Pono Choices: A Culturally Responsive Teen Pregnancy and STI Prevention Program for Middle School Youth

Curriculum Manual

Published by:
Center on Disability Studies
University of Hawaiʻi at Mānoa
www.cds.hawaii.edu/ponochoices
This manual and all accompanying Pono Choices curriculum materials are for use by educators and facilitators trained to implement the Pono Choices curriculum. Pono Choices curriculum materials, including this manual, the student workbook, and all digital materials, may not be cited, quoted, duplicated, circulated, or used without the written permission of the principal investigator, Dr. Kelly Roberts (robertsk@hawaii.edu).

The Pono Choices curriculum was made possible by Grant Number TP2AH000017 from the Office of Adolescent Health. The content of the curriculum does not necessarily represent the official views of the Department of Health and Human Services or the Office of Adolescent Health.
# Table of Contents

<table>
<thead>
<tr>
<th>Title</th>
<th>Page Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Copyright</td>
<td>2</td>
</tr>
<tr>
<td>Acknowledgments</td>
<td>4</td>
</tr>
<tr>
<td>Introduction</td>
<td>5</td>
</tr>
<tr>
<td>Overview of the Curriculum</td>
<td>6</td>
</tr>
<tr>
<td>Theoretical Framework</td>
<td>7</td>
</tr>
<tr>
<td>Cultural Foundation</td>
<td>8</td>
</tr>
<tr>
<td>Core Components</td>
<td>9</td>
</tr>
<tr>
<td>Pono Choices Alignment to Hawai‘i State Health Standards</td>
<td>11</td>
</tr>
<tr>
<td>Hawai‘i State BOE Sexual Health Education Policy</td>
<td>15</td>
</tr>
<tr>
<td>Implementation of the Curriculum and Next Steps</td>
<td>16</td>
</tr>
<tr>
<td>Project Partners</td>
<td>17</td>
</tr>
</tbody>
</table>
Acknowledgements

*Pono Choices: A Culturally Responsive Teen Pregnancy and Sexually Transmitted Infection (STI) Prevention Program* was co-developed by ALU LIKE, Inc., Planned Parenthood of Hawai‘i, and the University of Hawai‘i at Mānoa Center on Disability Studies (CDS). Members of the curriculum writing team and individuals who contributed to the curriculum include Sonia Blackiston, Holly Manaseri, Naomi Manuel, Michelle Pellersels, Elsie Ryder, and Kathleen Stofocik, with contributions by John Ho’omanuwaniu. Pono Choices was evaluated through external contracts with Berkeley Policy Associates and IMPAQ International under the direction of Linda Toms Barker.

Pono Choices was pilot tested at Waiakea Intermediate School and Kapolei Middle School. Appreciation goes to health teachers Candace Paul and Jill Yamasawa for their feedback and insights during the pilot testing period.

The developers acknowledge the assistance of Dr. Loretta Sweet Jemmott, Lynette Gueits, and Dr. Carol Allred for their consultation during the development of this curriculum.

**Special appreciation also goes to:**

1) Mr. Thomas Cummings and Mr. Beau Uehara for their review and narration of *The Voyage of the Wa’a Kaulua*.
2) Mr. Joseph “Nappy” Napolean, master paddler, for the use of the video “One Paddle Two Paddle.”
3) Mr. Robin Kitsu, English Facilitator, and director of the Nanakuli High School drama department
4) Members of the Nanakuli High School drama department for their terrific acting on “Ty and Kiara: Keeping It Pono.”
5) Chris Manaseri, for his vivid illustrations of our project cover, poster artwork, and student workbook.
6) Valerie Crabbe and the ALU LIKE, Inc. staff for the use of their facilities during our extended writing sessions and for their generous spirit of aloha in providing a supportive and inspiring environment in which to work.

The developers would like to also acknowledge our community collaborative workgroup who provided input on draft versions of the curriculum.

Special gratitude goes to Ann Horiuchi and Eileen Wagatsuma for their review and feedback, and to the Hawai‘i State Department of Education.

Thank you to the CDS Media Center, to the Pono Choices staff, and to Sara Banks for the production of audio and video used in this curriculum.

