



# GAME PLAN



## 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: I Got Game

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. A.C. Green Intro page (6)			
2. TEACHER'S GUIDE (6): Activity: Where is Your Purpose?			
3. What are your future goals box (7)			
4. TEACHER'S GUIDE (7, 8): Chalkboard: Student goals			
5. SUPPLEMENTAL INTER. ACTIVITY 1 (A-1): Speaking Up for your Goals			
6. SUPPLEMENTAL INTERACTIVE ACTIVITY 2 (A-3): Your Destination			
7. Getting There (8)			
8. Tom's Story and Responses (8, 9)			
9. TEACHER'S GUIDE (9): Chalkboard: Train Tracks			
10. TEACHER'S GUIDE (9): AC Quote: Have someone read each of the quotes throughout the book			
11. Sex is good insert box (10)			
12. TEACHER'S GUIDE (10, 11): Chalkboard: Abstinence is saving			
13. Steve and Tina and Responses (11)			
14. TEACHER'S GUIDE (11): Activity: Sex is like Fire!			
15. Steve and Karen (12)			
16. TEACHER'S GDE (12): Activity: the Rose			
17. Parent Link (12)			

Use this space to provide additional details as needed.

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### Lesson 2: TV Time-Out

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. TV Time-Out Intro pages (14, 15) with Qs			
2. SUPPLEMENTAL INTERACTIVE ACTIVITY 3 (A-5): Talking Back to the Media			
3. In the Movies discussion box (15)			
4. Media Influence (16): <input type="checkbox"/> TV <input type="checkbox"/> Phone <input type="checkbox"/> Internet <input type="checkbox"/> Movies <input type="checkbox"/> Magazines			
5. The Media's Game (16)			
6. Remember The Media's Magic Formula /Sex Sells (17)			
7. TEACHER'S GUIDE (17): Activity: Advertising Analysis			
8. The Ratings Game (18)			
9. Television Facts from Nielsen (19) and Responses			
10. TEACHER'S GUIDE (19): AC Quote: Have someone read each of the quotes throughout the book			
11. Television Reality Check (20, 21)			
12. Is the media telling the truth (20)			
13. SUPPLEMENTAL INTERACTIVE ACTIVITY 4 (A-6): The Amazing Race			
14. TEACHER'S GUIDE (21): AC Quote			
15. Advertising Reality Check (22)			
16. Parent Link (22)			

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### Lesson 3: Rules of the Game

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. Rules of the Game Responses (24, 25)			
2. Rules of Life (25)			
3. TEACHER'S GUIDE (25): AC Quote			
4. Think Ahead (26)			
5. SUPPLEMENTAL INTERACTIVE ACTIVITY 5 (A-8): The Hand			
6. It Won't Happen to Me (27)			
7. The Good News (27)			
8. TEACHER'S GUIDE (27): Activity: Gift Box			
9. Self-Control (28)			
10. TEACHER'S GUIDE (28): What is the impact of non-marital teenage pregnancy?			
11. Five Rules to Keep ... (29)			
12. Jerome's Choice (30)			
13. Parent Link (30)			
14.			
15.			
16.			
17.			

Use this space to provide additional details as needed.

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## CORE COMPONENTS AND FIDELITY LOG

### Lesson 4: Avoiding the Penalties

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. Understanding STDs (32)			
2. An American Epidemic (33)			
3. TEACHER'S GUIDE (33): Additional facts			
4. Is It Really Safe? (34)			
5. Did You Know (34)			
6. TEACHER'S GUIDE (34): Additional facts			
7. What Do You think? (35)			
8. TEACHER'S GUIDE (35): Chart: Available condom data			
9. Abstinence Insert Box (36)			
10. Non-Viral STDs (36)			
11. TEACHER'S GUIDE (36): Primary STDs			
12. Viral STDs (37)			
13. TEACHER'S GUIDE (37): CDC Analysis			
14. SUPPLEMENTAL INTERACTIVE ACTIVITY 7 (A-11): Catch or don't catch an STD.			
15. HIV and AIDS (38)			
16. Figuring it Out (39)			
17. Did You Know? (39)			
18. TEACHER'S GUIDE (33): Activity: Candy in the Bag			
19. Sandy's Secret (40)			
20. Parent Link (40)			

Use this space to provide additional details as needed.

