

# El Camino

## Adaptation Guide

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## El Camino: Overview of the Program

**Goal of the Curriculum:** The overall goal of the El Camino curriculum is to promote adolescent sexual health, including the prevention of unintended pregnancy and promotion of goal setting among youth attending high school.

**Target Audience:** El Camino will target English or Spanish speaking Latino adolescents, low-income adolescents, and mixed gender adolescents in the United States. The curriculum has been implemented with a wide range of students ages 13 to 20. Specifically, El Camino has been implemented in all-Latino classes with recent immigrants as well as in mostly Black classes or with more diverse groups.

**Implementation of the Curriculum:** El Camino is designed to be delivered by teachers, health educators, or out of school time program practitioners in school-based or out of school settings. El Camino has been facilitated by teachers, government employees, non-instructional school staff, and AmeriCorps members.

**Length:** El Camino includes 11 lessons that are 45 minutes each. El Camino is divided into three “arcs.” Content within each arc has been organized around themes: Arc 1 discusses goal setting, Arc 2 discusses reproductive health, and Arc 3 discusses communication and healthy relationships. It is therefore important that facilitators review the full arc before starting lessons in that arc to better understand the cohesive purpose of the information presented.

**Lessons:** A summary of El Camino lessons and learning objectives is provided in **Table 1** below.

**Table 1.** El Camino Lessons at-a-Glance

		Students will...
<b>Arc One:</b> El Camino and STAR	<b>Lesson 1:</b> State Your Goal: Intro to El Camino	<ul style="list-style-type: none"> <li>Explain how El Camino can help them set and achieve their goals;</li> <li>Agree on a set of group agreements;</li> <li>Explain the four <b>STAR</b> steps in the El Camino Goal Map;</li> <li>Identify a goal for themselves at age 25; and</li> <li>Use <b>STAR</b> to identify Sofia’s and Santiago’s (characters in a story they will read) goals and the steps they will need to take to reach those goals.</li> </ul>
	<b>Lesson 2:</b> Think About the Steps: My Life at 25	<ul style="list-style-type: none"> <li>Identify some of the steps they will need to take to achieve the goal they identified in Lesson 1; and</li> <li>Identify some of the tools and resources they have available to them to help in achieving their goal.</li> </ul>
	<b>Lesson 3:</b> Assert Your El Camino: Dating & Decisions about Sex	<ul style="list-style-type: none"> <li>Discuss positive and negative road trips that can affect their camino;</li> <li>Recognize warning signs and how to use them to stay on their camino;</li> <li>Describe possible consequences from engaging in early sexual behaviors; and</li> </ul>

**Table 1.** El Camino Lessons at-a-Glance

		Students will...
		<ul style="list-style-type: none"> <li>Describe how these consequences can affect school success and high school graduation.</li> </ul>
	<p><b>Lesson 4:</b> Reach Your Goal: Setting Limits to Stay on Track</p>	<ul style="list-style-type: none"> <li>Discuss warning signs and how road trips can affect their camino;</li> <li>Recognize pressures teens face to have unwanted and/or unprotected sex;</li> <li>Recognize external and situational factors that can lead to unwanted or unprotected sex; and</li> <li>Describe challenges associated with being a young parent.</li> </ul>
<p><b>Arc Two:</b> Reproductive Biology, Contraception, and Condoms</p>	<p><b>Lesson 5:</b> Teen Pregnancy and Understanding How a Pregnancy Occurs</p>	<ul style="list-style-type: none"> <li>Describe basic reproductive anatomy;</li> <li>Explain how a pregnancy occurs;</li> <li>Learn important facts about pregnancy; and</li> <li>Discuss the benefits of delaying pregnancy/parenthood until completing their education and obtaining a good job.</li> </ul>
	<p><b>Lesson 6:</b> Promoting Sexual Health: Contraception</p>	<ul style="list-style-type: none"> <li>List six methods of safe and highly effective contraception;</li> <li>Explain how to use six methods of safe and highly effective contraception;</li> <li>Describe where teens can get accurate information and support to make healthy decisions around contraception;</li> <li>Discuss the benefits of delaying pregnancy/parenthood until completing their education and obtaining a good job;</li> <li>Describe how using contraception can help protect their camino; and</li> <li>Describe how a person can support their partners in using hormonal contraception.</li> </ul>
	<p><b>Lesson 7:</b> Promoting Sexual Health and Preventing STIs: Condoms</p>	<ul style="list-style-type: none"> <li>Describe the benefits of correctly and consistently using condoms to prevent unintended pregnancy and/or sexually transmitted infections (STIs);</li> <li>Explain the steps to using an external condom correctly and consistently;</li> <li>Overcome obstacles to using contraception and condoms</li> <li>Describe risks, signs, and treatments for STIs;</li> <li>Explain how using condoms and contraception, if sexually active, supports staying on their camino; and</li> </ul>

