



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: Vision: Future Goals and Dreams

Table with 4 columns: Name of Lesson Activity, Completed, Did Not Complete, and Candidly describe reason if a core component was not taught. Feedback on reasons specific optional components were used is helpful for program manager. Rows include activities like '1. Vision: Future Goals and Dreams Intro (6)', '2. Planning Ahead (6)', '3. TEACHER'S GUIDE (6): Chalkboard: Wandering Aimlessly or Walking Purposefully', etc.

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

Two horizontal lines for providing additional details.

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Lesson 2: Clarity: Seeing Media Clearly

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. Introduction (page 16)			
2. Reality Check (17)			
3. Plugged In (18)			
4. TEACHER'S GUIDE (18): Class Project: Contest for not watching TV			
5. Did You Know (18)			
6. Sex Sells (19)			
7. The Ratings System (19)			
8. Media Incrementalism (20)			
9. Caught in the Net (21)			
10. How We Respond (21)			
11. TEACHER'S GUIDE INTERACTIVE ACT. 2 Page A-4: Talking Back to the Media			
12. Keeping a Clear Head (22)			
13. Out of Control (22)			
14. Protecting Your Mind (23)			
15. The Law of Strength (24)			
16. TEACHER'S GUIDE (24): Illustration: Garbage In, Garbage Out			
17. Navigating the Net (24)			
18. TEACHER'S GUIDE INTERACTIVE ACT. 3 Page A-5: The Amazing Race			
19. Getting Out of a Mouse Trap (24)			
20. Katrina's Story (25)			
21. TEACHER'S GUIDE: Discussion of Self-control definition			
22. Thinking Clearly (26)			
23. TEACHER'S GUIDE (26): Class Project: Write a letter to a media producer or write an essay			
24. Parent Link (26)			

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Lesson 3: Direction: Sexual Decision Making

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. Introduction (page 28)			
2. TEACHER'S GUIDE (28): Activity: the Kiss			
3. Did You Know? (28)			
4. Abstinence Definition box (29)			
5. Considering Plan "A" (29)			
6. Sex is Good...in Context (30)			
7. TEACHER'S GUIDE INTERACTIVE ACT. 4 Page A-7: The Hand			
8. Abstinence questions (p. 31)			
9. Choosing your Direction (32)			
10. Staying the Course (33)			
11. TEACHER'S GUIDE INTERACTIVE ACT. 5 Page A-8: True Value			
12. Facts about Teen Pregnancy (34)			
13. Did You Know? (34)			
14. What about the Guys? (35)			
15. Reflection Questions (35)			
16. The Adoption Option (36)			
17. TEACHER'S GUIDE (36): Questions for Discussion			
18. Parent Link (36)			

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Lesson 4: Safety: Avoiding the Obstacles

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 the Problem of STDs (38)			
2. Link discussion to the Fact (38)			
3. TEACHER’S GUIDE (38): Activity: One in Four			
4. The Silent Spread of STDs (39)			
5. TEACHER’S GUIDE (39): Activity: the Silent Epidemic			
6. STD on TV (40)			
7. TEACHER’S GUIDE (40): Class Project: www.valtrex.com			
8. STDs Cause Signif. Health Problems (41)			
9. TEACHER’S GUIDE (41): Discuss quote on bottom of page			
10. Common STDs—Non-Viral STDs (42)			
11. Common STDs—Viral STDs (43)			
12. Safety Concerns (44)			
13. TEACHER’S GUIDE INTERACTIVE ACT. 6 Page A-10: Catch or Don’t Catch an STD			
14. Just the Facts (45)			
15. Did you Know? (45)			
16. Marla’s Message (46)			
17. Parent Link (46)			

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Lesson 5: Strength: Resisting Pressures