Finally, we would like to extend a special mahalo to the youth and schools that participated in the piloting and evaluation of the Pono Choices curriculum. We are grateful for their candor, engagement, and continued source of inspiration.
Introduction

The Pono Choices curriculum was developed with funding awarded to the University of Hawai‘i Center on Disability Studies (CDS) from the federal Office of Adolescent Health (OAH). It is the first teen pregnancy and sexually transmitted infection (STI) prevention curriculum developed exclusively for youth in Hawai‘i. The developers of the curriculum represent ALU LIKE Inc., the University of Hawai‘i CDS, and Planned Parenthood of Hawai‘i. The curriculum was piloted and is being studied in Hawai‘i public and public charter schools.

Goal of the Curriculum
The overarching goals of the Pono Choices program are to reduce the number of teen pregnancies and incidences of STIs, increase positive bonding in Hawai‘i schools and communities, increase the sense of self-identity and self-efficacy of youth, and improve youth expectations for the future.

Program Description
Pono Choices is a 10 module curriculum that provides middle school youth with the knowledge and skills necessary to reduce their risk of unintended pregnancy and STIs by providing medically accurate information within a Hawaiian place-based framework. Pono Choices draws from social learning, self-regulation, and developmental assets theories, and it has been developed through a collaborative workgroup process. The program meets the Hawai‘i State Board of Education Sexual Health Education Policy (Page 15) and Department of Education sexual health and responsibility standards and benchmarks.

Target Audience
Pono Choices is a program for middle school youth ages 11 to 13.

Setting
The program is intended to be delivered where youth ages 11 to 13 congregate or go to for sexual health education. Such settings may include schools, community centers, or health clinics.
Overview of the Curriculum

**Pono Choices: A Culturally Responsive Teen Pregnancy and STI Prevention Program**

The curriculum is comprised of 10 modules. These modules include information on abstinence; sexually transmitted infections; birth control methods; refusal skills (how to refuse unwanted sexual pressure); decision-making skills; goal setting; reproductive anatomy; puberty; and recognition of traits associated with healthy, unhealthy, and abusive relationships. Students are introduced to Hawaiian cultural terms and practices that stress positive character development and making “pono” or “right” choices. Below is a description of some activities that will take place.

- **Identifying goals and dreams** - encourages adolescents to consider their goals for the future and to think about how participating in unsafe sex might get in the way of attaining those goals.
- **Viewing locally produced videos** - is used to depict adolescents in various situations. These videos evoke feelings, thoughts, attitudes, beliefs and stereotypes about HIV, STIs, and pregnancy. Videos also model refusal skills for unsafe sex, which are then discussed in a group setting.
- **Participating in role-play scenarios** - is designed to provide youth the confidence and skills necessary to negotiate and refuse sexual activity. Here, particular emphasis is placed on the variety of ways in which the prevention skills learned in this program can be implemented and applied in real-life situations.
- **Practicing prevention skills** - demonstrates that effective communication is an essential skill that can assist youth in preventing undesirable pregnancies and STIs. In Module 8 of the 10 module curriculum, an exercise in which students learn how to put a condom on a wooden demonstrator is included as part of the lesson on preventing STIs. This activity is part of the curriculum, aligns with the Hawai‘i State Board of Education Sexual Health Education Policy (page 15), and abstinence is stressed as the only 100% effective method that prevents pregnancy and STIs.
- **Participating in a paddling activity** - focuses on having youth consider goals for the future, determine support networks that will help them achieve their goals, and identify potential barriers they may face in reaching their goals and dreams. It makes clear that their best strategy to prevent an unintended pregnancy or STIs is abstaining from sex.
- **Participating in a lei exchange ceremony** - provides a culminating experience for students to identify the key knowledge and skills they have acquired through the Pono Choices program.

Modules were developed to include cultural and pro-social behaviors, medically accurate teen pregnancy prevention and sexually transmitted infection prevention information, and developmentally appropriate learner outcomes. Lessons were reviewed using a three-prong approach that ensured each lesson is culturally relevant and theory driven and provides information that is evidence-based and medically accurate. A Model Documentation Grid was used as a “checkpoint” throughout the curriculum writing process.
Theoretical Framework

Research shows that curricula are most effective if they are based on a sound theoretical framework. The Pono Choices curriculum draws upon three principles: Social Learning Theory, Self-Regulation concepts, and the Developmental Assets Model. The application of these theories has shown great value in understanding a wide range of health-related behaviors. A unique feature of the Pono Choices curriculum is the strong cultural connection to family and community evident in each module through ‘ohana activities and Hawaiian cultural values, stories, and authentic practices.