**Table 1.** El Camino Lessons at-a-Glance

		Students will...
		<ul style="list-style-type: none"> <li>Describe the roles both partners can play in using condoms.</li> </ul>
	<p><b>Lesson 8:</b> Promoting Sexual Health and Staying on Your Camino</p>	<ul style="list-style-type: none"> <li>Discuss how effective hormonal methods of contraception work;</li> <li>Discuss ways to feel more comfortable talking about contraception with a health care provider;</li> <li>Discuss how contraceptives can help them protect their camino; and</li> <li>Describe the role both partners can play in using condoms.</li> </ul>
<p><b>Arc Three:</b> Communication and Healthy Relationships</p>	<p><b>Lesson 9:</b> Assertive Communication: Setting and Protecting Our Personal Limits – Part 1</p>	<ul style="list-style-type: none"> <li>Explain why limit setting is important in keeping on their camino so they can reach their goals;</li> <li>Define passive and assertive communication;</li> <li>Explain how to use “nonverbal communication” when Asserting Your Camino;</li> <li>Set, communicate, and protect limits regarding sex and protected sex with partners; and</li> <li>Describe how limit setting is part of a healthy relationship.</li> </ul>
	<p><b>Lesson 10:</b> Assertive Communication: Setting and Protecting Our Personal Limits – Part 2</p>	<ul style="list-style-type: none"> <li>Identify healthy relationship characteristics;</li> <li>Explain the characteristics of consensual sex;</li> <li>Use assertive communication to set and maintain limits regarding sex and protected sex in skits with both heterosexual and homosexual couples; and</li> <li>Describe external factors that can lead some teens to have unwanted and/or unprotected sex.</li> </ul>
	<p><b>Lesson 11:</b> El Camino and Your Future</p>	<ul style="list-style-type: none"> <li>Complete the steps for using the El Camino Goal Map;</li> <li>Set, communicate, and maintain limits regarding sex and protected sex with partners;</li> <li>Use the <b>STAR</b> approach to work towards their goals and delay having sex;</li> <li>Explain, if they are sexually active, how condoms and contraception support the achievement of goals in El Camino maps; and</li> <li>Explain the role a person can play in supporting their partners in using hormonal contraception.</li> </ul>

**Types of Activities:** El Camino includes mini lectures, brainstorming, novela/story, large group discussion, small group work, individual/reflection work, teacher skill demonstrations, student skill practice and role play, games/simulations, and homework assignments.

**Learn More About El Camino and Access the Curriculum:** More information about El Camino and English and Spanish language versions of the curriculum are publicly available at: <https://www.childtrends.org/publications/el-camino-a-goal-setting-sexual-health-promotion-program>

**Theoretical Framework:** The El Camino curriculum draws on three theories: The Theory of Planned Behavior, Social Learning Theory, and Social Cognition Theory.

**Unique Features:** The El Camino curriculum incorporates several unique features that distinguish it from most other evidence-based/evidence-informed curricula designed to prevent teen pregnancies and STIs.

- **Anchored in Sexual Health Promotion and Goal Setting.** El Camino’s high-level vision is to promote students’ achievement of goals and prevent unintended pregnancy.
- **Incorporates a Goal Achievement Model Throughout the Curriculum.** El Camino designed a comprehensive goal achievement model, STAR (State your goal; Think about the steps; Assert your camino; Reach your goal), which is a major focus in the curriculum. Students are introduced to the model and have ample opportunity to apply it to their personal goals. Their El Camino goal maps are revisited, monitored, and revised as needed throughout the lessons of the curriculum as students learn new information about limit setting, assertive communication, healthy relationships, sexual health promotion, the reproductive system, contraception, and condoms.
- **Designed with a Focus on the Needs of Latino Youth.** In the United States, Latino youth experience high rates of teen pregnancy. Few evidence-based/evidence-informed curricula focus on the needs of Latino youth and their families. El Camino is informed by extensive assessment data collected by Child Trends and others on Latino youth and their parents. These data demonstrate that achieving goals is highly valued by Latino families. Unintended pregnancy can be one key obstacle to achieving goals. The El Camino intervention is a response intended to address this key obstacle.
- **Focuses on the Most Effective Forms of Contraception, Including long acting reversible contraceptives (LARCs).** Despite many educational campaigns aimed at health care providers and women about the effectiveness and safety of hormonal contraception, misinformation about these contraceptive methods continues to impede their use among youth. El Camino provides information about six contraceptive methods, including LARCs (i.e., IUD, implant)—IUD, implant, shot, patch, ring, and pill—how they work, how they are used, and how they can be accessed. Common misinformation about these methods is directly addressed and debunked.

