



Remote T.R.A.I.L. Implementation (Non-Virtual)

Due to the COVID-19 Public Health Emergency, many Clubs have been or will be implementing T.R.A.I.L. programming remotely and non-virtually. The process of adapting and implementing the program will require some additional preparation. Listed here are some suggestions for ways you can get started on preparing for T.R.A.I.L. implementation in this non-virtual remote setting while still being effective and impactful.

CONNECTION/STAYING IN TOUCH WITH YOUR YOUTH

Because your youth will not be available for onscreen or in-person sessions, it will be important to find ways to maintain frequent communication. Not only will this allow you to keep track of youth participation, it will also allow you to have the lesson-based discussions that are such an important part of the program. We would recommend the following strategies:

- Regular check-in calls after each week's lesson will help you to keep connected with your youth and talk about what they learned from the week.
 - Please take the necessary child safety precautions if you choose this process. Specifically, **these calls should not be one-on-one**. Instead, work to arrange a time where you, the child, and a second adult (a parent/caretaker or another Club staff member) are available to conduct the check-in together. Or schedule a group call with multiple participants through a conference call line, if you have one available to use.
 - If the second adult is not a family member, make sure that the child's family is aware of when these check-in calls will be. Communicate with them beforehand as to when you will call.
 - This will increase your chances that your youth will be available.
 - This will also allow them to provide you with the best phone number to use.
- If calls are not feasible, gaining written feedback would be another option – a youth could fill out a worksheet based on the lesson they just completed, or they could journal about what they learned and how it made them feel.
 - If packets are regularly distributed, these follow-up documents could be collected as part of this process. *(Please see the instructions below for creating take-home packets.)*



CREATING TAKE HOME PACKETS

The T.R.A.I.L. curriculum itself is based upon an in-person model, with the instructor talking to youth in a physical space. The restrictions of remote implementation mean that you will be unable to communicate with your youth in this way. Take home packets will enable you to communicate the curriculum, with every chapter being adapted into its own packet that is accompanied by all of the necessary lesson materials. Each chapter's packet should include the sections listed below for each activity.

- **Materials Section** – Include a list of materials needed for the activity. This can include pre-tests and post-tests or activity worksheets along with more physical materials such as jump ropes or cotton balls. *(Note: Clubs have the ability to order extra materials to comply with social distancing – if interested in this, please contact the FirstPic, Inc. finance team before making any purchases)*
- **Activity Goals Section** – Each activity should have its specific goals listed. *(Tip: Be sure to have everything written at a level that even the youngest participants will be able to understand).*
- **Activity Overview Section** – Include a short overview of the activity.
- **Activity Instructions Section** – This section should include very specific step by step instructions that will walk participants through every part of the exercise; include photos when possible.
- **Physical Activity Challenge Section** – Every chapter includes required physical activity challenges; the best way to implement these is to include instructions for the relevant activity with every chapter's packet along with a worksheet for youth to track their progress.
- **T.R.A.I.L. Physical Activity Lesson Template** – This can be found in the T.R.A.I.L. Resource Center and should be filled out by the Program Coordinator before being given to youth.
- **Supplemental Materials** – Outside of the regular curriculum, there are several other program requirements that will need to be integrated into certain chapters' take-home packets. For further information on this, please refer to the section titled "Other Program Adaptations."

Please keep in mind that the two most important components of creating a successful take home packet are 1) keeping all reading materials at age-appropriate levels for participants, and 2) modifying activities so they are able to be completed remotely by one youth with no computer or internet access.

Helpful Activity Hints:

- Chapters involving guest speakers/elders – Try and have written testimonials that can be included in the packets for these activities
- Include pictures in the instructions where possible to help clarify directions
- Contact FirstPic, Inc. if assistance is needed to properly adapt an activity for this implementation model
- Provide all needed materials
- Make sure that all reading material is age appropriate in case adult assistance is not readily available to them
- Create all documents at least one full week before implementation



DISTRIBUTING TAKE HOME PACKETS TO THE COMMUNITY

Once you have created your packet – which includes the newly-adapted curriculum and relevant materials – you will then need to distribute them to your youth. In order to distribute these packets, we would recommend the following:

- Distribution of packets will likely fall into one of two categories – 1) having the packets available onsite to be picked up, or 2) delivering them to homes directly.
- Materials, such as items needed for the session (e.g., markers), or supplemental documents (for an understanding of what these would be, please refer to the below section titled “Other Program Adaptations”), should also be included in distribution.
- If there are food distribution efforts that are underway in the community, pairing it with your packet distribution can be an effective way to reach as many program participants as possible.

