunity in the unscripted role-plays to create their own scripts to refuse a pressure situation utilizing the 4Rs. Each group will role-play the script, and the class will use the Observer Checklist to identify if each group incorporated the 4Rs into their refusal of a sexual pressure situation. There are different types of relationships depicted in the scenarios, and that’s intended to be inclusive of all gender and relationship situations.

Are there any questions before we get started?

The trainer follows the facilitator script for all activities in Module 9.

Activity A: Introduction

Activity B: Hawaiian Cultural Value: Nā Kūlia

Activity C: “The Voyage of the Wa‘a Kaulua”

Activity D: Scripted Role-Play: Ineffective Communication

Activity E: Scripted Role-Play: Effective Communication

Activity F: Unscripted Role-Play

(Assign pairs)

I’m going to have you all move around and get into pairs. All you need is your Student Workbook; please leave your Implementation Guide aside so your scripts are as true as life to possible.

Activity G: Conclusion

Activity H: 'Ohana Activity

Activity Debrief

Activities D, E, and F: Role-play is an evidence-based practice and a part of the social learning theory. It is a key component of this program. Role-plays give students confidence in negotiating or refusing in front of their peers and using the skills taught in the curriculum. The intention is for every student to present his or her role-play. We want every student to participate, which is why we assign pairs and not groups of four. This is a culminating activity that allows for facilitators to check for the student's understanding and his/her ability to exhibit the skills learned.

We'll mention it again here, that although it may seem so, refusing does not come naturally for most pre-teens/teenagers. These scenarios are designed for them to practice the words to say and the strategies to use when refusing or negotiating real-life sexual pressure situations. By the end, they will also have heard many examples from their peers on how to refuse pressure.

What did you notice that we as the facilitators did while YOU were creating your role-plays? (We kept you on track, we refocused you back to the Observer Checklist, we used self-efficacy prompts, we did not tell you what to write, etc.).

Let's check in about how you PLAN to implement this activity.

- Have facilitators consider how they will pair students, what to do if they have an odd number of students, and what to do if a student is too shy to present their role-play in front of the class.

Activity G: 'Ohana Activity

It is important for students to create a lei. The lei signifies all of the knowledge they have learned. In the next module, we will discuss strategies you can utilize if a student does not complete their lei. (Show student lei examples from Module 9 Presentation – Slide 9).

Core Components:

- Attitudes = Assess attitudes toward refusing unwanted sexual pressure.
- Skills = Demonstrate the ability to recognize effective use of the 4Rs.

Any questions?

Please complete your Confidence Rating Scale for Module 9.

Icebreaker: Very Heavy, Very Light, Very Gross, Very Fragile

The trainer can insert an icebreaker/energizer here if he/she is comfortable in doing one, if the group will be receptive, and if time allows.

Module 10. Oli Ho‘omana: Empowerment

1:30 p.m. – 2:30 p.m.

1. Facilitator Outcome:

Wrap up Pono Choices. Review/reinforce all of the information that the students have learned. Encourage students to feel empowered to use their knowledge to make pono choices to prevent unintended pregnancy and reduce their risk of STI transmission.

2. Student Outcome:

I am better equipped to strive toward my goals because of Pono Choices. I can and will avoid things that will deter me from reaching my goals, such as unintended pregnancy or getting an STI.

3. Objectives:

- The facilitator will review essential information about teen pregnancy and STI prevention.
- Assess student responses and provide accurate information if necessary.
- Lead a paddling simulation that reinforces student identification of healthy sexual decision-making skills and making pono choices on their journey to reaching their goals and dreams.

4. Trainers will:

- Present the entire module.
- Have ALL facilitators participate as if they are students.
- Explain the deeper meaning of Oli Ho‘omana.
 - A. Introduction
 - B. Hawaiian Cultural Value: Oli Ho‘omana
 - C. “The Voyage of the Wa‘a Kaulua”
 - D. Paddling Toward Your Goals and Dreams
 - E. Tic-Tac-Pono Review Game
 - F. Conclusion and Reflection: Lei and Certificate Ceremony

5. Debrief, answer questions, and review objectives

Materials Needed (new for this module):

1. Sticky notes marked with “X” and “O”
2. Paddle (1)
3. Pono Choices Certificates (with students’ names)
4. Module 10 Presentation

Other Items (new for this module):

Module 10 Confidence Rating Scale

Introduction

The goal of this lesson is to review knowledge of teen pregnancy and STI prevention and help students acknowledge that they are now empowered to make pono choices for their sexual health. This final module is designed to show students that they have been empowered with the knowledge, attitudes, and skills that will help them make informed and pono choices.

