

Getting Tech Savvy: A Guide to Virtual Prevention Programming with Teens

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INTRODUCTION

Beginning in March 2020, many Personal Responsibility Education Programs (PREP) grantees were required to pivot from in-person to virtual programming due to school closures related to the COVID-19 pandemic in the United States. For some PREP grantees, this was a smooth transition; for others, the impact of the COVID-19 pandemic has been more challenging for myriad reasons, including different levels of closures across the United States. A survey from November 2020 administered by Mathematica on behalf of the Family and Youth Services Bureau (FYSB) indicated that fifty percent of PREP implementation sites were offering programming entirely virtually in fall 2020, and another twenty-nine percent were a hybrid of in-person and virtual programming. Even as youth return to school classrooms, conversations with PREP grantees indicate that many of them are unable to offer in-person programming in schools due to new restrictions placed on visits by external agencies and the prioritization of academic learning.

This **Resource Guide** will help you continue to provide quality programming in situations that may require virtual programming. The guide covers four main topics: (1) logistics for offering virtual programming, (2) program monitoring and ongoing program improvement, (3) curriculum adaptations for virtual programming (while maintaining core components), and (4) equity and environmental context. In each of these four sections, the guide will offer tips and suggestions to implement your program content in a virtual environment and considerations to keep in mind as you plan, monitor, and adapt your programming for virtual implementation. This guide also includes resources for virtual implementation and ideas for energizers and icebreakers.

Within the four sections, the content is organized according to these two categories:

Fundamental Best Practices are the minimum factors grantees should consider addressing for successful virtual implementation. Programs should meet communities where they are, recognizing that not all communities are the same and responses to the COVID-19 pandemic vary across the United States. You can use these best practices to determine the appropriate implementation level for partners and sub-recipients to allow flexibility and maintain program quality. This will also allow partners to leverage resources to meet these best practices.

Practice Enhancements are additional factors that may increase the likelihood of success. For example, after your team has addressed Fundamental Best Practices such as selecting the virtual platform of interest and adapting program material, you might think of ways to use tools to promote anonymous student engagement in the session. You should focus on ensuring that all of the Fundamental Best Practices are met before moving on to the Practice Enhancements.

This guide will take you through critical stages of virtual program implementation. It was developed based on a review of existing materials and tools, such as those offered through Edutopia and Education, Training, and Research Associates (ETR), ideas shared by grantees during Technical Assistance office hours, and insights from conversations with experts who teach students remotely.

It should be noted that virtual technology is constantly changing, and new platforms will always be available. This guide is not intended to be a comprehensive list of virtual technologies, but rather provides recommendations for how to implement high quality programming in a virtual setting. As you work on virtual implementation, remember that it will involve resetting programming expectations and changing the way you think about participant engagement. Virtual implementation—as with in-person implementation—must consider that participants have different learning preferences and styles and will need alternative engagement methods.

Stay positive!
Think about the benefits of virtual learning and how you can use them in your programming. Take it slow and find one or two new tools or ideas you can use!

In each section, consider the needs of your own students, and choose one or more practices you would like to incorporate into your own programming. The guide is intended to be helpful whether you are just starting out in virtual programming or whether you have years of experience. At the end of each section, you will be able to list several practices you want to focus on in the near future.



SECTION 1: LOGISTICS

This section focuses on the logistics for implementing an adolescent pregnancy prevention program in a virtual context, including planning for implementation, selecting a platform, and recruiting and retaining participants.

Fundamental Best Practices

The core strategies outlined below provide a foundation for you to build upon to plan and implement your program virtually. Consider your participants' needs as you go through the guide to determine how you will approach important questions around accessibility, reliability, inclusivity, and communication in a virtual context.

[Section 4](#) of this document addresses strategies specifically related to environmental context and equity which impact the logistical aspects of implementation as well.

- Reflect upon the **setting for your program implementation** and the **virtual implementation strategy** in each setting. Depending on your implementation partners and sites, you may have different implementation strategies.
 - Where did you reach your participants in person, and how might you reach them now?
 - Will it still be in person, completely virtual, or a hybrid approach?
 - What if you are not sure how to locate your participants?



When planning your strategy, consider accessibility.

- Secure the **necessary approvals from implementation partners** (you may consider drafting a Memorandum of Understanding so that expectations for virtual implementation are clear).
 - Will youth have access to reliable Internet?
 - Will youth have appropriate devices for participation?
 - Will youth have privacy at the location where they are participating in virtual sessions?
 - Which kinds of platforms are most accessible to the students?
 - Is access equitable for all (i.e., do some students have access and others do not, and is there a way to assist those who do not)?
 - Will there be restrictions on what youth are allowed to do (i.e., not allowed to be in breakout rooms without a facilitator)?



Remember the PREP requirements:

Your programming must cover abstinence and contraception, as well as three of the six Adulthood Preparation Subjects regardless of whether you are implementing virtually, in person, or with a hybrid approach.

Adulthood Preparation Subjects:

- adolescent development;
- education and career success;
- financial literacy;
- healthy life skills;
- healthy relationships; and
- parent-child communication.

- Review your current curriculum to be sure it is appropriate for virtual learning. Determine if you need to **choose a different curriculum or adapt the existing curriculum** because of changes in the amount of time you have for programming or changes in the implementation setting. Consult [Section 2](#) to review strategies for making adaptations.

- Determine how you will **schedule sessions**.



- Will sessions be live or recorded for later viewing?
- What time will you offer sessions?
Consider the needs of your youth, and remember to consider their families as well. For example, think about what time of day your students are more likely to have privacy and when they might be in a shared space with other siblings and parents/caregivers.

- How many sessions will be offered and over what period of time?
- How long will a session last?
Consider the impact of screen fatigue on youth's and facilitators' ability to concentrate compared to in a live, in-person setting.
- How will you work with teachers and other community partners to schedule sessions during the school day (given their competing priorities)?

- Determine a strategy for **communicating with participants and partners**. Consider the following questions:



- How will communication be handled with youth? Through partners or directly? Will parents/caregivers be included in this communication?
- What mode of communication will you use to regularly keep in touch with participants? Email? Text? Phone call? Text messaging apps (i.e., Remind app, see [Appendix 1](#))?

- How will links be sent out for virtual meetings and to whom? Through partners or to participants directly?
- How will you maintain regular communication with partners?

- Develop a plan for addressing **privacy concerns**. Some youth lack privacy in their homes, which may affect participation in online sessions. Make a plan with youth a few weeks in advance for addressing privacy concerns and submit to your partner site if necessary. If in a school setting, use the school's privacy plan. Regardless of the setting, think about what your program will require for training staff and sub-recipients. Refer to [Section 4](#) for more ideas to address this concern.



- What is the implementation setting?
- What is the home situation of the youth in your program?