Depending on what you think will have best impact, you can provide all packets for all chapters at once, or break out your distribution throughout the program.

OTHER PROGRAM ADAPTATIONS

In addition to the core T.R.A.I.L. curriculum, other aspects of the T.R.A.I.L. Program will need to be adapted to run the program in a remote/non-virtual setting. This includes some that will need to be added as supplemental documentation to the take home packets.

- **Pre-tests and Post-tests** – Pre-tests are a requirement of Chapter 1 and Post-tests are included in Chapter 12. You can include these as part of the packet for those chapters, but it is also okay to pull them out as a separate component. Below are a few tips about fulfilling this requirement remotely without a computer or internet access.
 - **Activity Introduction** – Include an introduction about the pre/post-tests, making special mention that this is not a graded test but designed to track how much the participant learns.
 - **Update all Questions** – It is important to make these as easy as possible because participants may not have adult assistance; ensure questions are written in a way that even the youngest participants will be able to understand.
 - **Print and Collect** – This information will need uploaded to the Online Reporting System so it is important that these are all completed and collected from youth. For information about how to collect this and other data, please refer to the below section titled “Collection of T.R.A.I.L. Data.”



- **Healthy Snack Demonstrations** – Each site is required to implement two healthy snack demonstrations during the curriculum. This component should be adapted and integrated into your existing take home packet process using the steps below.
 - **Activity Introduction** – This section should list the objectives, goals, and overview.
 - **Materials Section** – This section should list all materials needed to complete the lesson. *(Note: Clubs have the ability to order extra materials to comply with social distancing – if interested in this, please contact the FirstPic, Inc. finance team before making any purchases)*
 - **Activity Instructions** – This section should include very specific step by step instructions that will walk participants through every part of the recipe/activity. *(Note: Recipes should be age appropriate and require minimum adult supervision (e.g., leave out anything that requires the use of sharp knives - consider providing pre-chopped ingredients if necessary), blenders, mixers, or hot surfaces such as the stove or oven).*
 - **Activity Worksheet** – Include a worksheet/activity sheet for participants to complete that helps teach youth about the health benefits of the snack they are making to be collected later by program staff.
- **Community Education Project** – This program requirement should be completed during implementation of chapter eleven. It is a good idea to start brainstorming this project early as it may look more different than usual in order to comply with remote/non-virtual implementation. Below are some things to consider while planning and executing this project.
 - **Flyers** – Consider having participants create flyers that the Club can hang around town depicting what they have learned during the program.
 - **Letter Mailing** – Participants can write letters to mail to a community establishment such a nursing home that discuss what they have learned during the program. *(Note: All letters should be read by program staff before being sent to remove all identifying information regarding the youth).*
 - **Video Project** – Participants (with signed parental permission) could participate in a “front porch diaries” video series where Club staff film youth from safe distance talking about what they learned during the program and (removing all location identifiers like house numbers) edit together for a film reel that can be shared with the community.
 - **Radio Project** – Participants can be recorded (with signed parental permission) talking about what they’ve learned and that audio could be played by a local radio station to share with the community.
 - **Story Writing** – Participants can write short stories including practices and information they’ve learned during the program that can be shared with the community.



COLLECTION OF T.R.A.I.L. DATA

Collection of T.R.A.I.L. data (including Pre/Post-Tests and Physical Activity Challenge information) is another important aspect of program implementation. We would recommend the following strategies to collect this:

- If packets are regularly distributed, information such as the physical Pre/Post-Tests should be collected as part of this process. This should also include the Physical Activity Challenge data collection, as identified in the above section titled “Creating Take Home Packets.”
- If you would prefer another method of data collection, regular check-in calls would also be a way for you to collect this information. However, the process may look different depending on the information needed:
 - For the Pre/Post-Tests, you may be able to gather this information directly from the youth without them having to complete the physical hand-out themselves.
 - For items like the Physical Activity Challenge (which would be difficult to do while they are on the phone), it may be best for the youth to write the numbers down themselves, via an adapted worksheet, then report to you over the phone later.
 - Please keep child safety precautions in mind as you collect this information. Phone conversations should not be one-on-one.

If your organization is starting or strengthening a remote T.R.A.I.L. implementation plan, you can always connect with FirstPic, Inc. staff for support and technical assistance.