Our final module is Oli Ho‘omana. Oli is a chant and Ho‘omana is to empower or to be empowered. A chant is designed to be recited with pride, power, and support behind its words. So everybody say, “Oli Ho‘omana.....Oli Ho‘omana.”

This module encompasses all of the information and skills learned in Pono Choices that truly empowers youth to utilize their knowledge and skills to make pono choices on their journey toward their goals and dreams.

“The Voyage of the Wa‘a Kaulua” story concludes with Ka‘iwi and Pailolo reflecting on making pono choices in their relationship as well as acknowledging how the decisions of their ancestors impacted them, just as their decisions will impact future generations.

The activities in this module are a little more interactive. Does everyone still have their classroom grid diagram? Great! Those will be helpful for you to envision how some of the activities will play out in your own classrooms and think about if you need to move seats, desks, or other things in the room before class to ensure that these activities run smoothly.

The trainer follows the facilitator script for all activities in Module 10.

Activity A: Introduction

Activity B: Hawaiian Cultural Value: Oli Ho‘omana

Activity C: “The Voyage of the Wa‘a Kaulua”

Activity D: Paddling Toward Your Goals and Dreams

Activity E: Tic-Tac-Pono Review Game)

Activity F: Conclusion and Lei Ceremony

Activity Debrief

Activity D: Paddling Toward Your Goals and Dreams

Let’s talk about the paddling activity. How will this look in your class? How will students be arranged?

Tip: If you have multiple canoes, assign just ONE caller to direct them all.

Activity E: Tic-Tac-Pono Review Game

Students love this activity and get really competitive. You can see that they know these answers, so they feel really good about it. They gain a lot of knowledge, and they can see it in this activity. It is important that you go in order of the questions because the key information is at the top for the first couple of questions and the additional “good to know” information comes later. We have had a few challenges with classroom setup and which direction the monitor is facing. If you have any problems, we suggest just using the whiteboard instead.

Activity F: Conclusion and Reflection: Lei and Certificate Ceremony

As you heard, the ‘ōlelo no‘eau: Lei ‘oe, lei kaua, along with the giving/receiving of the lei, symbolizes that the student and the facilitator now share the same knowledge.

Do we have students who forgot their lei? If there are, then ask them to bring up their Student Workbook.

Tips:

- We know that you are at the end, but it is important to give time and attention to this activity.
- Have students be respectful and attentive when others are receiving their lei and certificate.
- Each student should “receive” something. If a student does not have a lei, have them bring their Student Workbook to symbolize the exchange of knowledge.
- All students will still receive a certificate and the ‘ōlelo no‘eau: Lei ‘oe, lei kaua.

Final Reflection: Keeping It Pono

Allow time for students to do this thoughtfully.

This is the ultimate time for students to reflect on the information and really think about how the knowledge is going to affect their future. For this, you do want to allow them to make thoughtful responses.

Are there any questions on this module? Any questions on prior modules?

Core Components:

- Knowledge = Review essential information about teen pregnancy and STI prevention
- Attitudes = Assess attitudes toward reaching goals and dreams.
- Attitudes = Assess attitudes toward sexual health decisions.

Please complete your Confidence Rating Scale for Module 10, and then we will move on to Next Steps.

Day 2: Conclusion of the Pono Choices Training

2:30 p.m. – 3:00 p.m.

Final Review

- 1. Parent Night Guide**
- 2. Student Workbook**
- 3. Facilitator Manual**
 - a. Overview
 - b. Implementing Pono Choices with Fidelity: A Self-Reflection Tool
- 4. Facilitator Curriculum Implementation Guide**
 - Materials Instructions
 - ‘Ohana Activities
 - Student Certificate of Completion
 - Student Assessment and Answer Key
- 5. Online Facilitator Resource page**
 - Pono Choices Downloadable Curriculum Materials
 - Presentations and Videos
 - Audio Glossary

3:00 p.m. – 3:15 p.m.