- Are youth allowed to be on camera?
- Do youth have restrictions for how they can engage?

- Develop a plan for **collecting consent/assent documentation** for program participation (if required).
 - » Learn the requirements of your state and program setting. Each state and program setting (juvenile justice, group home) has different requirements around consent. For some, parental or guardian consent is needed for youth younger than 18 to participate in programming. Whether consent is needed also depends largely on how data will be collected and how the program will be delivered.
- Develop a plan for **administering surveys** and **collecting program data**.
 - » Get approval from your Institutional Review Board (IRB) for your data collection methods. Your plan should cover the following:
 - Whether you want to administer paper or online surveys.
 - Online data collection platforms you plan to use (see [Appendix 1](#) for a list of commonly used online data collection platforms).
 - Privacy and data security requirements (ensure that the data collection platform you use adheres to the necessary privacy and security standards of your program).
 - Activities to ensure protection of personally identifiable information (PII; i.e., using de-identifiers).
- Develop a plan to **access youth** virtually.
 - » Determine whether you need additional partners or whether existing partnerships are sufficient. Consider the needs of each partner site and what challenges they are facing due to disruptions in in-person programming. When approaching a potential partner, consider how you might help alleviate their burden.
 - » Determine if a direct-to-youth strategy might enhance recruitment.
 - » Reach out to youth ambassadors and influencers on social media who can promote the program and its goals to garner interest.
 - » Create social media content to recruit youth into your program (see [Appendix 1](#) for video tutorials about setting up different social media accounts). Research the pros and cons of different platforms and how youth engage with each. Permissions for running a social media account may differ, so check with your individual organization.
 - » Offer referral bonuses for partners who recommend youth to your program or incentives for participation. For example, you might offer opportunities for youth to earn t-shirts for participation in program activities. Check the terms of your funding agreement to be sure that the incentives you plan to offer are allowable.

Only use PREP Office of Management and Budget approved entry/exit surveys and any program specific developed surveys. Deliver surveys via “no contact strategies” such as mail or send the survey via text or email. Work with partners to identify consent requirements and strategies to collect consent (if required).

Potential Partners: schools; afterschool programs; community-based organizations; faith-based groups; behavioral health and group home settings for foster, runaway, or homeless youth; and juvenile detention facilities.

Social Media Tips

When creating content to recruit youth on social media, think about what will appeal to the youth you are trying to recruit. You can use ads tailored to different demographic groups and youth interests. Pay attention to how color, images, graphics, and font might resonate with youth.

- Determine **which virtual platforms** you will use to deliver the program. See [Appendix 1](#) for a list of common platforms.
 - » Before selecting the platform, work with implementation sites to learn about any requirements or barriers regarding the types of platforms that may be used. If necessary, consider multiple platforms (depending on the needs of your implementation sites), keeping in mind that these platforms are constantly evolving. For example, if you work with a government agency, the agency may have specific restrictions on what you are allowed to use. School sites may also already have a platform, social media, or learning management system. You should talk with your partner to determine if you could implement your program through the same platform.
 - » For each platform used, determine which supplementary features you will use to support engagement. Consider what type of user experience you are hoping for to ensure your program goals and objectives are met, as well as the age and other contextual factors of your participants. For example, youth in home versus youth in out-of-home care have different options available. Therefore, set realistic expectations for your touchpoints with youth, considering multi-modal ways to engage with your diverse learners.
 - » Ensure facilitators are comfortable with the platform and all of its features. Some additional staff training will be needed as options are continually evolving. Use this as an opportunity for staff capacity building within your organization around online teaching methods, virtual engagement, and even social media!
- Determine the **security features** of the virtual platform you are using and train staff on how to use them. For example, instruct staff to lock a meeting after a session has begun or keep participants in a waiting room and then let them in one at a time at the start of a session.
- Determine the **security measures partners have in place** with respect to protocols related to virtual learning. Integrate their protocols into your own if useful.

Supplementary Features to Support Engagement

- Chat
- Polling
- Virtual backgrounds
- Breakout rooms
- Whiteboards
- Annotation
- Recording
- Waiting room
- Changing views (incl. speaker view)
- Screen sharing
- File sharing
- Available on multiple types of devices
- No requirement for participants to have personal accounts
- Free version with time limit
- Private and group messaging
- Calendar/email integration
- Dial-in access
- Browser-based option
- Live caption
- Transcripts
- Drawing tools
- In-meeting notes
- Raise-hand features
- Meeting lock



- Determine and set the implementation dates and schedules so that **two facilitators are able to offer the program**.
- » Identify the role of each facilitator. For example, during class, one could monitor the chat box and participant engagement while the other is presenting the content. You may also find that it takes more than two facilitators to support virtual implementation. For example, what if the only option is for youth to participate by phone? Determine what is best for your situation and adjust as needed.
- Find out what **changes your contract will allow**.



- Where can you get specific training on platforms for virtual implementation? Can we use funds to train staff to use new platforms?
- Can you use funds to purchase premium platform accounts?
- What are allowable expenses to support virtual implementation?
- What are the federal guidelines for pre-approval of budget modifications by Administration for Children and Families?

- Develop a plan for **tracking attendance**.
 - » Tracking attendance can be problematic, since you may rely on the regular classroom teacher at the partner site for that information, or because students may not be required to appear on camera to confirm their presence. Here are some ways to overcome those hurdles:
 - Take a verbal roll call at the beginning and end of sessions to ensure students remained for the entire class.
 - Have students confirm their presence through the platform's "chat" function.
 - Require students to submit an assignment at the end of the class period (that also assesses their content understanding) to confirm their presence.
 - Use the platform's built-in tracking system. Some platforms automatically collect participant data (make sure it shows first and last name). Note, however, that some students may use nicknames in place of their formal names.
 - Have the regular classroom teacher collect attendance and provide a list of those who participated.
 - Take a screenshot of the participant list (if allowed) to keep a visual record of who logged on from week to week.