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. Introduction (48)			
2. TEACHER’S GUIDE (48): Chalkboard: Easier / More Difficult			
3. Linked Behaviors (49)			
4. TEACHER’S GUIDE (49): Activity: Resisting pressures			
5. TEACHER’S GUIDE INTERACTIVE ACT. 8 Page A-15: Resisting Sweet Temptation			
6. Alcohol, Tobacco and Other Drugs (50)			
7. TEACHER’S GUIDE (50): Activity: Staying Clear			
8. Tobacco (51)			
9. Marijuana (51)			
10. Rape and Sexual Assault Insert Box (51)			
11. Protecting Your Future (52)			
12. TEACHER’S GUIDE (52): Activity: Blinded			
13. TEACHER’S GUIDE (52): Class Project: Celebrity Recovery from Addiction			
14. Pursuing Academic Achievement (53)			
15. TEACHER’S GUIDE (53): Chalkboard: Figure 1			
16. Dating Pressures—Kimberly’s Story (54)			
17. Questions about Kimberly’s Story (55)			
18. Healthy Choices (56)			
19. TEACHER’S GUIDE (56): Class Project: Write an anti-drug paper			
20. Developing Strength (56)			
21. Parent Link (56)			

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Lesson 6: Character: Survival Skills

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. Survival 101 (58)			
2. Creating Character (59)			
3. TEACHER’S GUIDE (59): Class Project: Write down your desired character reputation			
4. Your Character Inventory (60)			
5. TEACHER’S GUIDE (60): Activity: Act out the Word			
6. William’s Decision (61)			
7. TEACHER’S GUIDE (61): Class Project: Practicing character (3x5 cards)			
8. Did You Know? (61)			
9. Finding Your Way (62)			
10. Following the Trail—what do I know? (62)			
11. Following the Trail—how do I feel? (63)			
12. Following the Trail—how do I act? (64)			
13. TEACHER’S GUIDE (64): Class Project: Character posters			
14. Parent Link (64)			

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Lessons 7: Companionship: Relationships

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. Companionship Introduction (66)			
2. TEACHER'S GUIDE (66): Activity: Listen Up!			
3. Relationships (67)			
4. TEACHER'S GUIDE (67): Class Project: Interview parents or grandparents			
5. TEACHER'S GUIDE (67): Activity: Dating Skit			
6. Stage One—Developing a Relationship (68)			
7. TEACHER'S GUIDE (68): Activity: Creative Date Contest			
8. TEACHER'S GUIDE INTERACTIVE ACT. 7 Page A-11: Building a Healthy Foundation			
9. Stage Two—Deeper Waters (69)			
10. Checkmark box (69)			
11. Stage Three—Infatuation, Navigating the Waters (70)			
12. TEACHER'S GUIDE (70): Activity: Top 10 List			
13. TEACHER'S GUIDE (70): Activity Steps to Physical Intimacy Notecards			
14. Love or Infatuation? (70)			
15. TEACHER'S GUIDE INTERACTIVE ACT. 9 Page A-19: Infatuation vs. Love			
16. Choices and Limits (71)			
17. Abstinence Definition (71)			
18. Stage Four—Continuing or Ending the Relationship (72)			
19. Parent Link (72)			

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Lesson 8: Destination: Your Unique Journey

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. Commitment to Your Dreams (74)			
2. Building a Foundation (75)			
3. TEACHER’S GUIDE (75): Activity: Listing Qualities			
4. Did you know? (75)			
5. Personal Inventory (76)			
6. TEACHER’S GUIDE (76): Activity: Tying the Knot			
7. Worth the Wait (76)			
8. Wedding Day (77)			
9. Facing Challenges (77)			
10. TEACHER’S GUIDE (77): Bleach Activity			
11. TEACHER’S GUIDE (77): Interview a couple married more than 50 years			
12. The Languages of Love (78)			
13. The Next Generation (79)			
14. TEACHER’S GUIDE (79): Activity: the Next Generation			
15. Walter Payton’s Legacy (80)			
16. Navigating Your Future (80)			
17. Parent Link (80)			
18. Navigating My Future (81)			

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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 Navigator? 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 NAVIGATOR

Before you taught Navigator 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