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## CORE COMPONENTS AND FIDELITY LOG

### Lesson 5: Half-Time

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. Half-Time Intro (42)			
2. On the Court (42)			
3. Behind the Scenes (43)			
4. The Second Half (43)			
5. Maria's Dilemma (44)			
6. Facts (44)			
7. TEACHER'S GUIDE (44): Idea Box: sexual assault perspective			
8. Jeff's Decision (45)			
9. SUPPLEMENTAL INTERACTIVE ACTIVITY 6 (A-9): True Value			
10. Starting Over (46)			
11. TEACHER'S GUIDE (46): Activity: Emotional Bonding Illustration			
12. Don't Let Your Yesterdays... (47)			
13. Respect (47)			
14. TEACHER'S GUIDE (47): Chalkboard: Step 3			
15. Getting Back into the Game (48)			
16. Parent Link (49)			

Use this space to provide additional details as needed.

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### Lesson 6: Building Your Team

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. Choosing your Friends (50)			
2. Character Counts (51)			
3. TEACHER'S GUIDE (51): Activity: Character Biography			
4. Matching Exercise (52)			
5. TEACHER'S GUIDE (51): Chalkboard: weight lifting			
6. SUPPLEMENTAL INTERACTIVE ACTIVITY 8 (A-14): Building a Healthy Foundation			
7. Winning Relationships (53)			
8. More than a Feeling Box (53)			
9. TEACHER'S GUIDE (51): Chalkboard: Reverse pyramids			
10. Love is a Verb (54)			
11. TEACHER'S GUIDE (54): Activity: Small group discussion			
12. TEACHER'S GUIDE (54): Chalkboard: Healthy and Unhealthy			
13. Relationship Check-up (54)			
14. Carla's Crisis (55)			
15. TEACHER'S GUIDE (55): Idea box: 16. creative dating ideas			
17. A Healthy Relationship Quiz (56)			
18. Parent Link (56)			

Use this space to provide additional details as needed.

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## CORE COMPONENTS AND FIDELITY LOG

### Lessons 7: Winning the Prize

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. Winning the Prize Intro (58)			
2. The Dream (58)			
3. Best Friends (59)			
4. TEACHER'S GUIDE (59): Idea box: best friend qualities			
5. Go for the Gold (59)			
18. SUPPLEMENTAL INTERACTIVE ACTIVITY 10 (A-20): Infatuation vs. Love			
6. Marriage Matters (60, 61)			
7. TEACHER'S GUIDE (54): Chalkboard: Sex in Marriage cup illustration			
8. Dreams Come True (61)			
9. Willing to Wait (62, 63)			
10. TEACHER'S GUIDE (62): Idea box: wedding descriptions			
11. TEACHER'S GUIDE (63): Activity: boy and girl groups brainstorm			
12. Together Forever (64, 65)			
13. TEACHER'S GUIDE (64): Idea box: stable parents			
14. TEACHER'S GUIDE (65): Activity: The Timeline			
15. Legacy of Love (66, 67)			
16. TEACHER'S GUIDE (63): Activity: Interview a married couple			
17. I Will Wait for You (68)			
18. Parent Link (68)			

Use this space to provide additional details as needed.

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## CORE COMPONENTS AND FIDELITY LOG

### Lesson 8: Game Time

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. Game Time Intro (70)			
2. TEACHER'S GUIDE (70): Idea box: volunteer opportunities			
3. Don't Trade (71)			
4. TEACHER'S GUIDE (71): Idea box: career exploration			
5. Offensive Strategy (72)			
6. SUPPLEMENTAL INTERACTIVE ACTIVITY 9 (A-16): Resisting Sweet Temptation			
7. Track Runner Insert box (72)			
8. Self-Control (73)			
9. TEACHER'S GUIDE (63): Activity: The Rope			
10. Staying on Your Game (73)			
11. Defense Wins Championship (74)			
12. Planning your Defense (74)			
13. TEACHER'S GUIDE (74): Activity: soda cans			
14. Joel and Amy (75)			
15. Go for the Win (76)			
16. Parent Link (76)			
17. My Game Plan (77)			

Use this space to provide additional details as needed.

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## CORE COMPONENTS AND FIDELITY LOG

**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 *Game Plan*?      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 GAME PLAN

**Before you taught *Game Plan* 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