- Develop a plan for **managing the group**.
 - » Set group agreements and expectations (use of camera, what they can and cannot use the chat box for, use of virtual backgrounds, how they might signal to you when they lack privacy to talk about certain topics). Refer to [Section 4](#) for ideas before you develop your plan.
 - » Ask for assistance from the students' regular instructors if you are facilitating a group in a partner's facility, such as a school.
 - » Use screen sharing or slides to share resources, and place expectations on shared screens at the beginning of each session.
 - » Use breakout rooms (but first consider the safety and appropriateness of students in breakout rooms; have a facilitator present in each room and confirm host site rules about breakout rooms).
 - » Add interesting virtual backgrounds, which might make students feel more engaged with the content.
 - » Have a backup plan for when Internet is unreliable or when staff or students are having technical difficulties with their cameras, audio, or additional features within a platform (e.g., using the annotation tool for a class activity). How will you continue to keep students engaged through the pauses or stops that might occur due to technical problems?
 - » Create non-tangible incentives and methods of recognition to encourage appropriate behavior and participant engagement. See [Section 4](#) for ideas on how to do this.
- Develop a plan for **sharing materials** (e.g., student workbooks or handouts).
 - » Consider sending documents or worksheets to students ahead of time, by mail, by arranging to have participants pick up materials at designated times (e.g., via a drive-thru pickup) or by uploading documents to a secure online classroom such as Google classroom so students can review or print out material from home. This might also make it easier for those whose Internet is unreliable to access materials. See [Appendix 1](#) for information about learning management platforms and content sharing sites.
- Develop a plan to **retain youth and measure student retention**.
 - » Consider using a satisfaction survey or quick, "exit" questions after each session to gather rapid feedback.
 - » Consider anonymous ways to collect student feedback, as well as informal conversations to get a sense of how youth are feeling.
 - » Refer to [Section 3](#) for ways to incorporate ongoing feedback in your Continuous Quality Improvement (CQI) efforts.



Practice Enhancements

- Offer **ongoing training to facilitators** on the use of platforms. Consider creating a video library of trainings for onboarding new facilitators. Ensure that facilitators have a process for expeditiously addressing technology-related issues.
- Incorporate **additional engagement tools** that offer anonymous response options or games (e.g., Kahoot, Padlet) to increase engagement. See [Appendix 1](#) for a list of options.
- Determine whether you will **offer a recording of your meetings** for later viewing. Large videos can slow down speeds of Learning Management Systems (LMS), so you may archive the videos outside of your LMS (i.e., YouTube, Vimeo).
- **Change the virtual implementation platform** if the virtual platform is making retention a challenge (consult [Section 2](#) to learn how engaging in CQI can help you identify challenges to participant retention).



- Do I need one-way or two-way communication?
- Do I need to include visuals or videos?
- Do I need to share information or promote events?
- Do I need to create community?

- Review attendance by session and determine if there are **session-specific challenges** and how those can be addressed. It might also be beneficial to offer repeat sessions or ways for students to obtain information from poorly attended sessions.

Refer to [Appendix 2](#) for additional tips and resources.



“Universal Design” Considerations

What is universal design?
Universal design is the “design and composition of an environment so that it can be accessed, understood and used to the greatest extent possible by all people regardless of their age, size, ability or disability.” It is important that the youth in your programs have equitable access to the material being taught, regardless of their circumstances, ability, or disability. In a virtual context, the accessibility gap between your students may grow even wider if the unique needs of each learner have not been considered carefully. Therefore, explore ways you can ensure a variety of youth needs are met when you plan and approach your virtual implementation. See [What is Universal Design | Centre for Excellence in Universal Design](#) for more information.

Use this box to list several practices from this section you want to implement in the next 6 months.

SECTION 2: PROGRAM MONITORING AND ONGOING PROGRAM IMPROVEMENT

This section focuses on CQI with an emphasis on monitoring virtual implementation programming and on adapting programming during times of uncertainty and social disruption. It includes three main sub-topics: fidelity monitoring, evaluation, and CQI, and it offers best practices and strategies for consideration.

Fidelity Monitoring

As discussed in [Section 3](#), it is generally agreed that it is important to deliver evidence-based programs as intended—staying true to their core components and pedagogy to maintain fidelity. However, you may have to quickly pivot and adjust to meet the implementation needs brought on by the COVID-19 pandemic. This has presented youth-serving organizations with both unprecedented challenges and opportunities to implementing evidence-based curricula with fidelity in real-world settings. Despite this, continuing to monitor fidelity during this challenging time remains critical to understanding implementation quality, identifying challenges, and recognizing how to support sites and enhance ongoing program efforts. Continuing to monitor fidelity during virtual program implementation is also important to understand where adaptations are occurring and where there are implementation challenges to inform planned adaptations for the future.

Fundamental Best Practices

- **Follow any guidance provided by the developer** of the program model you are using to guide allowable adaptations for virtual implementation. See [Section 3](#) for recommendations related to adaptations.
- If appropriate, **develop specific state-level PREP Guidelines** (informed by FYSB Guidelines [Guidance in Addressing COVID-19](#)) for virtual implementation adaptations and set up a process for sub-recipients to submit their virtual implementation plans for review and approval prior to virtual implementation.
 - » Guidelines should include expectations for virtual implementation (similar to in-person implementation of evidence-based programs).
 - » Establish an internal review process for lead PREP Grantees to review and approve all virtual implementation plans for sub-recipients and a process to track adjustments.
- **Assess any adjustments to be made in how fidelity monitoring logs are collected** for virtual implementation. If you currently collect these via paper and pencil, consider ways to collect the fidelity monitoring logs electronically (e.g., fillable form, online data collection tool, data portals such as SharePoint or Google Docs).



- **Adapt existing fidelity monitoring logs** to include questions to capture and document adaptations for virtual implementation.
 - » For example, consider revising your fidelity monitoring log by adding fields to capture the unique adjustments/innovative practices that are being used at this time:
 - How implementation is done: in person, virtual, hybrid?; synchronous, asynchronous or a blend of both synchronous and asynchronous?
 - What platforms are being used for virtual implementation and for whom are there differences by setting (school/out of school/ out-of-home care) and by population (age, learning differences)?
 - Assess level of engagement of participants:
 - Ask facilitators to reflect on and note how much they felt participants were engaged during the session. This can be a simple rating scale (very engaged, somewhat, not at all engaged) or a brief description of how they felt the session went.
 - Collect information on adaptation of activities from in person to virtual and the types of adaptations made. Stay focused on the knowledge, attitudes and/or skills imparted by the original activity. Ask facilitators to document specific strategies being used and how they are implemented (what worked/what did not)?
 - Add other areas that are important to you and your stakeholders to understand the context in which your virtual implementation is taking place.
 - What other questions do you have, or what might you want to know about virtual implementation?
- **Provide ongoing training and technical assistance** for sub-recipients to answer questions about the importance of maintaining fidelity to core components in a virtual environment (just as in an in-person environment) and the importance of **documenting** what was planned/intended and what was adapted.
- Continue to require that **fidelity monitoring logs** be completed and submitted within a specified number of days after implementation (e.g., within 3 business days). Generally, it is best to have facilitators submit logs while information from the implementation cohort is fresh in their minds.
 - » Frequently review fidelity monitoring log data to identify planned or unplanned adaptations to inform ongoing lessons learned from virtual implementation and/or hybrid implementation models.
 - » Establish a process for reviewing submitted data and data completion and data quality checks, to ensure that the data are being collected in a way that can easily be used to inform ongoing program monitoring and CQI efforts.
 - » Proactively reflect on what worked well and what may be incorporated into future virtual and/or in-person programming. This may be done via monthly calls with team members and sub-recipients. Continue to explore ways to encourage peer-to-peer sharing.