# How to Use This Guide

## What are adaptations?

The Office of Population Affairs (OPA) says that adaptations are “changes to the program content, program delivery, or core components of a program. Some adaptations are minor and might be necessary to make the program culturally relevant, current, and/or more engaging. However, other adaptations are major and significantly change the core components of a program. These types of major adaptations can compromise fidelity and weaken the outcomes of the program and should be avoided.”<sup>1</sup>

## What is the purpose of the El Camino Adaptation Guide?

This guide should provide program implementers with the tools and resources to guide them in making appropriate adaptations while maintaining fidelity to the curriculum. Many facilitators adapt curricula to better serve their youth population. This guide will help facilitators to make adaptations that are in line with the core components of the curriculum and will not jeopardize potential benefits to youth.

## What is included in this adaptation guide?

- 1. El Camino Logic Model:** The logic model (Table 3) provides the full conceptual background for El Camino – how its goal-setting structure leads to pregnancy prevention.
- 2. Core Components:** Core components are the aspects of the curriculum that we consider essential to its success.
- 3. Implementation Fidelity Tool:** Fidelity is defined as the faithfulness with which a practitioner implements a curriculum. This tool helps track whether facilitators are implementing the program as intended.
- 4. Green/Yellow/Red Light Adaptations:** This tells program facilitators what kinds of adaptations are safe (green), should be made with caution (yellow), and should be avoided (red). We first describe general adaptations and then provide a table of lesson-specific adaptations.

## How do I use the adaptation guide?

Depending on your needs, you may use some or all of the materials included in this guide. If you want to know about the conceptual background for El Camino and how the components of the program lead to behavior change, you can review the logic model. If you want to know what parts of the curriculum contribute to successful behavior change and knowledge acquisition, you may read the core components. If you are implementing El Camino and want to know if a change you are thinking about making is appropriate, you can review the green/yellow/red light adaptations. If you don't see an exact change you want to make, you can return to the core components and logic model to decide whether your adaptation would fundamentally alter the way the program works. If you want a tool that will help

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<sup>1</sup> Office of Adolescent Health. (2015). *Adaptations for Evidence-based Teen Pregnancy Prevention Programs*. [https://opa.hhs.gov/sites/default/files/2020-07/adaptations\\_for\\_tpp\\_programs.pdf](https://opa.hhs.gov/sites/default/files/2020-07/adaptations_for_tpp_programs.pdf)

you to track whether facilitators are implementing the program as intended, we recommend the implementation fidelity tool.

If there are changes you still aren't certain are appropriate to make to the curriculum, please contact us at [elcamino@childtrends.org](mailto:elcamino@childtrends.org), and we are happy to discuss.

**Table 2** below summarizes how to use the guide.

**Table 2.** How to Use the El Camino Adaptation Guide

	Logic Model	Core Components	Implementation Fidelity Tool	Green/Yellow/Red Light Adaptations
Understand how El Camino leads to changes in attitudes, knowledge, and behavior	✓			
Learn the essential components of El Camino		✓		
Monitor and track fidelity to the El Camino curriculum			✓	
Make appropriate adaptations to El Camino	✓	✓	✓	✓

## El Camino Logic Model

As demonstrated in the logic model below (**Table 3**), El Camino promotes sexual health in the context of academic supports, which will decrease students' exposure to unprotected sex—either by abstinence or improved contraceptive use—and ultimately reduce rates of unintended pregnancy and births.

**Table 3.** El Camino Logic Model

Promoting Sexual Health Among Latinos Program Logic Model	
<b>Key Problems to Address</b>	
Unintended birth rates among Latino youth are higher than the national average.	
<b>Overall Program Structure</b>	
The program will begin in a high school setting (either in-school or after-school) and will take place within a semester. The program consists of eleven 45-minute lessons divided into three sections. These sections encourage youth to 1) set goals, 2) make informed sexual and reproductive health choices, and 3) have healthy relationships.	
<b>Inputs</b>	<b>Key Activities</b>
<ul style="list-style-type: none"> <li>Funding to pay for training, program materials, facilitators, and other implementation expenses</li> <li>Strong partnership with schools for in- and after-school implementation. Partnerships based on:</li> </ul>	<ul style="list-style-type: none"> <li>Recruit schools/school districts with goals for youth that are similar to El Camino's curriculum</li> <li>Work with school officials to identify classes in which the El Camino curriculum can be implemented</li> <li>Work with school officials to identify facilitators with desired characteristics (see Inputs)</li> </ul>

