



CORE COMPONENTS AND FIDELITY LOG

Importance: The Illinois State Abstinence Program (ISA) uses curricula published by Abstinence and Marriage Resources (AMR) and authored by AMR’s founder, Scott Phelps, who describes the clear, future-orientation toward marriage and family as the critical distinction of AMR curricula: “Without this distinctive factor, it is difficult to motivate kids to delay sex until marriage.” All curricula published by AMR have this distinction and are provided with the hope that those who teach them understand this core message and want to pass it on to students.

To that end, ISAP grant recipient and manager AMTC and Associates (AMTC) and Mr. Phelps have developed this guide on teaching the core components of the program. For each lesson, all components available to the teacher are listed. But those the author considers as core and should not be skipped are shaded yellow. Also, while the author holds it important not to add any messages to the curriculum, teachers have liberty to select which of the non-core components to include in lessons.

Directions: The fidelity logs can be used simply as a guide or as a tracker. If using as a personal tracker to record your implementation and results from cohort to cohort, use columns 2 through 4 for your notes.

A third option for teachers is to receive \$25 to \$40 in gift cards by submitting fidelity logs to AMTC. For this option, see the document in this packet entitled, “Fidelity Log Submission Invitation.”



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PART 1: COMPLETE THE APPROPRIATE SECTION OF PART 1 RIGHT AFTER YOU TEACH EACH LESSON TO MAXIMIZE RECALL.

For each core activity, indicate whether you completed it and reasons if not. We also request input on reasons for selecting specific optional activities.

Lesson 1: Living Life on Purpose

Name of Lesson Activity	Completed	Did Not Complete	Candidly describe reason if a core component was not taught. Feedback on reasons specific optional components were used is helpful for program manager.
1. TEACHER’S MANUAL. ASSIGNMENT of Media Journal (5) for chapter 4.			
2. Discovering Your Purpose (6)			
3. TEACHER’S MANUAL (Sec1A): ACTIVITY: Expectations			
4. Looking Forward (7)			
5. Life Hike (8)			
6. TEACHER’S MANUAL (Sec1A and Sec1C-Sec1H): ACTIVITY: Life Hike			
7. TEACHER’S MANUAL (Sec1B): ACTIVITY: Life Hike with a Meter Stick			
8. The Critical Moment (9)			
9. Pressed on Every Side (10)			
10. Considering the Benefits of Abstinence (11)			
11. TEACHER’S MANUAL. ACTIVITY: Sex within the Boundaries (Sec1B)			
12. Worth the Wait (12, 13)			
13. Affirmation #1 (13)			
14. Talking It Over (14)			

If you indicated any modifications above, use this space to provide additional details as needed.



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Lesson 2: Standing Strong

Name of Lesson Activity	Completed	Did Not Complete	Candidly describe reason if a core component was not taught. Feedback on reasons specific optional components were used is helpful for program manager.
1. TEACHER’S MANUAL (15) CHALKBOARD BEFORE CLASS: Write very large: 70% (for p. 17)			
2. Planning Ahead (16)			
3. TEACHER’S MANUAL (Sec2A) ACTIVITY: Accountability and Friendship			
4. Don’t Be There (17)			
5. Teen Pregnancy (18)			
6. The Whole Person (19)			
7. TEACHER’S MANUAL ((Sec2A) ACTIVITY: Whole Person Skit			
8. TEACHER’S MANUAL (Sec2B) ACTIVITY: Got Baggage?			
9. The Safe Place (20)			
10. Resisting Pressures (21)			
11. Shane’s Big Test (22)			
12. Affirmation #2 (23)			
13. Talking It Over (24)			

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Lesson 3: Thinking Ahead

Name of Lesson Activity	Completed	Did Not Complete	Candidly describe reason if a core component was not taught. Feedback on reasons specific optional components were used is helpful for program manager.
1. TEACHER’S MANUAL (Sec3A) ACTIVITY: Grab Bag			
2. Tomorrow Begins Today (26)			
3. The Real World (27)			
4. Safety First (28)			
5. TEACHER’S MANUAL (Sec3AandB) ACTIVITY: Take a Gamble			
6. Non-Viral STDs (29)			
7. Protecting Women’s Health (30)			
8. Viral STDs (31)			
9. HIV/AIDS in the USA (32)			
10. Finding Freedom (33)			
11. Affirmation #3 (33)			
12. Talking It Over (34)			

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Lesson 4: Protecting Your Mind

Name of Lesson Activity	Completed	Did Not Complete	Candidly describe reason if a core component was not taught. Feedback on reasons specific optional components were used is helpful for program manager.
1. Media Power (36)			
2. Sex Sells (37)			
3. Tina Marie (38)			
4. Viewer Discretion Advised (39)			
5. Eric’s Epic Battle (40)			
6. TEACHER’S MANUAL (Sec4A) ACTIVITY: Mouse Trap			
7. Tara’s Trauma (41)			
8. Firewall Your Mind (42)			
9. Taking Back Your Life (43)			
10. Affirmation #4 (43)			
11. Talking It Over (44)			

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Lesson 5: The Power of Self-Control