Creating a virtual implementation plan will allow you to assess if you implemented the program as planned, and if not, what was not conducted as planned or adapted. (This is the same as assessing plans if you were implementing in person.)

Practice Enhancements

Local conditions may dictate the type and degree of adaptations that will be feasible. Given the range of unique needs, flexibility is key to assisting and supporting sub-recipients as they continue to navigate implementation challenges in their communities. Consider the following:

- Develop and maintain a living document of resources for virtual implementation guidance, program monitoring, and allowable adaptations that are unique to your PREP program and sub-recipients. Consider developing a ***Frequently Asked Questions*** document that is updated regularly. Proactively address questions such as those in the callout box below.

Sample Frequently Asked Questions for Virtual Implementation

Fidelity Guidance

- What are allowable adaptations to our program?
- What if programming cannot be implemented as planned (only able to get a few hours of time to implement our program and we need more)?
 - If your curriculum or program is intended to be delivered over eight sessions (or 8 hours) and you are asked to shorten it to four sessions, you are no longer implementing the original program. It is important to communicate that to your stakeholders.
 - Engage with your stakeholders to determine what the priority needs/fit are for the population being served and negotiate what can be provided within the time constraints.
 - Consider preparing a matrix of implementation options so you have programming and content options once you know how much time you have at your service sites:
 - » Fewer days/less time than expected? What content can be covered? What other important health issues need to be addressed?
- What alternative activities can we provide?
 - Identify alternative activities to implement if core programming/content cannot be maintained in a virtual/online environment.
 - Consider how to leverage implementing Adulthood Preparation Subjects ([Adulthood Preparation Subjects Resource Guide 2020](#)).
- Can we switch to another curriculum/program for virtual implementation?

Dosage/Reach/Data Collection

- What if we cannot meet our anticipated reach?
- How do we collect attendance?
- How do we administer the Entry/Exit Surveys in a virtual setting?
- Is there a cohort cap for virtual implementation?



Evaluation

Consider the implications of long-term suspension of programming, changes to the program and services, disruptions to data collection, and the impact on stated goals and objectives of your program (refer to your logic model). Engaging with stakeholders to consider how to frame, interpret, and disseminate evaluation findings and limitations of evaluation efforts from COVID-19 is imperative to assessing and unpacking the evaluation results from your program. This section underscores the importance of understanding and documenting the impact of disruptions to programming and services on expressed outcomes for the program.

There will be public health implications beyond the COVID-19 pandemic, and we need to consider the “short and long-term impacts (e.g., stress, isolation, shifts in social norms) and how current and ongoing program evaluations may need to be revised in light of disruptions due to social distancing, self-isolation, lockdowns, or mass quarantine. This will require a reconsideration of stakeholder viewpoints, evaluation descriptions and their designs, the evidence collected, and the conclusions we make. This unprecedented event is a major opportunity to identify and share new lessons learned that will likely be applicable in the future.” Juan D’Brot, [Program Evaluations Under COVID-19 \(nciea.org\)](https://www.nciea.org/Program-Evaluations-Under-COVID-19)

Fundamental Best Practices

- Similar to in-person data collection efforts, collecting data online or on virtual platforms requires **building relationships and maintaining trust** with participants and stakeholders before, during, and after you begin. Consider how you will adapt in-person data collection and safeguards for protection of confidentiality, assess trauma cues from content, and provide appropriate referrals when safety and assault concerns are disclosed.



- How will you protect privacy and confidentiality and secure data you collect?
- How will you collect virtual consent from parents or other caregivers and assent from participants to take part in program and evaluation activities?
- How will you elicit ongoing affirmative consent to voluntarily respond to evaluation and data collection efforts from participants (many participants are in home or out-of-home care where privacy concerns and issues are out of their control)? Since you are not collecting data in person, you will have to put in additional safeguards around data collection efforts .
- How will you report self-disclosure of potential harm and safety issues from participants?
- What are your plans for referrals to sexual and health-related care services in a virtual setting?

- Engage with your evaluation partners, community stakeholders, sub-recipients, and Federal Project Officer to **address evaluation challenges and assess adjustments** to be made to data collection procedures.
 - » If you have not been collecting data online for in-person programming, assess resources needed to adjust collect evaluation data virtually or online.



- Is this a temporary shift to online data collection?
- Will we maintain this moving forward? Develop/revise protocols for storing data, protecting confidentiality, and destroying data when the grant period is over.

- **Review all the PREP Performance Measures and locally developed evaluation activities and data collection tools** that are part of your program and assess how you may need to revise (if at all) for virtual online data collection such as:
 - » Tracking and collecting attendance, fidelity logs, entry/exit surveys, participant and other stakeholder feedback.
- **Follow guidance about collecting PREP Performance Measures** (prepeval.com).
- **Consider ways to create opportunities to elicit feedback** about the experiences of your staff, youth participants, and other stakeholders (e.g., community partners and parents/guardians) regarding virtual implementation, impact of COVID-19 disruptions to programs and services, and other emerging issues, such as mental and emotional health needs, clinical linkages, health equity, and a social justice lens.



→ What else should you ask participants, staff, community stakeholders? Consider questions about mental and emotional health, clinical linkages, healthy relationships, and safety concerns.

→ What other ways might you elicit feedback (e.g., virtual focus groups, listening sessions, interviews, online surveys, social media, Photovoice)?

- **Establish guidance for recruitment and retention** of participants in a virtual setting and for ongoing monitoring. See [Section 1](#) for more information about participant recruitment and retention.
- **Revisit your logic model:**
 - Does your current logic model reflect your program and the adaptations you have made for virtual implementation?
 - » There are many benefits of using and reflecting on your logic model throughout the life of your program implementation.
 - » When implementing programs during times of uncertainty, it is even more important to revisit and update your logic model to capture adjustments and to note which ones you may keep long term. Use this tip sheet as a resource: [Using Logic Models to Guide Program Implementation and Ongoing Program Improvements \(hhs.gov\)](#)



Practice Enhancements

- There are myriad evolving resources to guide ways to collect data and participant feedback in real time in a virtual setting.
 - » Explore this guide from Edutopia: [5 Ways to Conduct Formative Assessments Virtually | Edutopia](#)

Continuous Improvement:

- Involves many stakeholders
- Is ongoing, cyclical, and iterative
- Supports environment of self-reflection and inquiry
- Involves a process for collecting, reflecting on, and using data
- Uses data to inform changes, refinements, and mid-course corrections as needed
- Validates what works well and identifies areas for improvement

Continuous Quality Improvement

Continuous improvement is the ongoing process of collecting information with the primary purpose of identifying strengths and areas for improvement. Quality matters, and it matters more during times of uncertainty. Establishing formal and informal processes to review, assess, and adjust as needed, in real time, is a key element in continuous improvement efforts.