## Promoting Sexual Health Among Latinos Program Logic Model

<ul style="list-style-type: none"> <li>○ Alignment of school's goals for youth with the goals of El Camino curriculum</li> <li>○ School support for full program implementation and use of existing structures (such as parent communication channels) to support the program</li> <li>○ School provision of space for program implementation</li> <li>● Facilitators in the school with:             <ul style="list-style-type: none"> <li>○ Strong rapport with Latino and other minority adolescents</li> <li>○ Comfort in teaching sexual and reproductive health topics</li> </ul> </li> <li>● Curriculum trainers</li> <li>● High quality curriculum that:             <ul style="list-style-type: none"> <li>○ Includes information on how to set and achieve goals,</li> <li>○ Includes information about avoiding unintended pregnancy and STIs,</li> <li>○ Provides opportunities for social-emotional and behavioral skill building/role playing, and</li> <li>○ Permits young people to examine how cultural beliefs and values (including educational values) support sexual decision-making</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Train facilitators in curriculum content, group facilitation, interactive education, psychosocial and behavioral skills development, and documenting fidelity</li> <li>● Check in weekly with facilitators on program implementation and address any challenges</li> <li>● Implement 11 lessons, containing a high-quality goal-setting approach with sexual health promotion education for young people. Each lesson is 45 minutes long, and includes interactive activities that engage young people in:             <ul style="list-style-type: none"> <li>○ Opportunities to learn goal setting skills and sexual health knowledge</li> <li>○ Opportunities to examine partner relationships, including interactive activities that engage them in role-playing about communication, negotiating, and limit setting in relationships</li> <li>○ Interactive activities that engage them in discussions about positive relationships and how to communicate effectively with trusted adults, peers, and partners</li> </ul> </li> </ul>
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### Key Outputs

<p><b>School Community Outputs</b></p> <ul style="list-style-type: none"> <li>● School staff are fully committed to implementing the program and provide adequate space (like a classroom) and time for implementation</li> <li>● School staff support sharing information about the program</li> <li>● Desired number of young people with the following target characteristics are recruited to the program:             <ul style="list-style-type: none"> <li>○ Low-income</li> <li>○ Males and females</li> </ul> </li> </ul>	<p><b>In-Class Outputs</b></p> <ul style="list-style-type: none"> <li>● Program facilitator             <ul style="list-style-type: none"> <li>○ Implements all program components as designed</li> <li>○ Documents fidelity to program components</li> <li>○ Appropriately omits activities based on guidance in the curriculum (if full implementation is not possible)</li> <li>○ Ensures the class climate is safe and respectful for young people to feel comfortable sharing</li> </ul> </li> </ul>
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## Promoting Sexual Health Among Latinos Program Logic Model

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|--|---|
| <ul style="list-style-type: none"> <li>○ Latino and/or other young people</li> </ul> | <ul style="list-style-type: none"> <li>○ Respects and relates to students, and can manage behavior appropriately</li> <li>○ Encourages students to be respectfully engaged</li> <li>● Students like the program and rate the program highly</li> <li>● Students attend program sessions and participate in program activities, group discussions, and homework assignments</li> </ul> |
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### Short-term Outcomes

#### Knowledge

- Knowledge about healthy and unhealthy relationships
- Knowledge about consent
- Knowledge about unintended pregnancy and STIs
- Knowledge about contraceptive methods and their effectiveness
- Knowledge about how to use condoms and other contraceptive methods

#### Attitudes and Self-Efficacy

- Positive attitudes about setting and achieving goals
- Positive attitudes about contraception and condoms
- Self-efficacy about setting and achieving goals
- Self-efficacy about communicating with partners about sex, condoms, contraception, and healthy relationships
- Self-efficacy to ask for and give consent
- Self-efficacy in finding sexual reproductive health services
- Perceptions of risk of unintended pregnancy

#### Intentions

- Intention to graduate from high school, continue education after high school, graduate from college
- Intention to delay sex
- Intention to use an effective contraceptive method if they have sex in the next year
- Intention to use condoms if they have sex in the next year
- Intention and determination to avoid unintended pregnancy
- Perceived likelihood of experiencing pregnancy between now and age 20

### Medium-term Outcomes

#### Behaviors

- No recent sex in the last 3 months
- Never had sex
- Decrease in sex without a condom
- Decrease in sex without any contraceptive method
- Increase in setting and taking steps to achieve goals

**Promoting Sexual Health Among Latinos Program Logic Model**

**Long-term Outcomes for Young Adults (18–25 and older)**

- Decreases in unintended pregnancies and births

## El Camino Core Components

Core components are the essential characteristics of a program that are responsible for its effectiveness and success. Core components can be categorized into three types: 1) content (what is being taught in the curriculum); 2) pedagogical (how that content is being taught); and 3) implementation (the logistics of how the curriculum is implemented, such as facilitator-to-student ratio and class size).

