

Draw the Line/Respect the Line

Potential Adaptations

This document includes examples of adaptations that have been previously implemented by OAH grantees. Grantees should keep in mind that all potential adaptations should be discussed with their project officer, and may need OAH approval. Potential adaptations involving medical information will require a medical accuracy review and need to be approved by OAH.

Adaptation Kits (from ETR) for individuals/organizations implementing Draw the Line/Respect the Line.

Adaptation Kit 1: [Summary of Core Components](#)

Adaptation Kit 2: [Adaptation Guidelines](#)

Adaptation Kit 3: [Adaptation Kit](#)

Program Content

- *Activities that are directly related to the program's content*
 - Opportunities for skill-building
 - Make lesson 4 of DTL/RTL (Role Play 4.4a) a text message conversation, instead of a phone conversation.
 - Anatomy/STD information
 - For the grade 8 curriculum, substitute the guest HIV positive speaker with the Blood-Lines Video.*

Program Delivery

- *Materials*
 - Discontinue using paper plates during Activity 1.3: What's in It for You? and Activity 1.5: Where Do You Draw the Line? to reduce the volume of material carried by the health educators.

- **Minor adaptations** are those that do not significantly affect the core components.
- **Major adaptations** are those that significantly change the core components. Major adaptations can compromise fidelity and may reduce the impact of the program on intended outcomes.

**Indicates a major adaptation*