Fundamental Best Practices

- **Create ongoing opportunities to reflect on evaluation data sources** such as fidelity logs, attendance, dosage, retention, and survey data, and collect other sources of feedback about your program.
- **Engage with staff, sub-recipients, and other stakeholders:**



→ Are there areas for improvement, additional training, and technical assistance needs?

→ What are emerging and priority needs in the communities you are serving?

→ Are there gaps in services?

→ What is working well?

- **Use data to inform guidance and revisions.**
- **Foster ongoing opportunities to create a culture of self-reflection**, framing these as continuous improvements and not punitive measures. Create an opportunity for sub-recipients and front-line staff to safely share experiences and resources for adapting to virtual implementation (successes/challenges) and provide follow-up support as needed.



→ How can you elicit input on virtual implementation experiences (both successes and challenges), innovations, tips, and tricks?

→ Can you gather input from youth on their experiences?

Remember that there are a number of innovations and lessons to be learned from during this time of disruption that may be worth carrying forward in programming.

- This tip sheet explains why CQI is important. It also provides suggestions and strategies for initiating, implementing, and building support for CQI within your organization.
 - » [Continuous Quality Improvement Tip Sheet](#)

Practice Enhancements

- Connect with other PREP grantees about their experiences with virtual implementation. Share experiences and resources on [The Exchange Comment Wall](#) (Log-in required).
- Join an informal or Topical Office Hour provided by the RTI APP Training & Technical Assistance Team (TTA Team) to learn and share strategies and tips. All grantees and sub-recipients are welcome to attend. You can always reach out to the TTA Team with questions at apptta@rti.org.

Use this box to list several practices from this section you want to implement in the next 6 months.

Section 3: Curriculum Adaptations

It is important to determine the adaptations you will need to deliver PREP programming virtually. As you consider the adaptations, remember the requirements of PREP programming. This includes covering both abstinence as well as the full range of contraceptive methods and at least three of six Adulthood Preparation Subjects (adolescent development, education and career success, financial literacy, healthy life skills, healthy relationships, and parent/child communication).

As described by Rolleri et al. (2020) and in this [Making Adaptations Tip Sheet](#), curricula have core components related to the content (what is being taught), pedagogy (how it is being taught), and implementation (logistics). When switching from in-person to virtual or hybrid implementation, you will definitely need to make adaptations to the pedagogy and implementation core components and potentially to the content core components, depending on how the virtual implementation will be conducted. Before you make adaptations, look at the original logic model for the curriculum and consider the red, yellow, and green light adaptation guidance. The goal of the adaptation guidance is to provide general parameters in which the program might best replicate the evidence-based results.

Fundamental Best Practices

As you determine the changes you will need to make to your curriculum to deliver the virtual programming, consider the following practices.

- **Determine the adaptations that will be necessary** for implementation based on the virtual context. Keep in mind changes to content, pedagogy, and implementation.
- Consult with program developer or implementation resources associated with your curriculum to **identify core curriculum components**. Remember to ensure the PREP program requirements are addressed in the core curriculum components.
- Consult with the program developer for **specific guidance about virtual implementation**. This will likely include consultation on red and yellow light adaptations.
 - » Assess whether there are existing videos and materials that have been adapted for the online learning environment by the program developer or others.



Core Components

Core components are the key elements or defining characteristics of a program. To maintain a program's effectiveness, its core components must be kept intact when it is replicated or adapted.

Core Content Components

These are what is being taught, specifically the knowledge, attitudes, values, norms, skills, etc. that are addressed in the program's learning activities and are most likely to change sexual behaviors.

Core Pedagogical Components

These related to how the content is taught, such as teaching methods, strategies, and interactions that contribute to the program's effectiveness.

Core Implementation Components

These are the logistics that are responsible for an experience conducive to learning, such as program setting, facilitator/youth ratio, and sequence of sessions.

Source: Firpo-Triplett & Fuller, 2012.

- **Determine and secure approvals that are required to adapt or adjust a program or implementation plan.** This may include approvals from the program developer and your Federal Program Officer. Adjustments could potentially include a focus on Adulthood Preparation Subjects or adjusting the content covered to better meet the needs of youth and stakeholders during a particular time. In the absence of specific adaptation guidance, use the resources in this guide and other emerging practices from the field to assist you.
 - » In some cases, activities such as answering sensitive questions, skills practice, and role plays have been adapted and can be used in a virtual setting regardless of what curricula you are using (refer to Resources in [Appendix 1](#)).
- **Plan for documenting adaptations.**
 - » In addition to collecting fidelity monitoring logs from facilitators, plan for documenting adaptations as part of an overall virtual implementation plan.
 - » This virtual implementation plan should include e-visiting/ updating your logic model to reflect the changes made for implementation (virtual, in-person, hybrid). It should also include revising fidelity monitoring logs to capture the planned and unplanned program adaptations that will come up during the virtual implementation. See [Section 2](#) for more details about fidelity monitoring logs.
 - » If you have multiple people on the implementation team, consider a plan for sharing lessons learned and fidelity monitoring logs across the team so that planned and unplanned adaptations are captured.

• The most
• important piece
• is to determine
• what will work
• for the population
• you serve and to
• create a plan and
• document what
• happened.

- When you are making adaptations, consider the various learning needs of your youth audience, including those who may need screen readers or other tools to allow them to better access virtual material. More specifically, this might involve tagging visual materials with the appropriate alt text so that they are accessible to screen readers and/or using video meeting programs that allow captioning.



Green Light Adaptations: Go for it!

These adaptations are made to ensure that program activities better fit the age, culture, and context of the population. In many cases, these changes should be made because they ensure the program is current and relevant to the community. Examples include customizing role plays, using community-relevant examples and statistics, and making words, scenarios, and images inclusive of all participants.

Yellow Light Adaptations: Caution!

These adaptations include such items as adding activities or adjusting the order of the lessons. They might also include using different videos or implementing the curriculum with a population that is different from the population that participated in the original evaluation. When making yellow light adaptations, it is recommended to consult more detailed adaptation tools and/ or an expert in the evidence-based program, such as the model developer (if available) before making the change.

Red Light Adaptations: Stop!

These adaptations include such items as changing the pedagogy or removing particular activities. They may impact the overall effectiveness of the program and should be carefully explored and documented if they are necessary. It is recommended to consult with the program developer if this type of adaptation is necessary. It may be that pivoting to virtual implementation will require red light adaptations. These should be undertaken carefully and in consultation with the program developer. If extensive adaptations are necessary because of implementation constraints, you could explore other curricula and/ or be clear with stakeholders and implementation sites that the program will be different than the original.