The El Camino curriculum's content core components are:

- The curriculum is youth focused (not adult focused).
- Facilitators do not tell the youth what to think, believe, or do.
- Youth identify goals for their future and ways to reach them.
- Youth utilize a goal setting model (STAR) to identify the goal they want to achieve by age 25.
- Youth have the right to accurate information about reproductive biology and effective methods of contraception to help them avoid unintended pregnancy and STIs.
- Youth learn about healthy relationships, consent, and assertive communications skills.
- Youth learn about resources (interpersonal, institutional, economic) that could assist them as they work toward their goals, learn about reproductive health, and learn about healthy relationships.
- Parents/guardians/trusted adults are engaged to support youth to reach their education and family formation goals.

In El Camino, a range of pedagogical methods are employed to deliver and reinforce the core components. These include:

- Individual and group activities;
- Novelas (stories);
- Role plays;
- Class discussions and opportunities for students to ask questions; and
- Use of imagery that depicts life as a road to support youth taking steps to reach their goals.

It is important for facilitators to recognize that most students do not have the information and knowledge they will learn in El Camino before starting the program. Therefore, it is necessary to provide sufficient time for them to ask questions and to talk through what they are learning. We want the students to discuss what they think, believe, and experience, recognizing that students have the capacity to make decisions.

## Fidelity to the Curriculum

Fidelity is defined as the faithfulness with which a practitioner implements a curriculum—this means implementing the curriculum as it is written and without compromising its core components.

It is important to maintain fidelity to the El Camino curriculum to ensure participants benefit from the program as intended. As part of the program, the facilitator will complete fidelity forms to monitor how closely program delivery adheres to the written program. These fidelity instruments are available in Appendix E of the front matter materials: <https://www.childtrends.org/wp-content/uploads/2019/06/El-Camino-Front-Matter-with-Cover.pdf>

The Fidelity to the Curriculum section was informed by:

- Rolleri, L., Fuller, T. R., Firpo-Triplett, R., Moore, C., Leeks, K. D., & Lessene, C. A. (2014). Adaptation guidelines for evidence-based adolescent pregnancy and STI/HIV prevention curricula: From development to practice. *American Journal of Sexuality Education*, 9(2), 135–154. <https://dx.doi.org/10.1080%2F15546128.2014.900467>

# El Camino Green/Yellow/Red Light Adaptations

The adaptations listed below apply to the entire El Camino curriculum. **Table 4** lists specific adaptations by lesson.



## General GREEN LIGHT adaptations: Go for it!

- **Updating and/or customizing statistics.** It is okay, and encouraged, that facilitators update statistics and facts in the El Camino curriculum with more recent or local data from government-funded sources. This is particularly relevant for the reproductive health lessons in Arc 2. It is also okay to present local statistics if the time spent covering this information does not replace other activities in the curriculum.
- **Customizing roleplays or skits.** El Camino includes several opportunities for youth to role play scenarios or act out scripts. It is okay for you to change the names, settings, and other details of the role play or skit if the meaning and skill building activities remain the same.
- **Separating the classroom by students' self-identified genders.** El Camino was developed with mixed gender classrooms in mind. Some facilitators may prefer to divide classrooms by self-identified gender, particularly when discussing the reproductive health lessons in Arc 2.
- **Bringing in an outside facilitator to teach or co-teach reproductive health lessons in Arc 2.** If facilitators are not comfortable teaching reproductive health lessons, they may bring in an outside facilitator to teach these lessons, provided the outside facilitator is qualified. If an outside facilitator is used, please provide them with the overview of El Camino, found in Lesson 5 in Teacher Resource 5.3.
- **Introducing concepts around consent and healthy relationships in Arc 2 (Lessons 5 through 8).**
- **Skipping optional activities, such as the closure/slogan in Lessons 1 through 10.**
- **Prioritizing questions and talking points with asterisks and skipping other questions if you're running short on time.**
- **Adding content warnings to lessons to ensure students feel safe throughout implementation.**
- **Giving students a safe space if they have a trauma response.**
- **Choosing to practice just one skit if there are 2-3 scenarios within an activity in a lesson.** The activities were designed with large classrooms in mind, so you may only choose to do one scenario if it's a small group.
- **Extending the length of each lesson past 45 minutes.** An hour-long session, if available, could provide more time for discussion or rapport building.
- **Adding another lesson around sexual reproductive health focused solely on answering questions/discussing FAQs.** Facilitators can choose to add another lesson after Lesson 8 that is focused on answering student questions.