Material Distribution

Curriculum Kit Review

- 3 Class Posters (Pono Choices, Group Agreements, 4Rs)
- Opinion Cards (Easy-Difficult)
- Beach Ball with Anatomy Terms
- Gallery Walk Posters (5)
- Gallery Walk Cost Cards
- 30 Wooden Demonstrators
- Condoms
- Paddle

3:15 p.m. – 3:30 p.m.

Scheduling, TA/Training Evaluation

Offer concluding remarks, and technology assistance review, as well as individual conferences with anyone who wants/needs more support for any of the following:

Review, questions, confidence, perceived challenges, ‘Ohana Activities/cultural components, class configuration, student challenges, and parking lot issues.

Present a Certificate of Completion to all training participants.

Confidence Rating Scales

Directions for Confidence Rating Scales

Throughout each training module, use the following sheets for trainees to think about how confident they feel about delivering each activity of each module as it is intended to be delivered. We have included Confidence Rating Scales for each module to help you determine trainees' confidence level and address any questions, comments, or concerns they may have.

Module 1 Introduction to Pono Choices

I am confident that I can present this activity with fidelity. Please mark your level of agreement.

Activity Name	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Comments: If you mark Neutral/Disagree/Strongly Disagree, please comment as to what you need to do or what the Pono Choices team can do to help you feel more confident about presenting this activity.
A. Introduction to the Program (3 minutes)						
B. Cultural Overview (10 minutes)						
C. Student Workbook Instructions (5 minutes)						
D. Group Agreements (10 minutes)						
E. Conclusion (2 minutes)						

Comments about this module:

Module 2 Pono: Making Pono Choices

I am confident that I can present this activity with fidelity. Please mark your level of agreement.

Activity Name	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Comments: If you mark Neutral/Disagree/Strongly Disagree, please comment as to what you need to do or what the Pono Choices team can do to help you feel more confident about presenting this activity.
A. Introduction (2 minutes)						
B. Hawaiian Cultural Value: Pono (3 minutes)						
C. The Voyage of the Wa‘a Kaulua (10 minutes)						
D. Making a Pono Choice (10 minutes)						
E. Redefining Messages About Sex (15 minutes)						
F. Setting Short-Term and Long- Term Goals (15 minutes)						
G. Opinion Card Activity (4 minutes)						
H. Conclusion (1 minute)						

Comments about this module:

Module 3 Mōhala: Lessons in Puberty and Anatomy

I am confident that I can present this activity with fidelity. Please mark your level of agreement.

Activity Name	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Comments: If you mark Neutral/Disagree/Strongly Disagree, please comment as to what you need to do or what the Pono Choices team can do to help you feel more confident about presenting this activity.
A. Introduction (2 minutes)						
B. Hawaiian Cultural Value: Mōhala (3 minutes)						
C. The Voyage of the Wa‘a Kaulua (10 minutes)						
D. Different Is Normal (5 minutes)						
E. Puberty Presentation (10 minutes)						
F. Beach Ball Toss Vocab (10 minutes)						
G. Anatomy Presentation & Changes During Puberty (10 minutes)						
H. Conclusion (5 minutes)						
I. ‘Ohana Activity: Mōhala (5 minutes)						

Comments about this module:

Module 4 Nohona: Role of Communication in Healthy Relationships

I am confident that I can present this activity with fidelity. Please mark your level of agreement.

Activity Name	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Comments: If you mark Neutral/Disagree/Strongly Disagree, please comment as to what you need to do or what the Pono Choices team can do to help you feel more confident about presenting this activity.
A. Introduction (5 minutes)						
B. Review ‘Ohana Activity: Mōhala (5 minutes)						
C. Hawaiian Cultural Value: Nohona (5 minutes)						
D. The Voyage of the Wa‘a Kaulua (10 minutes)						
E. Who’s In Your Canoe? (15 minutes)						
F. Healthy, Unhealthy and Abusive Relationships (20 minutes)						
G. Conclusion & Reflection (5 minutes)						

Comments about this module:

Module 5 Aloha: Maintaining Respect in Relationships

I am confident that I can present this activity with fidelity. Please mark your level of agreement.

Activity Name	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Comments: If you mark Neutral/Disagree/Strongly Disagree, please comment as to what you need to do or what the Pono Choices team can do to help you feel more confident about presenting this activity.
A. Introduction (2 minutes)						
B. Hawaiian Cultural Value: Aloha (3 minutes)						
C. The Voyage of the Wa‘a Kaulua (10 minutes)						
D. Introduction to the 4Rs (5 minutes)						
E. Practicing the 4Rs (15 minutes)						
F. Ty & Kiara: Keeping it Pono (15 minutes)						
G. Conclusion (5 minutes)						
H. ‘Ohana Activity: Aloha (5 minutes)						

Comments about this module:

Module 6 Hāpai Pono: Preventing an Unintended Pregnancy

I am confident that I can present this activity with fidelity. Please mark your level of agreement.