Practice Enhancements

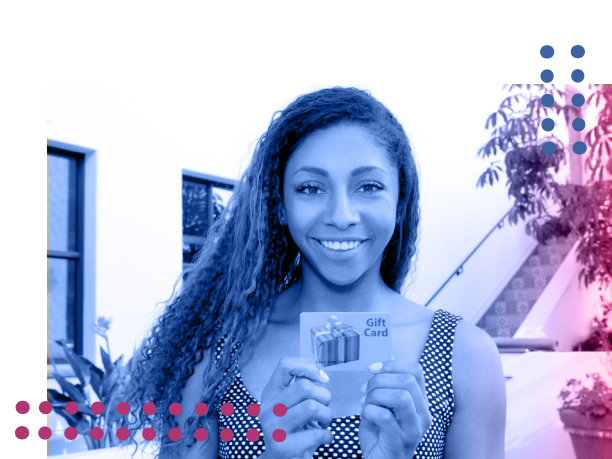
If you have successfully met the fundamental best practices described above, consider these additional practices when making curriculum adaptations.

- Determine **multiple strategies to meet learning objectives** within a virtual environment.
 - » Identify strategies that allow youth to engage with each other. This might include having direct prompts where facilitators ask participants to respond to each other's comments or participating in an activity in which participants build on each other's comments. It is important to determine with your implementation site if non-facilitated breakout groups are allowed before planning that type of activity.
 - » This could include translating face-to-face classroom strategies to an online environment. For example, consider how role plays or other active learning strategies can be re-created in a virtual environment with participants engaging from different locations and with different levels of privacy and engagement.
 - » This also includes presenting information using multiple strategies for multiple learners—visual, auditory, and kinesthetic. Identify where it is possible to incorporate visual images that lead to further discussion and engagement rather than text-based slides or presentations. Research suggests that many learners, including adolescents, retain memory of images more than memory of text (Whitehouse et al., 2006).
- Incorporate activities that allow for **building cohesion and community** within the virtual space.
 - » As is described in more depth in [Section 4](#) of this guide, these activities might include strategies for setting community norms and expectations in a virtual space along with icebreakers and games.
- Determine any additional **visual resources or supplementary materials** (i.e., handouts) that might be used to support the curriculum and support the learning objectives.
 - » For example, perhaps the curriculum does not typically include slides in the classroom. Adding slides to accompany the virtual program might aid students in better following along with the materials. Similarly, providing handouts that are either hard copy or that can be downloaded by students might offer a way to engage with the material off-line.
 - » If feasible, consider also sending the materials to participants in advance of the sessions so that they can familiarize themselves with the materials before class. Consider offering materials in different modalities (e.g., fillable PDF forms, via text messages, via email, via hyperlink on a google drive that they can access, or hard copy) to ensure participants have access.



SECTION 3: CURRICULUM ADAPTATIONS • • •

- Similar to tracking the types of adaptations that are included in the virtual implementation, it is also important to **incorporate strategies to assess student learning and understanding of program concepts**. This might involve using online quizzes or polling tools that can provide real-time feedback on the understanding of concepts, in addition to pre- and post-tests. Informal forms of assessment, such as open-ended questions or individual check-in conversations, can help you understand if additional adaptations are needed or if current adaptations are working. As described in [Section 2](#), reviewing group-level data from the pre- and post-tests and how those data might differ from previous program implementation might help the implementation team understand where knowledge gaps remain.
- **Consider ways to reward student engagement through games and incentives.** For example, consider strategies to offer giveaways or other fun items that can be mailed or distributed safely to youth (i.e., conference swag box, participation prizes). Incentives or rewards might also address basic needs to help support youth and their families.



Use this box to list several practices from this section you want to implement in the next 6 months.

Section 4: Equity and Environmental Context

This section discusses practices that will foster an equitable environment in a virtual classroom. Fostering an equitable environment is important to ensure participant comfort and promote participation. The fundamental core practices are relatively easy to implement but are critical to keep in mind during program planning and implementation. The practice enhancements take some effort to implement but will help engage participants beyond the classroom and energize participants within the classroom. These practices often require additional time spent with students, planning different activities for implementation, or hiring different facilitators to fulfill needs.

Fundamental Best Practices

- **Be flexible and open minded** both within and outside of the virtual learning environment.
 - » Be creative and try new strategies to reach and deliver content to youth virtually. It may not always be possible to execute plans as originally intended, so be prepared to shift your plans at the last minute and give yourself grace in doing so. It will be important to document adaptations, so remember to capture them in the fidelity monitoring logs; your program can learn from the flexible approach. For example, in a virtual setting, implementation may take a longer time than expected, facilitators might have to use presentations to deliver content, and implementers might have to be creative about using different platforms for online engagement (see [Appendix 1](#)). Additionally, students might need additional supports outside of the implementation setting (see Practice Enhancements below).
 - » Encourage youth to turn on their videos, but do not make it a requirement (refer back to group agreements you made at the beginning of the program). Students may not feel comfortable having their videos on due to lack of privacy. Encourage students to at least turn on videos during ice breakers (see [Appendix 2](#)), interactive activities, or the end of a lesson to say goodbye.



Keep students' living situations and contextual factors in mind when planning and implementing the program.

Keep in mind that some students may:

- not be able to find a quiet place;
- not have privacy in their home;
- not have access to reliable Wi-Fi;
- not feel like their home is a safe and supportive environment;
- have lost a family member due to COVID-19 or know someone who is sick with COVID-19;
- be stressed about financial, food, or housing insecurity;
- be feeling more discrimination and bullying during this time;
- be feeling virtual fatigue;
- feel like a virtual learning environment is not the best fit for them; or
- be underperforming in school.

Consider:

- students' ages;
- where students are located;
- students' restrictions regarding connecting to a virtual program;
- whether the students need materials in advance; and
- the most effective ways to send materials in advance (e.g., email, text, Google link, mail, in-person drop-off).

- Allow students the **option to connect to the implementation setting in a way that is appropriate** for them.
 - » Some students might find that they have a better virtual connection if they join by calling in on their phones or by using an application for the meeting platform to connect via their phones and others might prefer to join via a computer or laptop that may or may not be theirs.
- Consider students' **language preferences** and explore ways to honor these, as feasible. Keep in mind that it is harder to concentrate in a virtual setting and therefore it might be harder for a student to understand what is being presented if the curriculum is not being taught in their native language.
 - » Ensure any PowerPoints, materials, and handouts are translated to accommodate languages spoken by your students.
- **Confirm students' names.**
 - » Sometimes students might be using a family account to log on to the virtual platform. Make sure the student's name is the one that is listed and use their correct name.
- Create and enforce **group agreements** (see [Section 1](#)).
 - » Group agreements can be helpful to set expectations in the virtual classroom. They can ensure that participants support and respect each other throughout the program. Some examples include the following:
 - Only share what you feel comfortable sharing.
 - It is okay to disagree but do so in a respectful manner.
 - Treat others how you would like to be treated.
 - You have a right to leave the session or not participate if you are triggered.
 - Participate in the way that is most comfortable to you.
 - » Consistently refer back to group agreements.
- Give students **options for how to participate**.
 - » Students can indicate that they want to speak by raising their hand in front of the camera, raising their hand in the participant box, using a reaction in the preferred online platform, or sending you (or the group) a chat message. The last two options can be challenging to monitor while you are also facilitating the discussion. A co-facilitator is helpful for supporting student engagement by monitoring the chat box, question box, student reactions, or other engagement strategies that you implement.
- **Let participants know that they can decline to participate** and avoid making students feel like they have been put on the spot.