## General **YELLOW LIGHT** adaptations: Proceed with caution!

- **Allow students to bring workbooks home in between classes.** You may allow students to bring home student workbooks in between El Camino sessions. If you choose to do this, we recommend that you keep extra copies of student workbooks on hand to give to students who lose or forget their workbooks.
- **Combining lessons into longer periods.** Ideally, El Camino would be implemented across 11 separate 45-minute lessons. However, if you don't have 11 separate sessions or if you don't have 45 minutes per lesson, it is okay to teach multiple lessons in the same session, provided that there are still 495 minutes of instruction throughout implementation and enough time to finish all of the activities in each lesson.
- **Shortening the lesson by breaking up lessons into multiple sessions.** Ideally, El Camino would be implemented across 11 separate 45-minute lessons. However, if you don't have 11 separate sessions or if you don't have 45 minutes per lesson, it is okay to cover each lesson over multiple sessions, provided that there are still 495 minutes of instruction throughout implementation and that the lesson is facilitated in order and covers all activities.
- **Use a new, cool, medically accurate video to highlight a concept/learning.**



## General **RED LIGHT** adaptations: Avoid!

- **Changing the sequence of activities.** El Camino lessons are designed to build off of one another. Changing the order of lessons in the curriculum or of activities within a given lesson may decrease students' comprehension of the material and ability to build skills.
- **Shortening the program by omitting lessons.** El Camino has 11 lessons divided into three arcs. Dropping a lesson will weaken core components of the program and negatively affect the potential for knowledge attainment and behavior change.
- **Shortening the program by omitting activities in a lesson.** El Camino is designed to be taught in 45-minute sessions. It is important that students have the opportunity to participate in each activity so they can practice skills and master knowledge of each concept. Shortening the lesson by removing non-optional activities will negatively affect the potential for knowledge attainment and behavior change (*Note: skipping activities that are labeled optional is an approved adaptation and time-management strategy*).
- **Replacing interactive activities with lectures.** Research finds, and our pilot implementation supports, that interactive activities are more effective than lectures in engaging youth and changing behavior.
- **Failing to train El Camino facilitators.** It is critical that all facilitators are fully trained on the El Camino curriculum, are comfortable with the content, and knowledgeable on how to implement interactive activities. A virtual training for facilitators would be around 16-18 hours long across multiple days (we suggest at least 3 days). An in-person training would be around 12-16 hours long

across multiple days (we suggest at least 2 days). Each training must include participant practice, which we call teach-backs. All participants in a training must practice how to implement activities.

- **Changing terms to be gendered (male, female, man, woman).** El Camino is designed to be gender inclusive, which requires using non-gendered language. This is especially important in Arc 2 when introducing and discussing reproductive systems. Facilitators should always use the terminology as written (i.e., reproductive system of a person with a penis, reproductive system of a person with a vagina). Do not swap these terms for male or female reproductive system.
- **Skipping the most important talking points and discussion questions that are highlighted with asterisks by them.**

**Table 4.** Lesson-specific green, yellow, and red light adaptations

	👍 Green	⚠️ Yellow	🚫 Red
<b>Lesson 1:</b> State Your Goal: Intro to El Camino	<ul style="list-style-type: none"> <li>✓ Using previously established group agreements.</li> <li>✓ Modifying <b>Activity 1B: Vote with Your Feet</b> to accommodate students with disabilities who cannot move around the room.</li> <li>✓ Skipping the optional activities (such as closure/slogan activity in Lessons 1 through 10) if you are running short on time.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Dropping Santiago’s story from <b>Activity 1E</b> to allow deeper discussion about Sofia’s story.</li> </ul>	<ul style="list-style-type: none"> <li>✗ Dropping an activity or changing the order of activities within the lesson.</li> <li>✗ Changing <b>Activity 1B: Vote with Your Feet</b> to a lecture format.</li> </ul>
<b>Lesson 2:</b> Think About the Steps: My Life at 25	<ul style="list-style-type: none"> <li>✓ Allowing students to use their phones to text or call a trusted adult during class for <b>Activity 2E: Assignment #1: A Question for Your Parent/Guardian or Other Trusted Adult.</b></li> <li>✓ Sharing resources your organization is aware of within the school or community.</li> <li>✓ Skipping the optional activities (such as closure/slogan activity in Lessons 1 through 10) if you are running short on time.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Shortening <b>Activity 2C: Pass the Ball</b> by allowing only a handful of students an opportunity to catch the ball at every round.</li> <li>✓ Modifying <b>Activity 2D: My Camino Map</b> by allowing students to write their ideas on the flipchart instead of the teacher recording their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>✗ Dropping an activity or changing the order of activities within the lesson.</li> <li>✗ Changing <b>Activity 2C: Pass the Ball</b> to a lecture format.</li> </ul>
<b>Lesson 3:</b> Assert Your Camino: Relationships and Decisions	<ul style="list-style-type: none"> <li>✓ Modifying <b>Activity 3B: Vote with Your Feet</b> to accommodate students with disabilities who cannot move around the room.</li> <li>✓ Modifying <b>Activity 3D: Sofia’s and Santiago’s Story/Novela: Pedro’s Party</b> to ask students to respond in a different way. Students can respond verbally, raising hands, clapping, snapping, or any other way they’d prefer.</li> <li>✓ Skipping the optional activities (such as closure/slogan activity in Lessons 1 through 10) if you are running short on time.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Shortening <b>Activity 3B: Vote with Your Feet</b> by not going through all the prompts.</li> <li>✓ Shortening the lesson by delaying <b>Activity 3E: Assignment #1: A Question for Your Parent/Guardian or Other Trusted Adult</b> until the beginning of Lesson 4.</li> <li>✓ For the students that did not complete the <b>Activity 3E: Assignment #1: A Question for Your Parent/Guardian or Other Trusted Adult</b>, ask them to text parents at the start of the lesson or ask students how they think a trusted adult would have responded.</li> </ul>	<ul style="list-style-type: none"> <li>✗ Dropping an activity or changing the order of activities within the lesson.</li> <li>✗ Changing <b>Activity 3B: Vote with Your Feet</b> to a lecture format.</li> <li>✗ Changing <b>Activity 3D: Sofia’s and Santiago’s Story/Novela</b> to be an individual rather than a full group activity.</li> </ul>

