

## **FLASH Core Components and Adaptation Guidance**

High School FLASH has been rigorously evaluated and found to be effective when taught as designed. In order to achieve similar results, the core components of FLASH must be adhered to. FLASH core components are listed below, along with additional guidance for making adaptations.

### **FLASH Core Components**

#### **Key Concepts**

Integrates FLASH key concepts into all instruction, including answering student questions.

#### **Trauma-Informed**

Recognizes the impact of trauma and avoids re-traumatizing individuals. Practices include not shaming or judging; using positive, non-punitive classroom management skills; normalizing the prevalence of trauma; focusing on changing the behavior of potential perpetrators rather than potential victims; and showing kindness and compassion.

#### **Harm Reduction**

Offers information and skills to reduce the harm of current behaviors. Simultaneously offers information about safer alternatives in a non-shaming, nonjudgmental manner.

#### **LGBTQ Inclusive**

Uses both neutral and specific language to create welcoming environments. Examples of neutrality include saying “all people,” “partner,” and “person with a uterus and ovaries.” Examples of specificity include saying “lesbian, gay, bisexual, queer and straight people,” “trans and cisgender people,” “boyfriend,” and “girlfriend.”

#### **Positive Attitudes and Peer Norms**

Consistently promotes positive attitudes and peer norms regarding abstinence, condoms, birth control, STD testing, and seeking consent. Does not use scare tactics.

### **High School FLASH Adaptation Guidance**

Red light adaptations should not be undertaken:

- Deviating from any of the FLASH core components.
- Adding additional activities and content.
- Skipping lessons or activities, with the exception of the warm-up and exit ticket

Yellow light adaptations are permissible but should be undertaken thoughtfully:

- Teaching multiple lessons in a single day
- Teaching lessons in a different order
- Teaching to a group that is larger or smaller than a typical classroom size

Green light adaptations are permissible and may even enhance the curriculum’s effectiveness:

- Changing character names in scenarios to reflect the diversity of the local area
- Bringing in a guest to teach one of the FLASH lessons or to do outreach for a local clinic
- Providing extra credit for individual and family homework assignments