<table>
<thead>
<tr>
<th>Theory</th>
<th>Focus</th>
<th>Major Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Learning Theory</td>
<td>Behavior is a result of “Reciprocal Determinism,” the continuing interaction between a person, the behavior of that person, and the environment within which the behavior is performed.</td>
<td>Reciprocal Determinism • Skills, including goal-directedness, emotional coping, and problem solving • Expectations • Intent • Motivation • Self-efficacy • Observational learning • Norms • Reinforcement (intrinsic and extrinsic) • Social support • Structured opportunities for change</td>
</tr>
<tr>
<td>Self-Regulation</td>
<td>Individuals operate like feedback systems, constantly regulating their relationships to the environment in order to bring their current states closer to their goal states.</td>
<td>Feedback system of self-regulation • Coping procedures • Problem solving</td>
</tr>
<tr>
<td>Developmental Assets/ Resiliency Model</td>
<td>Enabling youth to participate in socially useful tasks in order for them to become healthy adults, in spite of adversity, and to promote the positive self-esteem and moral development of youth.</td>
<td>Support (family, friends, school and community) • Empowerment • Motivation • Boundaries • Expectations • Provision of opportunities • Educational commitment • Positive values • Social competencies • Positive identity • Positive school climate • Activities (extra-curricular, religious, and community)</td>
</tr>
</tbody>
</table>
Cultural Foundation

The culturally responsive Pono Choices curriculum draws upon place-based, theoretical foundations using the Hawaiian culture. The use of culturally responsive curricula “is an approach that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills and attitudes” (Ladson-Billings, 1995). Many studies have shown that using culturally responsive teaching, which involves a rigorous curriculum that is relevant to students’ lives and fosters a trusting relationship with students and families, extends beyond the classroom. Additionally, the Native Hawaiian Education Council (2002) recommends that one of the key guidelines for Hawaiian education success is to strengthen and sustain Native Hawaiian cultural identity and to support the learning, use, and understanding of the Hawaiian language, culture, history, heritage, traditions, and values.

Knowledge, attitudes, and skills pertinent to pregnancy and STI prevention are reinforced through cultural referents. There are four cultural components to the curriculum: the introduction of Hawaiian cultural values, an original cultural story, cultural practices, and locally produced videos. Hawaiian cultural values are introduced in each lesson to reinforce lesson content and are expanded on through the original cultural story, entitled The Voyage of the Wa’a Kaulua. The story serves as an access point into the curriculum content from the viewpoint of two adolescents preparing for an important journey. Cultural practices shape thinking processes, which serve as tools for learning within and outside of school (Hollins, 1996). Pono Choices embeds cultural practices in the curriculum through ‘ohana (family) activities. Students and members of their ‘ohana have the opportunity to construct a wa’a (canoe), braid cordage, and create a lei while reinforcing the message of pregnancy and STI prevention. Pono Choices also uses locally produced videos and historical readings. Stories are used throughout the curriculum to connect students to their community. Seeing oneself represented in the curricula is an essential part of any culturally responsive learning environment.

“Pono is the right result of your actions, bringing harmony within yourself, your friends, family and community. Pono means making the right choice and/or doing the right thing.” Please note the definition of ‘Pono’ is used appropriately in this culturally responsive teen pregnancy and STI prevention program, informing youth to evaluate their choices. Pono takes work and effort to attain; it encourages youth to consider their actions and choices prior to making them. The word Pono has been adopted in many programs, to encourage righteous living. For this curriculum we have worded it best to encompass its real intent: Empowering youth to make right choices. Youth need to know being ‘pono’ with their choices involve the self, the ‘ohana, community, environment, and akua (that spiritual power which connects an individual to all things). Our kuleana (responsibility) as developers of this curriculum is to educate all people to prepare for the future successes of our youth and people of Hawai‘i.

A considerable amount of evidence suggests that culturally compatible interventions increase learner outcomes (Klinger, Artiles, Kozleski, Harry, Zion, Tate, Duran, & Riley, 2005; Klinger & Edwards, 2006; Ogata, Sheehy, & Noonan, 2006). The Pono Choices curriculum has been created with this in mind, in order to reinforce the prevention message through a cultural foundation that will hopefully result in an increase in positive learner outcomes.
Core Components

The curriculum consists of 10 modules. The first, introductory module is 30 minutes, and the remaining nine modules are 60-65 minutes each. The number of sessions implemented will vary based on the schedules of each site; however, it is ideal for all 10 of the modules to be delivered in their entirety and in sequential order. The Pono Choices curriculum is flexible and has been designed to accommodate individual sites’ schedules so that ideal delivery may be reached. In addition to completing the in-class modules, students are required to complete four take-home ‘ohana activities for this program.