	👍 Green	⚠️ Yellow	🚫 Red
<b>Lesson 4:</b> Reach Your Goal: Setting Limits to Stay on Track	<ul style="list-style-type: none"> <li>✓ Modifying <b>Activity 4D: Vote with Your Feet: Teen Parent Reality Check</b> to accommodate students with disabilities who cannot move around the room.</li> <li>✓ Skipping the optional activities (such as closure/slogan activity in Lessons 1 through 10) if you are running short on time.</li> </ul>		<ul style="list-style-type: none"> <li>✗ Dropping an activity or changing the order of activities within the lesson.</li> <li>✗ Changing <b>Activity 4C: Sofia’s and Santiago’s Story/Novela</b> to be an individual rather than a full group activity.</li> <li>✗ Changing <b>Activity 4D: Vote with Your Feet: Teen Parent Reality Check</b> to a lecture format.</li> <li>✗ Going off script in <b>Activity 4D: Vote with Your Feet: Teen Parent Reality Check</b>. Accept student answers and don’t try to solicit a reaction or a negative response.</li> </ul>
<b>Lesson 5:</b> Teen Pregnancy and Understanding How Pregnancy Occurs	<ul style="list-style-type: none"> <li>✓ Introducing concepts around consent and healthy relationships before they are discussed in Arc 3.</li> <li>✓ Asking an outside facilitator, for example a worker from a school health clinic, to teach the lesson. Provide the outside facilitator with Teacher Resource 5.3 prior to the lesson.</li> <li>✓ Modifying <b>Activity 5B: Culture, Gender, and Pregnancy</b> to accommodate students with disabilities who cannot move around the room.</li> <li>✓ Skipping the optional activities (such as closure/slogan activity in Lessons 1 through 10) if you are running short on time.</li> </ul>		<ul style="list-style-type: none"> <li>✗ Dropping an activity or changing the order of activities within the lesson.</li> <li>✗ Changing <b>Activity 5B: Culture, Gender, and Pregnancy</b> to a lecture format.</li> <li>✗ Removing the question box.</li> <li>✗ Changing terms to be gendered (male, female, man, woman).</li> <li>✗ Skipping the most important talking points and discussion questions that are highlighted with asterisks.</li> </ul>
<b>Lesson 6:</b> Promoting Sexual Health: Contraception	<ul style="list-style-type: none"> <li>✓ Introducing concepts around consent and healthy relationships before they are discussed in Arc 3.</li> <li>✓ Asking an outside facilitator, for example a worker from a school health clinic, to teach the lesson. Provide the outside facilitator with Teacher Resource 5.3 prior to the lesson.</li> <li>✓ Updating statistics about contraceptive methods.</li> <li>✓ Addressing common myths about contraception with factual information.</li> </ul>		<ul style="list-style-type: none"> <li>✗ Dropping an activity or changing the order of activities within the lesson.</li> <li>✗ Removing the question box.</li> <li>✗ Omitting one or multiple contraceptive methods mentioned in <b>Handout 6.1: Hormonal Contraceptive Methods</b> from the discussion in <b>Activity 6C: Contraceptive Methods</b>.</li> </ul>

