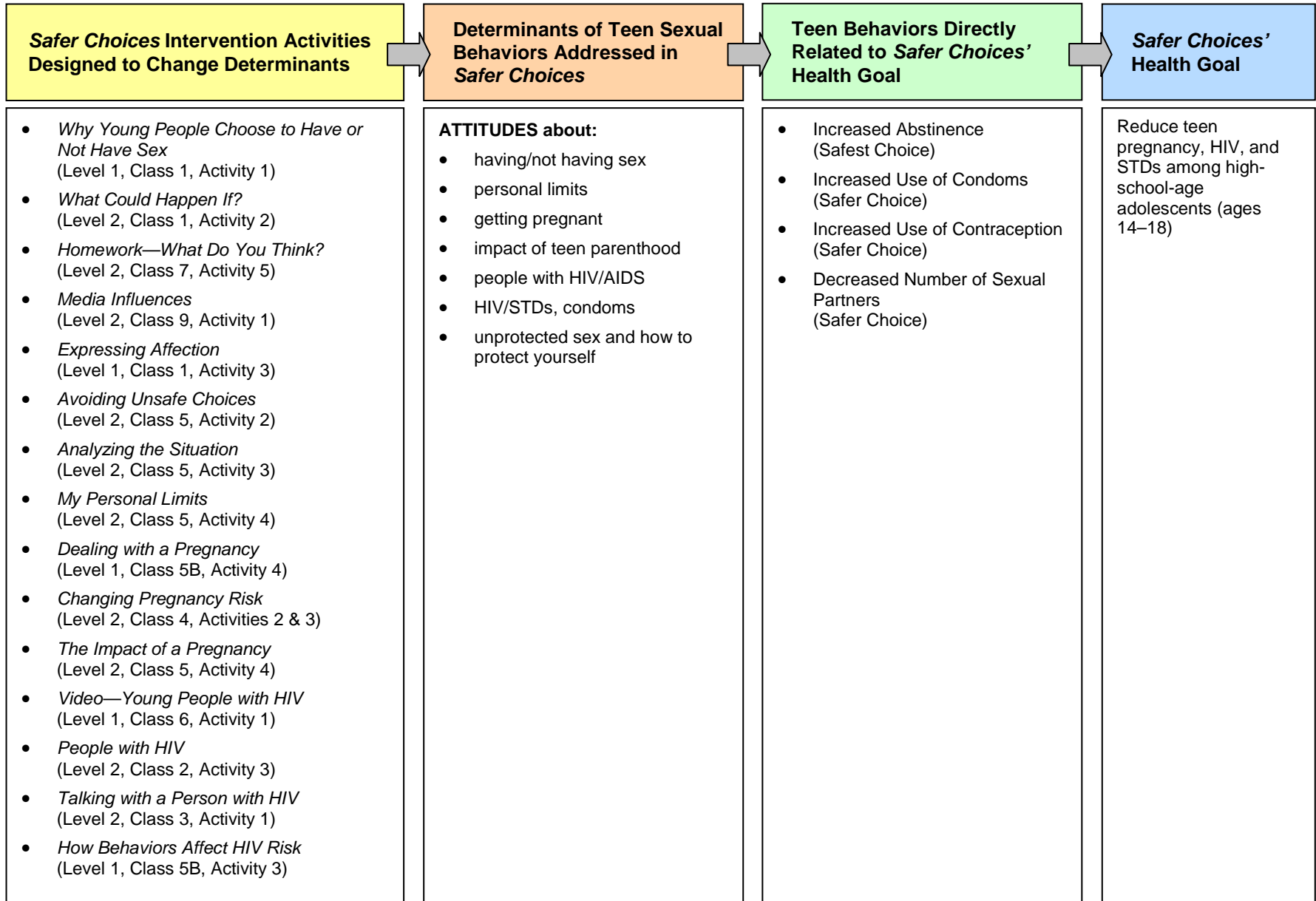
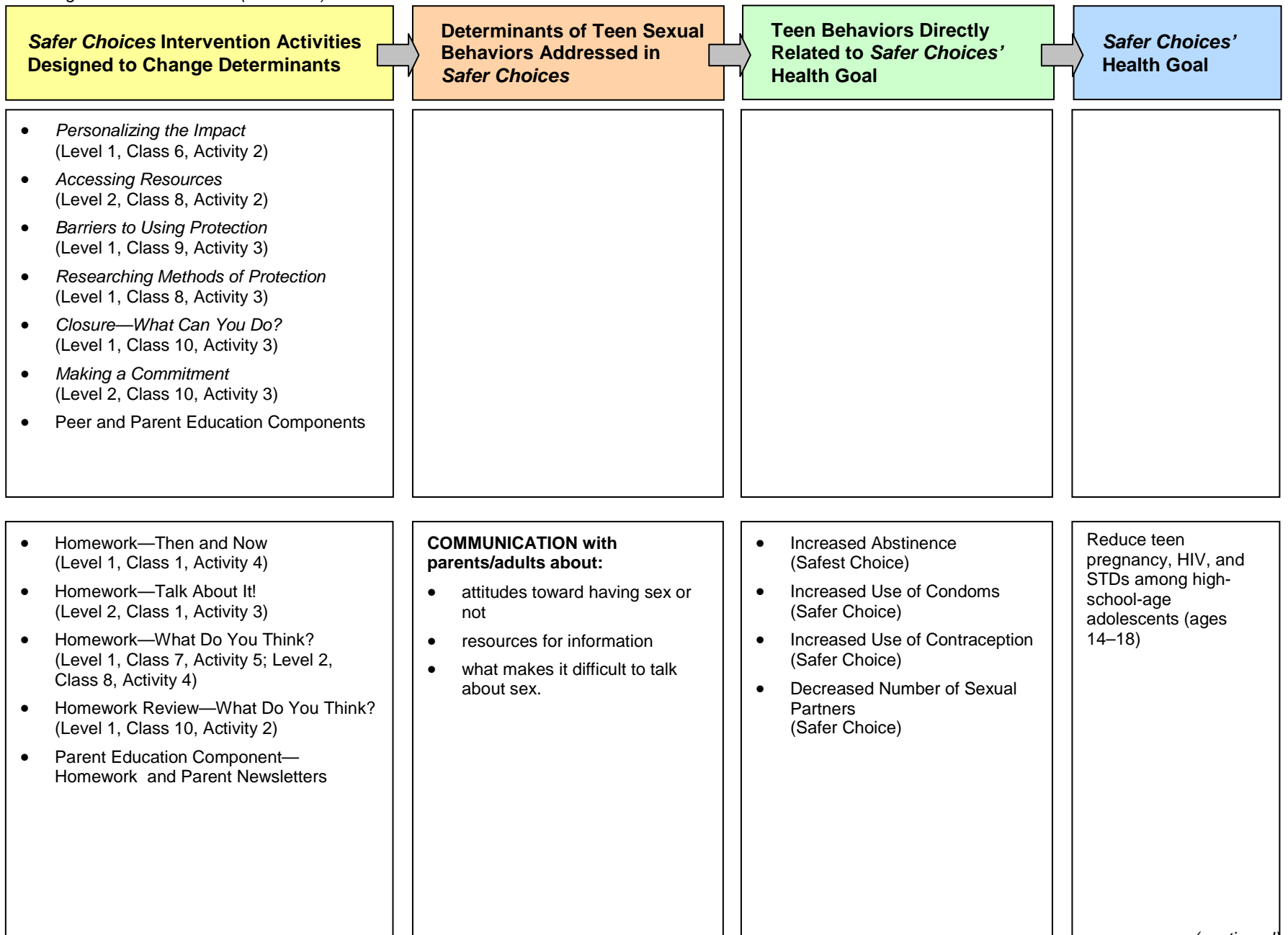


