

## Get Real Adaptation Guidelines

**Note:** all OAH grantees must notify their Program Officer of Green Light Adaptations (minor adaptations) and must get approval for any Yellow/Red Light Adaptations (major adaptations) before implementation.

### Green Light Adaptations

Safe and encouraged changes to program activities to better fit the age, culture, and context of the population served.

Green Light Adaptation	Explanation
Updating and/or customizing statistics and other reproductive health information.	Reproductive health statistics, technology and services change quickly and often. Youth should have the most up-to-date, relevant information so that they can make the most informed decisions. <i>**Please contact PPLM for updated statistics and resources</i>
Customizing role-play scenarios (ex. Using wording that is more reflective of youth culture)	Changing the names and setting of a role-play so it's more relevant to youth (or so that the names in the role-play are not the same as the youth in your group) can help them to participate more fully and personalize the learning.
Making activities more interactive, appealing to different learning styles (especially if technology is being incorporated into the lesson)	As long as the information remains medically accurate and includes everything that would have been covered, incorporating technology or other interactive means can help maximize and reinforce learning for all youth.
Lengthening classes beyond the required 45-minute block	Lengthening classes can allow more time for review of previous lessons, discussion, questions, role-play practice, personalization activities and other activities.
Updating/Adapting myths held by young People	Myths about sexual health and risk may vary from one community to another, determining which myths are most common in your community and among your potential learners and then addressing and refuting these myths can increase learning.
Adding more time for debriefing or additional process questions	Adding more debriefing or process questions may increase learning, provided the conversation does not become redundant and does not retract from time that could be spent on pre-existing curricular activities and discussions.

Green Light Adaptation	Explanation
Reinforcing information with additional visual material.	Some students learn best visually and so providing additional visual reinforcement may increase learning so long as doing so does not replace other learning strategies.
Updating references to popular media and culture	Popular media and cultural references may vary from one community to another and change rapidly. Determining what is “in” among your potential learners and then addressing the messaging (and potential misinformation) portrayed can increase learning.
Using two fingers during condom demonstration instead of demonstration tool.	Some educators may not have access to a condom demonstration tool, may feel more comfortable using fingers, or schools/organizations may not allow use of demonstration tool. In these cases, educators can substitute using an index and pointer finger during the demonstration.
Creating and adding assessment tools	In many school settings grading and assessment is the expectation. The <i>Get Real</i> curriculum includes some optional assessments, but adding in reviews, homework or quizzes is acceptable so long as the messaging and learning remains consistent.

## Yellow Light Adaptations

Changes that should be made with caution. Consulting an expert in behavior change theory and curriculum development is recommended.

Yellow Light Adaptation	Explanation
Modifying condom activities (ex. Watching a video of someone doing the condom demonstration rather than the teacher doing it; using images rather than a full demonstration).	Condom demonstrations and activities are CRITICAL to learning correct condom use. However, it is important to be sensitive to the community norms while incorporating as much youth practice/learning as possible. Some schools/organizations may not allow condom demonstrations and therefore videos/other activities may be substituted.

Yellow Light Adaptation	Explanation
Adding activities to reinforce learning	<p>Although it can be helpful to include additional activities to meet the specific needs of youth in your community, adding too many activities could make the program too long and create retention problems. Prior to adding activities, consider these questions:</p> <ol style="list-style-type: none"> <li>1. Does this activity compromise the other messages and determinant reached in this lesson?</li> <li>2. Will this activity be distracting or pull youths' attention away from the other activities in this lesson?</li> <li>3. Is this activity critical to the desired behavior change/outcome pre-determined within the lesson?</li> </ol>
Replacing or supplementing activities with videos	Care must be taken that the video is culturally appropriate and addresses the same determinants as the original activity.
Implementing the program with fewer than 5 learners or more than 30 learners	If there are fewer than five learners in the class at a time, some of the activities (ex. group discussions, role-play, Find Someone Who...) may not be as effective. If there are too many students, it may become difficult to control the learners' behavior during some of the group discussions or participatory activities.
Changing the sequence of classes	The classes and activities are presented in a particular order and are designed sequentially, with each class building off of the last. Changing the order in which lessons are taught could decrease youth comprehension of the material.
Failing to train the educators to teach the content, to implement the interactive activities and to discuss the sexual topics comfortably	<p>Teachers who will be facilitating the curriculum are highly encouraged to participate in a distributive learning process that includes a pre-assessment; participation in a self-guided online course; participation in a two-day, in-person, skill-building training and follow-up support.</p> <p><i>**This is a Red Light Adaptation for OAH grantees</i></p>