Name of Lesson Activity	Completed	Did Not Complete	Candidly describe reason if a core component was not taught. Feedback on reasons specific optional components were used is helpful for program manager.
1. TEACHER’S MANUAL (45) ACTIVITY: BEFORE CLASS: Prepare 9 hard-boiled eggs			
2. Exercising Self-Control (46)			
3. TEACHER’S MANUAL (Sec5A) ACTIVITY: Push Up Champion			
4. Charlie’s Crisis (47)			
5. Why Judgment Matters (48)			
6. True Friends? (49)			
7. Shane’s Lonely Summer (50)			
8. Dating Plans (51)			
9. TEACHER’S MANUAL (Sec5A) ACTIVITY: Finish Line			
10. It’s Okay not to Date (52)			
11. Katie’s Commitment (53)			
12. Affirmation #5 (53)			
13. TEACHER’S MANUAL (Sec5B) ACTIVITY: In Flight Boundaries			
14. Talking It Over (54)			

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Lesson 6: Marriage Rocks

Name of Lesson Activity	Completed	Did Not Complete	Candidly describe reason if a core component was not taught. Feedback on reasons specific optional components were used is helpful for program manager.
1. TEACHER’S MANUAL (Sec8C) HOMEWORK TO RETURN FOR LESSON 8: Distribute copies of the vision handout to bring back day you will do lesson 8.			
2. Love for a Lifetime (56)			
3. Be the Right One (57)			
4. Abstinence and Marriage (58)			
5. Shane’s Incredible Gift (59)			
6. TEACHER’S MANUAL (Sec6A) ACTIVITY: Clothes Pins			
7. Rock-Solid Relationships (60)			
8. TEACHER’S MANUAL (Sec6A and B) ACTIVITY: Components of a Healthy Marriage			
9. Sand Castle Relationships (61)			
10. TEACHER’S MANUAL (Sec6B) ACTIVITY: Building a Solid Home			
11. I Do (62)			
12. Cori’s Story (63)			
13. Affirmation #6 (63)			
14. Talking It Over (64)			

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Lessons 7: Making a Fresh Start

Name of Lesson Activity	Completed	Did Not Complete	Candidly describe reason if a core component was not taught. Feedback on reasons specific optional components were used is helpful for program manager.
1. Yesterday's Gone (66)			
2. Cause for Concern (67)			
3. Gina's Journey (68 and 69)			
4. A Powerful Bond (70)			
5. TEACHER'S MANUAL (Sec7A) ACTIVITY: Epoxytocin			
6. TEACHER'S MANUAL (Sec7A) ACTIVITY: Will It Stick?			
7. Future View (71)			
8. TEACHER'S MANUAL (Sec7A and B) ACTIVITY: Rear View Window			
9. Finding Freedom (72)			
10. Committed for Life (73)			
11. TEACHER'S MANUAL (Sec7B) ACTIVITY: Advice to Daughter / Son			
12. TEACHER'S MANUAL (Sec7A) ACTIVITY: The Mark			
13. Affirmation #7 (73)			
14. Talking It Over (84)			

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Lesson 8: The Big Picture

Name of Lesson Activity	Completed	Did Not Complete	Candidly describe reason if a core component was not taught. Feedback on reasons specific optional components were used is helpful for program manager.
1. Vision (76)			
2. TEACHER'S MANUAL (Sec8B) ACTIVITY: Sweet As Sugar			
3. Sequence (77)			
4. TEACHER'S MANUAL (Sec8B ad C) ACTIVITY: Life Vision (handout distributed in chapter 6)			
5. Getting There (78)			
6. TEACHER'S MANUAL (Sec8D) ACTIVITY: Life Is Short			
7. Rewards of Abstinence (79)			
8. Pathway to Freedom (80)			
9. Hope for Tomorrow (81)			
10. Rashida's Inspiration (82)			
11. The Big Picture (83)			
12. TEACHER'S MANUAL (Sec8E) ACTIVITY: Rose Analogy			
13. Affirmation #8 (83)			
14. Talking It Over (84)			
15. Eight Affirmations (85)			
16. TEACHER'S MANUAL (Sec8A) HANDOUT: My Commitment to Marriage			

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PART 2 COMPLETE THE FOLLOWING QUESTIONS IMMEDIATELY AFTER YOU HAVE COMPLETED THE WHOLE CURRICULUM.

A&M Region #: _____ School: _____

Name of Class: _____

Dates Taught: _____ Time Taught: _____

In what setting did you implement *Aspire*? In a high school In a middle school

In another location: _____

Did you miss any lessons and if so which? (cross out the number): ① ② ③ ④ ⑤ ⑥ ⑦ ⑧

Minutes available for each classroom period: _____

Total number of minutes used to teach all lessons (ex. 45 minutes x 8 classes = 360 minutes): _____

Indicate special circumstances such as if you taught 2 lessons per class while using the block system:

EXPERIENCE TEACHING ASPIRE

Before you taught *Aspire* for this class, had you:

Received training in the last ten years for the curriculum? Yes No

Reviewed all the activities in the curriculum? Yes No

Taught or practiced teaching most of the activities? Yes No