BDI Logic Model at-a-Glance



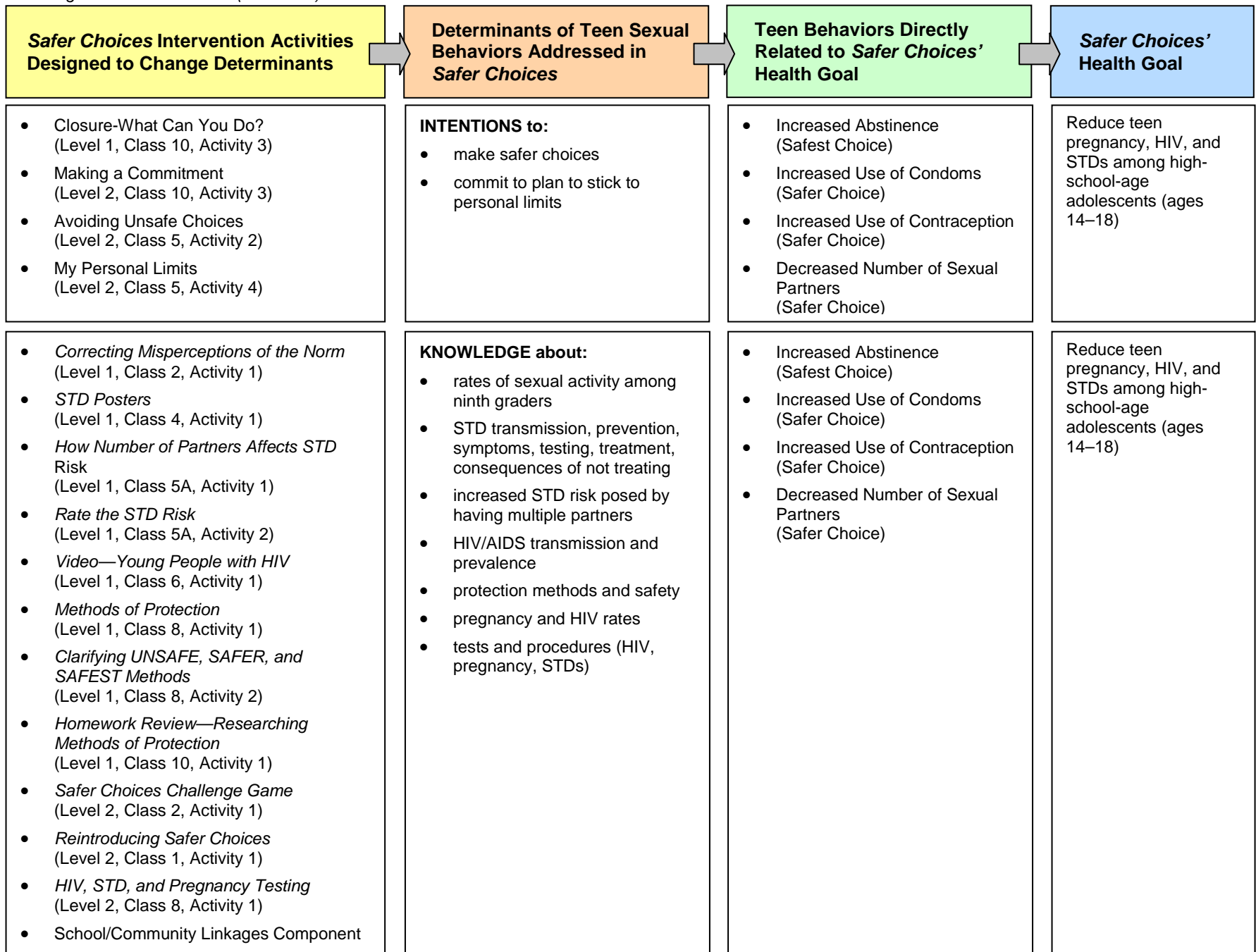