The Pono Choices curriculum should be implemented in sequential order. The following describes the three main sections of the curriculum:

- The first portion of the curriculum focuses on establishing group agreements; identifying goals; identifying support networks that can help youth meet their goals; examining healthy relationships and understanding the normal developmental changes that take place during puberty; and grounding students in the definition of sex and abstinence used in this curriculum.

- The second section of the curriculum focuses on knowledge and includes information about the etiology, transmission, and prevention of STIs/HIV and teenage pregnancies. It also covers beliefs and attitudes about abstinence, STIs/HIV, and pregnancy.

- The third component focuses on building effective decision-making and negotiation skills and increasing self-efficacy, and students demonstrate knowledge of prevention skills through practice and role-plays.

The core components of the Pono Choices curriculum are built around a set of knowledge, attitudes, and skills that have been derived from a review of evidence-based teen pregnancy and STI prevention programs. In addition, Pono Choices works from a pedagogy that believes student engagement through role play and skill demonstration is essential. A key component unique to this curriculum is the use of cultural referents, Native Hawaiian practices, and ‘ohana-school connection activities.

Pono Choices meets Hawai‘i State Department of Education Health Standards and Benchmarks. The chart that begins on Page 11 illustrates the alignment between key components, the relevant standard and benchmark, and the evidence of how the activities contained in the curriculum meet that standard.
## Pono Choices Key Knowledge Objectives
- Identify and set goals
- Identify support networks to help youth meet goals
- Define abstinence and sex
- Identify the reproductive and sexual body parts and their function
- Understand the normal developmental process that occurs during puberty
- Identify effective and ineffective communication
- Identify characteristics and traits of healthy and unhealthy relationships
- Identify steps in refusing unwanted sexual pressure
- Assess the impact of pregnancy on future goals
- Identify two main types of STIs
- Identify the three ways many STIs are transmitted
- Identify the four bodily fluids that can transmit HIV and some other STIs
- Recognize myth from fact regarding sexually transmitted infections
- Identify the correct steps in using a condom to reduce risk of pregnancy or STIs
- Identify behaviors that would post high/low/no risk for contracting HIV
- Review essential information about teen pregnancy and STI prevention

## Pono Choices Key Attitudinal Objectives
- Assess attitudes toward abstinence
- Assess attitudes towards making pono (right) choices
- Assess attitudes toward refusing unwanted sexual pressure
- Assess attitudes towards impact of pregnancy on future goals
- Assess attitudes toward reaching goals and dreams
- Assess attitudes toward using prevention techniques to reduce the risk of an unintended pregnancy or STIs
- Assess attitudes towards the effectiveness and usefulness of the 4Rs
- Assess attitudes towards sexual health decisions

## Pono Choices Key Skill Development Objectives
- Demonstrate effective communication skills
- Demonstrate ways to refuse unwanted sexual pressure
- Demonstrate prevention skills to avoid an unintended pregnancy and STIs
- Demonstrate correct steps to putting on a condom
- Demonstrate ability to recognize effective use of the 4Rs
<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Standards and Benchmarks</th>
<th>Evidence</th>
</tr>
</thead>
</table>
| Identify and set goals. Demonstrate how an unintended pregnancy or STI can affect others | **Benchmark** HE.6-8.4.1  
**Explain the influence of internal and external factors on health outcomes** | Goals and Dreams Worksheet (M 2)                          |
| Identify support networks to help youth meet their goals               | **Benchmark** HE.6-8.1.9  
**Identify choices individuals can make to promote or harm their health** | Who’s in Your Canoe Worksheet (M 4)                       |
| Define abstinence and three types of sex. Assess personal responsibility for personal behaviors | **Benchmark** HE.6-8.3.2  
**Explain the importance of assuming responsibility for personal health behaviors** | Brainstorm and Messages from Media Activity               |
| Correctly identify the reproductive and sexual body parts and their function | **Benchmark** HE.6-8.1.8  
**Describe the body system functions, how they interact with each other, and how they are impacted by health behaviors** | Beach Ball Vocab Activity (M 3)                           |
| Understand that bodies develop at different rates during puberty as part of the normal developmental process | **Benchmark** HE.6-8.1.8  
**Describe the body system functions, how they interact with each other, and how they are impacted by health behaviors** | Wa’a ‘Ohana Activity (M 3)                                |
| Identify effective and ineffective communication                       | **Benchmark** HE.6-8.5.1  
**Use effective verbal and non-verbal communication skills** | Healthy/Unhealthy Worksheet (M 4)                         |
| Identify characteristics and traits of “Healthy and Unhealthy Relationships,” which will be assessed through role plays | **Benchmark** HE.6-8.6.2  
**Assess health-related decisions for consequences that affect oneself and others** | Healthy/Unhealthy Traits Worksheet and Role Plays (M 4) |

*HE* indicates Health Education standards.
| Identify the steps of refusing to take part in sexual activities in a pressure situation | **Benchmark HE.6-8.5.1**  
Use effective verbal and non-verbal communication skills | Practicing the 4Rs Worksheet (M 5)  
Practicing the 4Rs Demonstration (M 5)  
‘Ohana Activity (M 6) |
|---|---|---|
| Identify three types of Birth Control methods (abstinence, barrier, and hormonal). Reflect on personal responsibility for sexual decisionmaking | **Benchmark HE.6-8.3.2**  
Explain the importance of assuming responsibility for personal health behaviors | Costs of Pregnancy  
‘Ohana Activity (M 6) |
| Describe two main types of STIs, the three ways many STIs are transmitted, and the four bodily fluids that can transmit HIV and some other STIs | **Benchmark HE.6-8.1.7**  
Describe short- and long-term effects and consequences of sexual activity | High, Low, and No Risk Activity (M 7) |
| Recognize myth from fact regarding sexual health issues, in order to be more knowledgeable and capable of communicating accurate information to others | **Benchmark HE.6-8.7.2**  
Use appropriate methods to communicate accurate health information and ideas | Myth or Fact Worksheet (M 7) |
| Demonstrate the correct steps in using a condom to reduce the risk of pregnancy and/or STIs | **Benchmark HE.6-8.1.10**  
Identify proper health care and describe how it can prevent premature death and disability  
**Benchmark HE.6-8.3.2**  
Explain the importance of assuming responsibility for personal health behaviors | Teacher Checklist to observe student demonstration of Condom Steps (M 8)  
Reflection Writing (M 8) |
### Key Skills Assessed in the Pono Choices Curriculum

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Standards and Benchmarks</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased confidence using effective Communication skills</td>
<td>Benchmark <strong>HE.6-8.5.4</strong> Apply appropriate conflict resolution strategies to deal with potentially harmful situations</td>
<td>Healthy/Unhealthy Relationship Worksheet to evaluate Role plays (M 4)</td>
</tr>
<tr>
<td>Increased confidence using Refusal skills in a pressure situation</td>
<td>Benchmark <strong>HE.6-8.5.4</strong> Apply appropriate conflict resolution strategies to deal with potentially harmful situations</td>
<td>Practicing the 4Rs Worksheet to evaluate Role plays (M 5)</td>
</tr>
<tr>
<td>Increased confidence using Prevention skills to avoid an unintended pregnancy and/or STIs</td>
<td>Benchmark <strong>HE.6-8.5.4</strong> Apply appropriate conflict resolution strategies to deal with potentially harmful situations</td>
<td>Role plays (M 5, M 9) Condom Demo (M 8)</td>
</tr>
<tr>
<td>Identified effectiveness of how the 4Rs are used</td>
<td>Benchmark <strong>HE.6-8.4.1</strong> Explain the influence of internal and external factors on health outcomes</td>
<td>Explain the influence of internal and external factors on health outcomes</td>
</tr>
</tbody>
</table>

### Key Attitudes Assessed in the Pono Choices Curriculum

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Standards and Benchmarks</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased positive attitude toward abstinence</td>
<td>Benchmark <strong>HE.6-8.6.2</strong> Assess health-related decisions for consequences that affect oneself and others</td>
<td>Reflection Writing (M 8)</td>
</tr>
<tr>
<td>Increased positive attitude toward making pono choices for sexual health decisions</td>
<td>Benchmark <strong>HE.6-8.6.2</strong> Assess health-related decisions for consequences that affect oneself and others</td>
<td>Easy or Difficult Activity (M 2)</td>
</tr>
<tr>
<td>Increased attitudinal awareness of how pregnancy impacts future goals</td>
<td>Benchmark <strong>HE.6-8.4.1</strong> Explain the influence of internal and external factors on health outcomes</td>
<td>Explain the influence of internal and external factors on health outcomes</td>
</tr>
<tr>
<td>Increased positive attitude toward refusing unwanted sexual pressure</td>
<td>Benchmark <strong>HE.6-8.6.2</strong> Assess health-related decisions for consequences that affect oneself and others</td>
<td>Reflection Writing (M 5)</td>
</tr>
<tr>
<td>Increased positive attitude toward setting goals and dreams</td>
<td><strong>Benchmark HE.6-8.6.2</strong> Assess health-related decisions for consequences that affect oneself and others</td>
<td>Easy or Difficult Activity (M 10)</td>
</tr>
<tr>
<td>Increased positive attitude toward reducing the risk of an unintended pregnancy or STI</td>
<td><strong>Benchmark HE.6-8.6.2</strong> Assess health-related decisions for consequences that affect oneself and others</td>
<td>Easy or Difficult Opinion (M 5, M 7) Reflection Writing (M 8)</td>
</tr>
<tr>
<td>Increased attitudinal awareness towards the effectiveness and usefulness of the 4Rs</td>
<td><strong>Benchmark HE.6-8.4.1</strong> Explain the influence of internal and external factors on health outcomes</td>
<td>Explain the influence of internal and external factors on health outcomes</td>
</tr>
<tr>
<td>Increased attitudinal awareness of requirements for sexual health</td>
<td><strong>Benchmark HE.6-8.6.2</strong> Assess health-related decisions for consequences that affect oneself and others</td>
<td>Wa’a Activity (M 10)</td>
</tr>
</tbody>
</table>
Hawai‘i State BOE Sexual Health Education Policy

The Pono Choices curriculum meets the Hawai‘i State Board of Education Sexual Health Education Policy as stated below.

Hawai‘i State BOE
Policy 103.5

Sexual Health Education Policy

In order to help students make decisions that promote healthy behaviors, the Department of Education shall provide sexual health education to include age appropriate, medically accurate health education that:

(1) Includes education on abstinence, contraception, and methods of infection prevention to prevent unintended pregnancy and sexually transmitted infection, including human immunodeficiency virus;

(2) Helps students develop relationships and communication skills to form healthy relationships that are based on mutual respect and affection and are free from violence, coercion, and intimidation;

(3) Helps students develop skills in critical thinking, problem solving, decision making, and stress management to make healthy decisions about sexuality and relationships;

(4) Encourages student to communicate with their parents, guardians, and/or other trusted adults about sexuality; and

(5) Informs students of available community resources.

Instruction will emphasize that abstention from sexual intercourse is the surest way to prevent unintended pregnancies, sexually transmitted infections such as HIV/AIDS, and consequent emotional distress.

A description of the curriculum utilized by the school shall be made available to parents and shall be posted on the school’s website prior to the start of any instruction. A student shall be excused from sexual health instruction only upon the prior written request of the student’s parent or legal guardian. A student may not be subject to disciplinary action, academic penalty, or other sanction if the student’s parent or legal guardian makes such written request.
Implementation of the Curriculum

The guide *Implementing Pono Choices with Fidelity* is a self-reflection tool that is designed to support teacher’s delivery of the curriculum. Please refer to this fidelity guide as you deliver each module. It will assist you in maintaining program fidelity and adhering to the research-based components of the curriculum.

**Length**  
The curriculum includes 9.5 hours of content divided into 10 modules. The first, introductory module is 30 minutes, and the remaining nine modules are 60-65 minutes each. The 10 modules were designed sequentially and should be delivered in the order presented. The entire program can be implemented in 10 classroom sessions or can be implemented in block and rotating period schedules, as long as all activities are completed. Each activity has an allocated targeted time to facilitate meeting all goals and objectives in an efficient manner.

**Format**  
The format of the teacher manual consists of an overview page for each module, which details the goals and objectives, the order that activities are to be presented, allotted time schedules, and materials needed. The modules include Teacher Directions, instructions on what needs to be accomplished (To Be Done), and a detailed outline of what the teacher should say (Teacher Script), with Target Student Responses accompanying every essential question posed. Target Student Responses are provided so that if students do not hit all the targets, the teacher may offer those targeted responses to build student knowledge.

**Next Steps**

1. Visit our website to become familiar with the project and for additional resources:  
   [www.cds.hawaii.edu/ponochoices](http://www.cds.hawaii.edu/ponochoices)

2. Review the curriculum manual prior to implementation.

3. Check all materials provided in the Pono Choices facilitator kit and make sure you understand when and how to use them.

4. This curriculum requires technology set up to play the videos, audio story and core content presentations. Please do a complete tech-check before any instruction.
Project Partners

ALU LIKE, Inc. is a non-profit organization for Native Hawaiians. We have assisted Native Hawaiians in their efforts to achieve social and economic self-sufficiency for over 30 years. Incorporated in 1975 as a private, non-profit service organization, ALU LIKE, Inc. remains committed to the vision and mission of our founders.

Our Mission:

To kōkua native Hawaiians who are committed to achieving their potential for themselves, their families, and communities.

We envision Hawai‘i, our special island home, as healthy, safe and productive, and guided by the shared values of all its people.

The Ho‘ala Hou Department of ALU LIKE, Inc. is a High Risk Reduction Department servicing youth 10-17 years of age. One of our services is to improve the educational outcomes and career potential of youth by designing curricula in science, health, pono behavior, and substance abuse/violence prevention that align Hawai‘i State Department of Education Content and Performance Standards with Hawaiian Cultural Standards (funded by the U.S. Department of Education under the Native Hawaiian Education Act).

Naomi Manuel and Elsie Ryder are members of the Pono Choices curriculum writing team. They helped to integrate the cultural responsive connection using Native Hawaiian culture as a model and applying cultural history, traditions, beliefs, and values.
Planned Parenthood of Hawai‘i was founded in 1966 by a dedicated group of doctors and nurses who saw a need on the islands for affordable and effective reproductive healthcare services. Their vision and goals have grown to encompass all that we are today, serving the people of Hawai‘i.

Mission: To provide the people of Hawai‘i with exceptional sexual and reproductive health care and education, through fearless advocacy and compassionate, affordable services.

*Cultural Competency Vision*
Planned Parenthood of Hawai‘i treats everyone with Aloha. We welcome everyone and believe in honoring Hawai‘i’s rich diversity by continually improving our knowledge of and appreciation for all people.

*Clinical Services*
Planned Parenthood of Hawai‘i offers women and men a wide range of reproductive healthcare services. Our high quality, confidential services are available to all people. We have three health centers: Honolulu, Oahu; Kahului, Maui; and Kailua Kona, Hawai‘i.

Planned Parenthood of Hawai‘i offers the following clinical services: Abnormal Pap Follow-up, Medical and Surgical Abortions, Birth Control Services, Cancer Screening (Cervical, Breast, Testicular), Colposcopy, Pregnancy Options Counseling, Emergency Contraception, Annual Exams, HIV Testing, Male Health Services, Menopause/Midlife Services, Norplant Removal, Pregnancy Testing and Counseling, Sexually Transmitted Infection Testing and Treatment, Urinary Tract Infection Diagnosis and Treatment, and Vaginal Infection Testing and Treatment. Our health centers now provide Hormone Therapy to Transgender Male-to-Female patients.

*Advocacy*
Planned Parenthood of Hawai‘i works with state and federal elected officials on reproductive healthcare issues. The work ensures access to clinical services, provides higher standards for sex education, and ensures that women remain in control of their bodies and their rights to choose.

*Education & Training*
Planned Parenthood of Hawai‘i believes that sexuality is a lifelong aspect of being human and that it should be celebrated with respect, openness, and mutuality. We work with people of all ages, religions, sexual orientations, in the classroom, workplace, or community centers to help them see their values around sexuality. The Education & Training Department provide comprehensive, medically accurate, reproductive and sexual health education, training and technical assistance across Hawai‘i. In addition, our education team uses evidence-based programs, provides community outreach and offers workshops for parents and youth-serving professionals.

Education staff persons: Michelle Pellersels, Kathleen Stofocik and Sonia Blackiston; all dedicate time to the Pono Choices project. Staff is heavily involved with the creation of medically accurate reproductive and sexual health lessons, training of teachers and providing technical assistance on the curriculum.