



## Program & Facilitation Overview

Welcome and we hope that you find our sex education sessions helpful! Our team has been working hard to compile and create a useful, feasible, and concise series of sex education sessions that are meant to supplement the information youth receive in schools and provide youth with the information they need to make healthy sexual decisions as they age. This overview will provide you with information on how to use the materials we provided for each session. While these sessions were created for use by Extension professionals in Utah, educators delivering community sex education sessions in other states may also find these sessions useful.

If you have any questions about the use of these sessions, please reach out to us. Here is our contact information:



Cris Meier  
[Cris.meier@usu.edu](mailto:Cris.meier@usu.edu)  
Associate Professor  
Social Work  
Extension Community Resource & Economic  
Development



Julie Gast  
[Julie.gast@usu.edu](mailto:Julie.gast@usu.edu)  
Professor  
MPH Director  
Department of Kinesiology and Health  
Science

**Acknowledgments:** We would like to thank Elizabeth Gerke from the Utah Department of Health for her support and guidance on this project. Research that informed the development

of this program would not have been possible without the support of James Morales (former USU Vice President of Student Affairs). USU Extension Faculty, Ashley Yaughner and Christina Pay have supported and inspired this program since it's infancy.

**Project Team:** This project was developed by Emma Utley and Brittany Hansen. This project was supported by research and supporting projects by Lily Ward, Melissa Ferguson, Monti Douglas, Tyson Barrett, and Demi Culianos.

**Grant statement:** This project was funded by a USU Extension Seed Grant.

Below you will find details on how to use the materials provided. Thank you for exploring the materials our team has worked hard to compile to better meet the needs of Utah youth.

### **Session Outline:**

This curriculum is structured to be delivered in the following sequence:

1. Peer Pressure
2. Communication
3. Decision Making
4. Contraceptives

### **Flexible Implementation Options:**

While the curriculum is designed to be presented in the above order, educators have the flexibility to adapt the deliver based on their scheduling needs and demographic availability.

The following sequencing options may be implemented at facilitator discretion:

1. Four one-hour sessions: Deliver each lesson as a standalone, one-hour session in the specified order. Please note, the contraceptives session takes approximately 90 minutes.
2. Two two-hour sessions: Combine the lessons into two sessions.
  - a. Session 1: Peer Pressure and Communication
  - b. Session 2: Decision Making and Contraceptives
3. One four-hour Session: Conduct all four sessions in a single comprehensive four-hour session. We would suggest providing youth with snacks and beverages in this case.
4. Single one-hour session: If time is limited or there is a need to focus on a specific topic, any of the four lessons can be delivered as a standalone, one-hour session.

These sessions can be offered as either a closed, comprehensive, four-topic series or as open, individual sessions. In an open format, students have flexibility to participate in all lessons sequentially or select only the specific topics they are interested in. Closed series require that participants sign-up and attend all or most lessons in a series.

Educators are encouraged to select the format that best suits their educational environment and the needs of their students. Each lesson is designed to be effective whether delivered individually or as part of a series.

### **How to Use This Curriculum:**

To prepare for facilitation of one or more sessions, we suggest you follow the process outlined here. This will allow you ample time to prepare, and ensure that you have all of the materials needed to deliver a high-quality session to youth.

#### **1. Initial Review**

Begin by thoroughly reading through all provided materials for your lesson. This includes:

- Session Guide: Contains the script and details the materials needed for each session.
- PowerPoint Presentation: Familiarize yourself with the content, timing, transitions, videos, and animations.

#### **2. Identifying Your Responsibilities**

While reviewing the script and PowerPoint, you will notice sections where you must plan specific parts of the lesson. These include:

- Ice Breaker Activity: Designed to engage students and set a comfortable tone to begin learning.
- Introduction Question: Helps to build familiarity within the participants to promote openness and connection which can help to facilitate a safe learning environment.

Personalizing these elements to fit your community's needs and your facilitation style is essential.

#### **3. Review Supplemental Materials**

Next, review the '**Introductory Supplemental Materials**' document. This resource provides a list of suggested:

- Introductory Questions
- Ice Breaker Activities

You can choose from the provided list or create your own to better suit your group's dynamics and your facilitation approach. These selections can be directly related to the course content or simply serve to engage the students and build rapport. If you have ice breakers you already use, feel free to use yours!

#### 4. Customizing Your Lesson Plan

Once you've selected your ice breaker and introduction question:

- Edit the PowerPoint: Insert your chosen or created activities and questions.
- Modify the Script: Update your copy of the session script to reflect your personalized plans.

#### 5. Personal learning and preparation

It is highly recommended that you conduct additional personal research on the topics covered in the curriculum. This will enhance your understanding and ensure that you can confidently address any questions from the audience. A great way to start personal learning is by reviewing the '**Additional Resources**' document which includes numerous links to education resources and Utah health care services.

By following these steps, you'll be well-prepared to deliver an engaging and informative sed-education session which meets the needs of your community and reflect your unique facilitation style.