## Red Light Adaptations

Changes that should be avoided as they compromise or eliminate one or more of the program's core components.

Red Light Adaptations	Explanation
Implementing the curriculum without obtaining appropriate approval from parents	Parents are the primary sexuality educators of their children and should be notified that the curriculum is being taught. Please contact PPLM for resources and support materials that could aid in this process.
Implementing the program in a setting or manner so that multiple participants do not attend consistently	If the curriculum is implemented in such a way that students are not attending consistently, they will miss important activities, understandings and skills that are needed for subsequent classes. Students who do not attend the majority of classes will not only hinder their own learning, but the learning of the rest of the group.
Shortening each class to less than 45-minutes	The curriculum was designed for 45-minute or longer classes. If classes are shortened, either the activities must be cut or time for discussion, reflection, personalization, review etc. must be shortened. Any of these changes could decrease learning.
Not implementing each activity as specified	Certain types of instructional methods are particularly effective in changing the risk and protective factors. Role-play, for example, is a particularly effective method for teaching skills and improving confidence in those skills. Implementing other teaching methods, or omitting activities, may reduce the impact on those risk and protective factors.
Not creating Group Rights and Responsibilities	Creating the Group Rights and Responsibilities is important. Students need to feel safe and comfortable asking questions, completing role-plays and participating in other activities. The Group Rights and Responsibilities list contributes to classroom management and to a general feeling of accountability in the learning environment.

Red Light Adaptations	Explanation
Not maintaining classroom management and a safe learning environment	Classroom management and a safe learning environment are critical to youth success and learning. Without them, activities may become chaotic, students may not be as attentive, and therefore may not participate fully or personalize important messages.
Not using praise and reinforcement	Learners may feel uncomfortable discussing sexual topics. Offering appropriate praise and reinforcement is important to creating a safe environment and student learning.
Failure to use teaching strategies that address diverse learning styles, cultures and experiences and to use language that is LGBTQ-inclusive	Learners should be made to feel like, no matter what their background, the classroom is a safe space for them to ask questions, practice skills and participate.
Replacing interactive activities with lectures or other non-interactive activities	Multiple studies indicate that interactive activities are more effective at involving young people, getting them to personalize information and thereby change their behavior than passive or non-interactive activities.
Failing to use visual materials	Many students learn best visually. Taking the time to create effective visual materials can increase learning.
Deleting condom activities, such as not doing the condom demonstration	Studies have demonstrated that when condom activities are deleted from curricula they are less likely to increase condom use. Further, these activities address theory-based risk and protective factors such as attitudes and norms toward condom use and general condom-use skills and efficacy. Completing condom activities, or the condom demonstration, does not offer permission for students to engage in sexual intercourse and does not make students more likely to engage in sex. Therefore, the condom and contraceptive activities should not be deleted.

Red Light Adaptations	Explanation
Using fruit during condom demonstrations	Condom demonstration tools are provided to <i>Get Real</i> Educators through the purchase of a protection methods kit. If an educator does not have access to, or is unable to use, a condom demonstration tool, using two fingers is the approved adaptation. Using fruit during a demonstration can puncture a condom and create confusion about anatomy.
Not implementing the role-play activities	The different role-plays throughout the curriculum teach different skills. If the different skills are not taught, youth learning could be affected. In addition, youth must have the opportunity to practice communication skills so that they can use them effectively and comfortably in the real world. If role-plays are skipped or not facilitated, students will be less likely to master those skills and use them successfully in real life.