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	<ul style="list-style-type: none"> <li>✓ Passing around each contraceptive method and Bedsider resource cards as you facilitate the activities.</li> <li>✓ Skipping the optional activities (such as closure/slogan activity in Lessons 1 through 10) if you are running short on time.</li> </ul>		<ul style="list-style-type: none"> <li>✗ Discussing fertility awareness methods if a student has not brought it up.</li> <li>✗ Changing terms to be gendered (male, female, man, woman).</li> <li>✗ Skipping the most important talking points and discussion questions that are highlighted with asterisks.</li> </ul>
<b>Lesson 7:</b> Promoting Sexual Health and Preventing STIs: Condoms	<ul style="list-style-type: none"> <li>✓ Introducing concepts around consent and healthy relationships before they are discussed in Arc 3.</li> <li>✓ Asking an outside facilitator, for example a worker from a school health clinic, to teach the lesson. Provide the outside facilitator with Teacher Resource 5.3 prior to the lesson.</li> <li>✓ Updating statistics about STIs</li> <li>✓ Addressing STIs that are common among your target population.</li> <li>✓ Addressing common myths about STIs with factual information.</li> <li>✓ Allowing students to use their phones to text or call a trusted adult during class for <b>Activity 7H: Assignment #2: A Question for Your Parent/Guardian or Other Trusted Adult.</b></li> <li>✓ Skipping the optional activities (such as closure/slogan activity in Lessons 1 through 10) if you are running short on time.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Modifying <b>Activity 7E: Condom Practice</b> to comply with local or institutional rules around condom education.</li> </ul>	<ul style="list-style-type: none"> <li>✗ Dropping an activity or changing the order of activities within the lesson.</li> <li>✗ Removing the question box.</li> <li>✗ Omitting <b>Activity 7D: How to Use Condoms.</b></li> <li>✗ Omitting <b>Activity 7E: Condom Practice.</b></li> <li>✗ Changing terms to be gendered (male, female, man, woman).</li> <li>✗ Skipping the most important talking points and discussion questions that are highlighted with asterisks.</li> </ul>
<b>Lesson 8:</b> Promoting Sexual Health and Staying on Your Camino	<ul style="list-style-type: none"> <li>✓ Introducing concepts around consent and healthy relationships before they are discussed in Arc 3.</li> <li>✓ Asking an outside facilitator, for example a worker from a school health clinic, to teach the lesson. Provide the outside facilitator with Teacher Resource 5.3 prior to the lesson.</li> <li>✓ Skipping the optional activities (such as closure/slogan activity in Lessons 1 through 10) if you are running short on time.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Shortening the lesson by delaying <b>8D: Review of Assignment #2: A Question for Your Parent/Guardian or Other Trusted Adult</b> until the beginning of Lesson 9.</li> <li>✓ If you are running short on time, for the reproductive health camino, have students write at least two steps.</li> </ul>	<ul style="list-style-type: none"> <li>✗ Dropping an activity or changing the order of activities within the lesson.</li> <li>✗ Removing the question box.</li> <li>✗ Changing terms to be gendered (male, female, man, woman).</li> <li>✗ Skipping the most important talking points and discussion questions that are highlighted with asterisks.</li> </ul>

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<b>Lesson 9:</b> Assertive Communication: Setting and Protecting Our Personal Limits - Part 1	<ul style="list-style-type: none"> <li>✓ Modifying <b>Activity 9D: Nonverbal Communication</b> to accommodate students with visual impairments.</li> <li>✓ Omitting some scenarios in <b>Activity 9E: Practicing Assertive Communication</b>. The scenarios were created with larger classrooms in mind, so you may only choose to do one scenario if it's a small group.</li> <li>✓ Skipping the optional activities (such as closure/slogan activity in Lessons 1 through 10) if you are running short on time.</li> </ul>		<ul style="list-style-type: none"> <li>✗ Dropping an activity or changing the order of activities within the lesson.</li> <li>✗ Changing <b>Activity 9D: Nonverbal Communication</b> to a lecture format.</li> <li>✗ Changing <b>Activity 9E: Practicing Assertive Communication</b> to a lecture format.</li> </ul>
<b>Lesson 10:</b> Assertive Communication: Setting and Protecting Our Personal Limits – Part 2	<ul style="list-style-type: none"> <li>✓ Omitting some scenarios in <b>Activity 10C: Setting Sexual Limits with Partners: Assertive Communication</b>. The scenarios were created with larger classrooms in mind, so you may only choose to do one scenario if it's a small group.</li> <li>✓ Skipping the optional activities (such as closure/slogan activity in Lessons 1 through 10) if you are running short on time.</li> </ul>		<ul style="list-style-type: none"> <li>✗ Dropping an activity or changing the order of activities within the lesson.</li> <li>✗ Changing <b>Activity 10C: Setting Sexual Limits with Partners</b> to a lecture format.</li> </ul>
<b>Lesson 11:</b> El Camino and Your Future			<ul style="list-style-type: none"> <li>✗ Dropping an activity or changing the order of activities within the lesson.</li> </ul>