Practice Enhancements

- Because students cannot approach facilitators at the end of class to ask private questions in a virtual setting, consider asking open-ended questions during a session, allowing for one-on-one conversations or private messages after class, scheduling longer sessions, having a virtual question box where students can submit questions for facilitators, and/or staying past the session to **allow for questions that students want to ask in a more private setting.**
- Similar to in-person implementation, consider having a **facilitator and/or co-facilitator who may reflect the characteristics (i.e., gender, race and ethnicity, or cultural experiences) of youth in the classroom.**
- **Create a participation system.** One challenge in facilitating virtual activities is managing group participation in a way that does not feel awkward, where participants do not talk over each other, and where participants are not unintentionally left out (Rolleri et al., 2020). For example, ask that each participant have a turn participating by
 - » alphabetical order of their first name or last name;
 - » number of siblings (the person with the greatest number of siblings goes first and so on); or
 - » birth month and day (the oldest person goes first, and so on).

You can ask students to put this kind of information next to their name by renaming their profile on the platform you are using.

- **Consider various participant engagement strategies.** Some potential ways to do this include adding direct prompts to ask students to respond to another person's comments, playing a game of telephone where students build off of what others are saying, or facilitating small group discussions using breakout rooms.
- Consider that **student engagement will look different** in a virtual setting. Even if students have their cameras off, they might still be engaged in other ways such as participating verbally, in written form, or reaching out outside of the virtual classroom setting.
- **Conduct energizers.** It is challenging to sit for many hours in front of a computer screen—especially for students who are attending their academic classes virtually as well. If you sense that students are fidgety or losing energy, consider doing a quick energizer (less than 60 seconds). Be mindful of students' abilities/physical limitations—they should only do what feels comfortable. See [Appendix 2](#) for example energizers you can use.
- **Ask for feedback from youth** on how virtual implementation is going. Listen and take action to address the challenges. Connect students to resources they might need. Follow up with them to see if they were able to use those resources and if they were or were not helpful. See [Section 1](#) for Youth Retention and [Section 2](#) for Continuous Quality Improvement.

Use this box to list several practices from this section you want to implement in the next 6 months.

CONCLUSION

This guide is intended to serve as a resource for FYSB grantees and sub-recipients as they implement programs virtually. It offers recommendations and ideas for grantees to consider when they are adjusting their programming to meet unusual circumstances that require virtual programming.

The response to COVID-19 has varied greatly across the United States and, as such, PREP programs have adjusted to the challenges posed by school and community closures and limits on indoor gatherings in varying ways. During the pandemic, grantees have devised many creative and innovative strategies to meet students' needs in a virtual environment, and these strategies can continue to be employed to enhance programming. Additional resources to support virtual programming can be found in [Appendix 1](#), and suggestions for virtual energizers are included in [Appendix 2](#).

REFERENCES

Firpo-Triplett, R., & Fuller, T. R. (2012). *General adaptation guidance: A guide to adapting evidence-based sexual health curricula*. Centers for Disease Control and Prevention.

Rolleri, L., Faccio, B., Parkeh, J., & Manlove, J. (2020). *A guide for virtual adaptation of sexuality education curricula*. Child Trends.

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Appendix 1 – Virtual Implementation Resources

Frequently Used Virtual Meeting Platforms

- [DingTalk](#) – Communication platform that supports video conferencing, task and calendar DingTalk management, attendance tracking, and instant messaging
- [Lark](#) – Collaboration suite of interconnected tools, including chat, calendar, creation, and cloud storage, in Japanese, Korean, Italian, and English
- [Hangouts Meet](#) – Video calls integrated with other Google’s G-Suite tools
- [Teams](#) – Chat, meet, call, and collaboration features integrated with Microsoft Office software
- [Skype](#) – Video and audio calls with talk, chat, and collaboration features
- [WhatsApp](#) – Video and audio calls, messaging, and content sharing mobile application
- [Zoom](#) – Cloud platform for video and audio conferencing, collaboration, chat, and webinars
- [Webex](#) – Platform for video conferencing, online meetings, screen share, and webinars.



AUDIO TIPS

- Stay muted while not speaking to reduce background noise.
- Acknowledge potential delay and awkward gaps in the conversation. These can often be uncomfortable but are normal and may take some adjusting to!
- Dial in to the meeting rather than joining by computer. This ensures that if the computer crashes, you at least still remain connected to the meeting by audio. However, phone audio is a lower quality option.
- If connecting to the meeting with a phone, use of a headset or hands-free device improves audio quality.
- Use headphones with a microphone when in a shared space and encourage youth to do the same.



VIDEO TIPS

- In many cases, youth may not be required to turn on their cameras, so think of other ways to solicit engagement if you cannot see the students. This might include using the “raise hand” feature so participants do not talk over each other, the “thumbs up” feature to express agreement, or the chat feature to offer one’s opinion if unable to unmute.
- Use a stationary device such as a webcam, mounted tablet, or built-in laptop camera for best video quality.
- Position your camera near the screen and elevate both to near eye level, approximately 3 to 4 feet from yourself.
- Sit near a window where the light shines on/in front of you, rather than behind you.