#### Participant Swag Pack

You are encouraged to provide participant swag packs to enhance their learning experience. We suggest that each pack includes a pencil case, pens, colorful markers, a journal, a copy of the 'My Boundaries' worksheet, a copy of the 'Five Steps to Deciding' worksheet, and a copy of the 'Contraceptives Guided Notes' handout. Facilitators can either mail these materials to participants or instruct them to gather the items and print the handout and worksheets themselves before each session. Please contact Dr. Cris Meier for swag pack materials available for your use. These are available for request until supplies run out.

#### Evaluation via Surveys

To ensure you are receiving proper feedback from participants, which can help you make future adjustments in facilitation, we have provided pre and post surveys for each session. Below we provide you with the timing of evaluation surveys. We also provide links to the Qualtrics survey that we have available for your use, however you do not have to use our Qualtrics links. You can instead elect to create your own version in Qualtrics, but please use the survey instruments provided to you. If you use our Qualtrics links, please email [cris.meier@usu.edu](mailto:cris.meier@usu.edu) and she can send you your data for your own use.

##### 1. Survey Timing

- Cohort-Based Series (Closed)
  - A pre-survey is administered before the first session.
  - A post-survey is administered after the last session.
- Single session

- A pre-survey is administered before the session.
- A post-survey is administered at the end of the session.

## 2. Survey Links and Content

- Qualtrics Survey Links:
  - Cohort Pre-Survey:  
[https://usu.co1.qualtrics.com/ife/form/SV\\_cUTYgzXunBrRhB4](https://usu.co1.qualtrics.com/ife/form/SV_cUTYgzXunBrRhB4)
  - Cohort Post-Survey:  
[https://usu.co1.qualtrics.com/ife/form/SV\\_9zvsazSBgUAX5pc](https://usu.co1.qualtrics.com/ife/form/SV_9zvsazSBgUAX5pc)
  - Peer Pressure Pre-Survey:  
[https://usu.co1.qualtrics.com/ife/form/SV\\_6hwmP5DBIDuWpKu](https://usu.co1.qualtrics.com/ife/form/SV_6hwmP5DBIDuWpKu)
  - Peer Pressure Post-Survey:  
[https://usu.co1.qualtrics.com/ife/form/SV\\_9ENUOoCluMHLawS](https://usu.co1.qualtrics.com/ife/form/SV_9ENUOoCluMHLawS)
  - Communication Pre-Survey:  
[https://usu.co1.qualtrics.com/ife/form/SV\\_aYjsUE9IEqv3BBQ](https://usu.co1.qualtrics.com/ife/form/SV_aYjsUE9IEqv3BBQ)
  - Communication Post-Survey:  
[https://usu.co1.qualtrics.com/ife/form/SV\\_cAsdJ27Eu9PHF66](https://usu.co1.qualtrics.com/ife/form/SV_cAsdJ27Eu9PHF66)
  - Decision Making Pre-Survey:  
[https://usu.co1.qualtrics.com/ife/form/SV\\_eJtgxYJMJ9Z6Tbg](https://usu.co1.qualtrics.com/ife/form/SV_eJtgxYJMJ9Z6Tbg)
  - Decision Making Post-Survey:  
[https://usu.co1.qualtrics.com/ife/form/SV\\_d6WyBHvz7Fen8F0](https://usu.co1.qualtrics.com/ife/form/SV_d6WyBHvz7Fen8F0)
  - Contraceptives Pre-Survey:  
[https://usu.co1.qualtrics.com/ife/form/SV\\_3L61EwXOskDBpK6](https://usu.co1.qualtrics.com/ife/form/SV_3L61EwXOskDBpK6)
  - Contraceptives Post-Survey:  
[https://usu.co1.qualtrics.com/ife/form/SV\\_cSGsvAhIIKrc3bg](https://usu.co1.qualtrics.com/ife/form/SV_cSGsvAhIIKrc3bg)
- Paper Surveys:
  - Paper surveys may also be administered for in-person programming. Printable PDF copies of each survey can be found on our webpage.
- Survey Content:
  - Surveys evaluate short-term knowledge outcomes, rather than personal behaviors. All responses are anonymous and will be used to better this program. Participants are welcome to skip questions if they wish or skip the survey if they are uncomfortable taking it.

## 3. Survey Formats

- Pre and post surveys can be done using digital or paper surveys, depending on the setting of the facilitation and the needs of the audience and facilitator.

### Consent Form

We have provided you with a consent form template, which we have used in the past for pilots of the sessions. While there is no requirement saying you must obtain consent prior to facilitating a session, we strongly recommend that you have parents sign a consent form prior

to their youth participating in a Utah Youth Know session. This ensures that parents are aware of the content being provided to their youth, as the content for Utah Youth Know focuses on sexual health which is a sensitive topic.

### **Institutional Review Board (IRB) and Human Subjects Protections**

We have provided evaluation surveys for your use, which are intended to help you monitor program outcomes (e.g., knowledge and behavioral intentions). These surveys are not meant to be used for research purposes. If you intend to use the evaluation tools for research purposes you must complete a human subjects determination form and follow all IRB processes as directed by their office.