Activity Name	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Comments: If you mark Neutral/Disagree/Strongly Disagree, please comment as to what you need to do or what the Pono Choices team can do to help you feel more confident about presenting this activity.
A. Introduction (2 minutes)						
B. Review ‘Ohana Activity: Aloha (5 minutes)						
C. Hawaiian Cultural Value: Hāpai Pono (3 minutes)						
D. The Voyage of the Wa‘a Kaulua (10 minutes)						
E. Birth Control Choices (10 minutes)						
F. Gallery Walk for Pregnancy Costs (20 minutes)						
G. ‘Ohana Activity: Hāpai Pono (5 minutes)						
H. Conclusion & Reflection (5 minutes)						

Comments about this module:

Module 7 Pilina A‘o: Understanding Sexually Transmitted Infections

I am confident that I can present this activity with fidelity. Please mark your level of agreement.

Activity Name	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Comments: If you mark Neutral/Disagree/Strongly Disagree, please comment as to what you need to do or what the Pono Choices team can do to help you feel more confident about presenting this activity.
A. Introduction (2 minutes)						
B. Review ‘Ohana Activity: Hāpai Pono (5 minutes)						
C. Hawaiian Cultural Value: Pilina A‘o (3 minutes)						
D. The Voyage of the Wa‘a Kaulua (10 minutes)						
E. Understanding STIs (15 minutes)						
F. You Cannot Get HIV Ladatt (15 minutes)						
G. Myth or Fact Activity (5 minutes)						
H. Conclusion (5 minutes)						

Comments about this module:

Module 8 Pilina Pono: Preventing Sexually Transmitted Infections

I am confident that I can present this activity with fidelity. Please mark your level of agreement.

Activity Name	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Comments: If you mark Neutral/Disagree/Strongly Disagree, please comment as to what you need to do or what the Pono Choices team can do to help you feel more confident about presenting this activity.
A. Introduction (1 minute)						
B. Hawaiian Cultural Value: Pilina Pono (2 minutes)						
C. The Voyage of the Wa‘a Kaulua (7 minutes)						
D. Preventing STIs (10 minutes)						
E. Teach Demonstration of Correct Condom Usage (10 minutes)						
F. Student Demonstration of Correct Condom Usage (15 minutes)						
G. HIV Risk: High/Low/No Game (10 minutes)						
H. Conclusion & Reflection (5 minutes)						

Comments about this module:

Module 9 Nā Kūlia: Negotiation Skills and Role Play

I am confident that I can present this activity with fidelity. Please mark your level of agreement.

Activity Name	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Comments: If you mark Neutral/Disagree/Strongly Disagree, please comment as to what you need to do or what the Pono Choices team can do to help you feel more confident about presenting this activity.
A. Introduction (2 minutes)						
B. Hawaiian Cultural Value: Nā Kūlia (3 minutes)						
C. The Voyage of the Wa‘a Kaulua (10 minutes)						
D. Scripted Role Play: Ineffective Communication (5 minutes)						
E. Scripted Role Play: Effective Communication (5 minutes)						
F. Unscripted Role Plays (30 minutes)						
G. Conclusion (2 minutes)						
H. ‘Ohana Activity: Nā Kūlia (3 minutes)						

Comments about this module:

Module 10 Oli Ho‘omana: Empowerment

I am confident that I can present this activity with fidelity. Please mark your level of agreement.

Activity Name	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Comments: If you mark Neutral/Disagree/Strongly Disagree, please comment as to what you need to do or what the Pono Choices team can do to help you feel more confident about presenting this activity.
A. Introduction (2 minutes)						
B. Hawaiian Cultural Value: Oli Ho‘omana (3 minutes)						
C. The Voyage of the Wa‘a Kaulua (5 minutes)						
D. Paddling Toward Your Goals and Dreams (20 minutes)						
E. Tic-Tac-Toe Pono Review Game (20 minutes)						
F. Conclusion & Reflection: Lei and Certificate (10 minutes)						

Comments about this module: