



Supplementary Materials: ASUMA Adolescent Curriculum

Table S1. Curriculum of the study: a supportive model for HIV risk reduction in early adolescent (ASUMA project).

Title of Curriculum Unit	Objectives	Strategies	Evaluation
Unit 1—HIV/AIDS attitude knowledge and vulnerability	<ul style="list-style-type: none"> • Participants will increase their HIV/AIDS knowledge. • Participants will decrease their invulnerability to HIV/AIDS. 	<ul style="list-style-type: none"> • Clue activity • Peer group discussion • Brainstorm • Audiovisual presentation • Debate • Critical thinking • Round-Robin • Patient testimony • Individual reflection 	<ul style="list-style-type: none"> • Pre and Post-test and workshop evaluation. • Evaluation of outcome activities. • Follow-up questionnaire.
Unit 2—HIV/AIDS risk	<ul style="list-style-type: none"> • Participants will increase their resilience to HIV/AIDS risk behaviors. • Participants will decrease their invulnerability to HIV/AIDS risk vulnerability. 	<ul style="list-style-type: none"> • Audiovisual presentation • Individual critical thinking • Peer discussion • Critical discussion • Group discussion • Round-Robin 	<ul style="list-style-type: none"> • Pre and Post-test and workshop evaluation. • Evaluation of outcome activities. • Self-administered questionnaire.
Unit 3—Self-esteem: “I’m important”	<ul style="list-style-type: none"> • Participant will increase their self-esteem and self-efficacy. 	<ul style="list-style-type: none"> • Individual reflection • Dramatization • Peer discussion • Group discussion • Role-Play • Critical thinking • Bowl-Fish • Critical discussion 	<ul style="list-style-type: none"> • Pre and Post-test and workshop evaluation. • Evaluation of outcome activities. • Self-administered questionnaire.
Unit 4—Peer pressure: “Because I’m value person”	<ul style="list-style-type: none"> • Participants will describe how peer pressure could have a negative influence on them. • Participants will develop a plan to resist the negative peer pressure. 	<ul style="list-style-type: none"> • Individual reflection • Visual presentation • Critical thinking • Discussion group • Role-Play • Group discussion 	<ul style="list-style-type: none"> • Pre and Post-test and workshop evaluation. • Evaluation of outcome activities.

Table S1. Cont.

Title of Curriculum Unit	Objectives	Strategies	Evaluation
Unit 5—Booster: “I can prevent risky situations”	<ul style="list-style-type: none"> Participants will develop skills on how to manage sensation seeking. 	<ul style="list-style-type: none"> Critical thinking Group discussion Spider web Brainstorm Discussion group Cardboard 	<ul style="list-style-type: none"> Pre and Post-test and workshop evaluation. Evaluation of outcome activities.
Unit 6—“I can perceive the media negative influence and prevent HIV risky behavior if...”	<ul style="list-style-type: none"> Participants will discriminate the media influence. Participants will develop skills to manage media influence and prevent risky situations. 	<ul style="list-style-type: none"> Critical thinking Discussion group Collage Peer group discussion Brainstorm Situation 	<ul style="list-style-type: none"> Pre and Post-test and workshop evaluation. Evaluation of outcome activities.
Unit 7—“I’m able to resist HIV risk behavior”	<ul style="list-style-type: none"> Participants will increase participants’ self-efficacy skills to avoid HIV risks behaviors. 	<ul style="list-style-type: none"> Game Peer Group Discussion Individual Critical thinking Audiovisual 	<ul style="list-style-type: none"> Pre and Post-test and workshop evaluation. Self-administered questionnaire.
Unit 8—“I’m ready for my future”	<ul style="list-style-type: none"> Participants will demonstrate self-efficacy skills to avoid HIV risks behaviors. 	<ul style="list-style-type: none"> Role Play Drama Song Story Short film Peer Group Discussion Dynamic: Mail to the future Individual Critical Thinking 	<ul style="list-style-type: none"> Pre and Post-test and workshop evaluation. Evaluation of outcome activities.



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