

It's Your Game

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.

Program Content

- *Activities that are directly related to the program's content*
 - Opportunities for skill-building
 - Have an anonymous question box.
 - Write students' responses on posters during group sessions.
 - Create alternative role play endings so students can practice alternative actions.*
 - Anatomy/STD information
 - Emphasize abstinence in any follow-up discussion during Lesson 5 of *It's Your Game* by having instructors emphasize that not having sex is the only 100% effective way to avoid getting an STD or becoming pregnant.
 - For (8th grade) Lesson 5, include process questions about condoms during the classroom sessions, such as "What does this tell you?" instead of saying "Oh, I hope this means none of you will consider having sex without a condom."
 - Physical and psychological safety
 - For (7th grade) Lesson 3: Provide guidance to teachers/facilitators about how to respond to youth who disclose their sexuality during the classroom discussion to ensure that the lesson is in accordance with state laws, school policies, etc.
 - Cultural relevance
 - Translate Level 1 and Level 2 role plays for Spanish speaking students.*
 - Translate parent /student homework activities for Spanish speaking parents.*
 - Community context
 - For (8th grade) Lesson 4, include state or local community statistics.
 - Technology
 - If computers and lab space are limited, assign computer lessons as homework.*
 - Opportunity to belong
 - Include a scavenger hunt for Lesson 2 and Lesson 11 to keep students engaged during computerized lessons.

Program Delivery

- *Length/class size/other*
 - Implement *It's Your Game* with single gender populations to comply with school policies, if necessary.*
 - Add an orientation module at the beginning for data collection, pre-test, and introductions. It can be difficult to accomplish these activities in conjunction with the implementation of the curriculum.

- **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*