INTERNET CONNECTION TIPS

- Make sure the youth you serve have adequate Internet connection or work to assist them in accessing it. You might partner with another organization or school district that provides hotspots to youth via a mobile van or bus that rides into the community.
- Place yourself near your Wi-Fi router or consider connecting directly to the router with an Ethernet cable.
- If possible, limit other bandwidth usage in your location during the meeting. To minimize bandwidth use, close all other programs such as email and Internet browsers.
- Consider switching to audio only to also decrease bandwidth. Typically, platforms have a suggested up/down Internet speed (e.g., Zoom 3mbps up/down for video). Always test your speed before entering the platform. Recommended speed test site: <https://www.speedtest.net/>

Appendix 1 – Virtual Implementation Resources – continued

Frequently Used Content Sharing and Organization Sites

- [Canvas](#) – Learning management system for school districts, higher education, and businesses.
- [Clever](#) – A digital platform that is free for schools, which is a single sign-on portal in K-12 education and includes messaging functions for teachers and parents.
- [Edmodo](#)
- [Google Classroom](#)
- [Google for Education Teacher Center](#), with tutorials and information
- [Microsoft SharePoint](#)
- [Remind](#) app – Communication platform that allows for sending text messages through a secure platform

Frequently Used Online Engagement and Educational Tools

- [Ed Puzzle](#) – Library of interactive videos that allow reflection and other engagement activities to be included within the videos
- [Flipgrid](#) – Pose questions, spark thoughtful video responses
- [Kahoot](#) – Interactive online learning and teaching tools
- [Padlet for Schools](#) – Creative online collaboration tools
- [Pear Deck](#) – Tool to use within slide presentations to encourage student engagement
- [Poll Everywhere](#) – Use to take attendance, give quizzes, and gauge understanding
- [Quizlet](#) – Interactive study material, learning activities, and games

Frequently Used Data Collection Tools

- [GoCanvas](#)
- [Google Forms](#)
- [Microsoft Forms](#)
- [Qualtrix](#)
- [RedCap](#)
- [Survey Gizmo/Alchemer](#)
- [Survey Monkey](#)



Appendix 1 – Virtual Implementation Resources – continued

Data Collection in a Virtual Setting

- [Attendance, Reach, and Dosage Measures \(prepeval.com\)](#)
- [Conducting Successful Virtual Focus Groups - Child Trends](#)
- Resources from Edutopia – Resources for turning in-person evaluation/assessments into virtual assessments.
 - » [7 Smart, Fast Ways to Do Formative Assessment | Edutopia](#)
 - » [5 Ways to Conduct Formative Assessments Virtually | Edutopia](#)

Video tutorials for social media platforms can be found on YouTube:

- Instagram: <https://youtu.be/PaLjL3xkL0o>
- Snapchat: <https://youtu.be/G3bucX4W-Wk>
- YouTube: <https://youtu.be/6o7qODwiEz8>
- Facebook: <https://youtu.be/-p5aPPFUf0c>

Additional Resources from The Exchange

- [APP Social Media Toolkit](#)
- [Harnessing Social Media to Engage Youth](#) – Blog
- [Leveraging Social Media to Engage Youth](#) – Podcast
- [Using Social Media to Engage Youth](#) – Tip Sheet

Additional Resources

- [Broadband Access Resources](#) – Information about funding available to different stakeholders to increase access to broadband Internet
- [CDC Social Media Tools](#)
- [Helping Youth Cope with Isolation During COVID-19](#) – Video Series
- [RTI: Best Practices for Virtual Learning](#)
- [Sprint Teleconference Captioning Service](#) – Closed captioning resource that is free in some U.S. states
- [Strategies to Virtually Support and Engage Families of Young Children during COVID-19 \(and Beyond\) \(childtrends.org\)](#)
- [Supporting Student Engagement in Remote and Hybrid Learning Environments](#)
- [Amaze](#) – online tools specifically for sexual health

Appendix 1 – Virtual Implementation Resources – continued

- ETR has put together a series of resources to support transition from in-person teaching and to virtual.
 - » [Design for Learning](#)
 - » [Curriculum Support Resources for Virtual Implementation](#)
 - **Making Proud Choices (MPC) Virtual Guidance**

ETR's Making Proud Choices (MPC) Virtual Guidance document provides tips and adaptations to deliver each module's activities virtually through either live or self-paced delivery.
 - **Alternative Video Guidance**

The Alternative Video Guidance document directs educators to free videos that can be used to replace the videos referenced in Making Proud Choices; Be Proud, Be Responsible; Making a Difference; and Promoting Health Among Teens (abstinence-only and comprehensive versions). The identified alternative videos were selected for their ease of use and their medically accurate and inclusive content. For each video, ETR has provided new discussion questions and key points or take-aways for the educator.
 - **Making Proud Choices (MPC) PowerPoint**

ETR has created a PowerPoint for educators implementing Making Proud Choices (MPC). This support tool covers all key content and activities in MPC.
 - **Reducing the Risk (RTR) PowerPoint**

ETR has created a PowerPoint for educators implementing Reducing the Risk (RTR). This support tool covers all key content and activities in RTR.
 - **Jeopardy PowerPoint Template**

ETR has created a Jeopardy PowerPoint Template to support educators facilitating Jeopardy-style games with youth, in person or online. This PowerPoint template has internal hyperlinks allowing for ease when navigating between questions/answers as well as interactivity. Educators are free to add in their own questions to align with their content and/or sexual health education program.

Appendix 2 – Energizers

Below are potential energizers to help break up many hours of virtual learning. Adapt as needed. These energizers are adapted from Rollieri et al. (2020).

Body Gestures

- Ask each person in the group to make a gesture with their body/face that represents how they are feeling. Ask everyone to observe each other.
- Comment on what you observed and/or ask the group to do so.

Dance Freeze

- Ask everyone to stand.
- Play music (from your music library or from YouTube) and ask participants to dance.
- When you stop the music, they have to freeze.
- Repeat two or three more times.

Mindfulness Meditation

- There are many free applications and videos that can help you guide participants through a short mindfulness meditation. Alternatively, rather than leading the meditation, simply play the video or app for participants (and you!) to follow.
- Sometimes just closing your eyes and concentrating on your breath for 10-30 seconds is enough to help refocus.

Shake It Out

- Ask participants to stand.
- Ask participants to shake their right hand 4 times, then their left hand 4 times, then their right leg 4 times and then their left leg 4 times. Repeat, but now each body part is shaken 3 times, then 2 times, then 1 time.
- Feel free to change the exercises and the number of times that each exercise is repeated.

Stretching

- Type “stretching exercises” into your browser and you will find many examples. Select ones that are relatively simple. The Centers for Disease Control and Prevention has a [handout](#) describing some simple ones (see pages 6 and 8).
- Tell participants that they should only do what feels comfortable.



Appendix 2 – Energizers – continued

Swimming

- Ask participants to stand.
- Tell them to pretend they are in the water and swimming.
- First ask them to do a few free style strokes with their arms. Then a few breast strokes. Then a few back strokes. (For a reminder on how these strokes are done, go to YouTube and search “swimming strokes.”)
- You can change this activity by replacing swimming moves, with row boating, basketball dribbling, shooting baskets, etc.

Touch Blue

- Ask participants to stand.
- Ask participants to look around the room they are in and touch something blue (or green, purple, red, yellow, etc.).
- Next, ask them to touch something made of glass (or wood, plastic, paper, metal, etc.).
- Ask them to touch something soft (or hard, sharp, smooth, etc.).
- Ask them to touch something square (or circular).
- End by asking them to touch something that makes them happy or brings back a fond memory.

