

# all ~~A~~ You?!

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

Summary of  
Core Components

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# Summary of Core Components

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

This is a summary of the core components in *All4You2!*.

## IMPLEMENTATION

### **Audience and Setting**

- ◆ *All4You2!* can be implemented in either school or non-school alternative education settings, if young people can be retained for most lessons in non-school settings. It can also be used in mainstream settings if the content is deemed appropriate.
- ◆ The curriculum is designed for high-school aged participants (i.e., ages 14–18, or grades 9–12).

### **Implementation Schedule**

- ◆ *All4You2!* Includes 15 50-minute lessons (12.5 hours total).
- ◆ Ideally the program should be implemented 1–3 times per week for a period of 5 to 15 weeks.
- ◆ All classes should be taught in sequence.
- ◆ The ideal class size is between 10 and 20 students, but it can be used with classes of up to 30–35 students.
- ◆ All 15 sessions of the program should be implemented.
- ◆ The classes should be taught using a schedule that allows most youth to attend most classes.

### **Program Leaders**

- ◆ Facilitators/teachers for the *All4You2!* curriculum should have good rapport with alternative school youth and be trained. They should be familiar with the *All4You2!* content, comfortable discussing the material, and experienced in teaching skills-based programs.
- ◆ In-class peer leaders facilitate specified activities in the curriculum.

## Preparation

- ◆ Obtain approval and support from the school administrators and others (e.g., teachers, if you are an outside facilitator) for program implementation.
- ◆ Obtain parental consent for program participation as required by schools/districts in which the program is implemented.
- ◆ Select and train facilitators/teachers to teach the content, implement the interactive activities, lead roleplays and discuss the sexual topics comfortably.
- ◆ Have youth nominate peer leaders for the program using the steps in the curriculum.
- ◆ Orient peer leaders to facilitate three types of activities (1) recording and reporting small-group activities, (2) modeling and demonstrating various skills, and (3) assisting with the visit or call a clinic activity. Selected peer leaders also will help with selected general tasks, such as playing a set role in a simulation.

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

- ◆ Functional knowledge (i.e., information that is directly tied to behavior such as steps for proper condom use, what behaviors increase risk of STI and HIV transmission).
- ◆ Attitudes and beliefs (i.e., activities that address perceived barriers to condom use or perceived risk of STI or pregnancy).
- ◆ Norms (i.e., activities that re-align norms or facilitate the development of positive norms, such as seeing peer leaders model skills).
- ◆ Skills, including refusal/negotiation and condom use skills.
- ◆ Individual commitment activity to solidify intentions toward positive behavioral choices, and reinforce norms favoring such choices.

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

- ◆ Create a safe and effective learning environment by establishing group agreements, including mechanisms for asking sensitive questions and actively involving participants.
- ◆ Implement all activities using the interactive strategies included in the lessons, which were designed to influence the theory-based risk and protective factors related to sexual risk behaviors.
  - Use the varied pedagogical techniques (i.e., mini-lectures, brainstorming, games, small group work, roleplays) and maintain the interactive nature of the activities to engage youth and facilitate learning.
  - Review learning from prior classes to enhance mastery of material.
  - Use music as noted to create a positive environment for youth participation.
  - Use the embedded skill development approach that explains and models the skills, provides large-group and individual practice, and offers corrective feedback.
  - Use the question box technique to invite anonymous questions.
  - Use videos as specified in selected lessons. Replacement videos can be used if they are selected to meet the objectives of the lessons.
  - Use pamphlets as specified in selected lessons to provide succinct content summaries for reference outside the classroom.
  - Use small gifts with the program name (e.g., pencils, pens) to provide visual cues to reinforce program messages, if possible.
- ◆ Teach all activities in sequence within each lesson.