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BDI Logic Model at-a-Glance (continued)

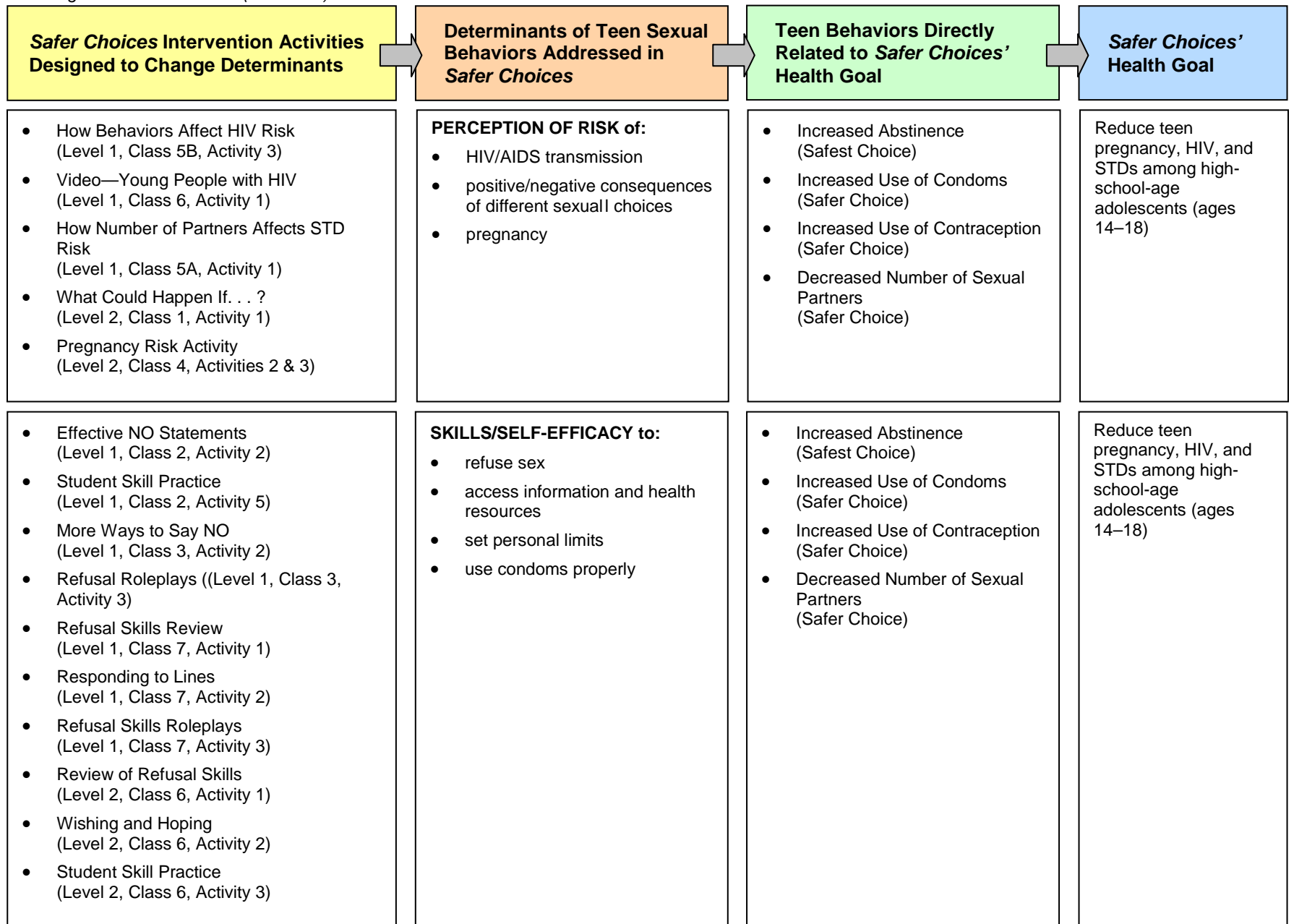


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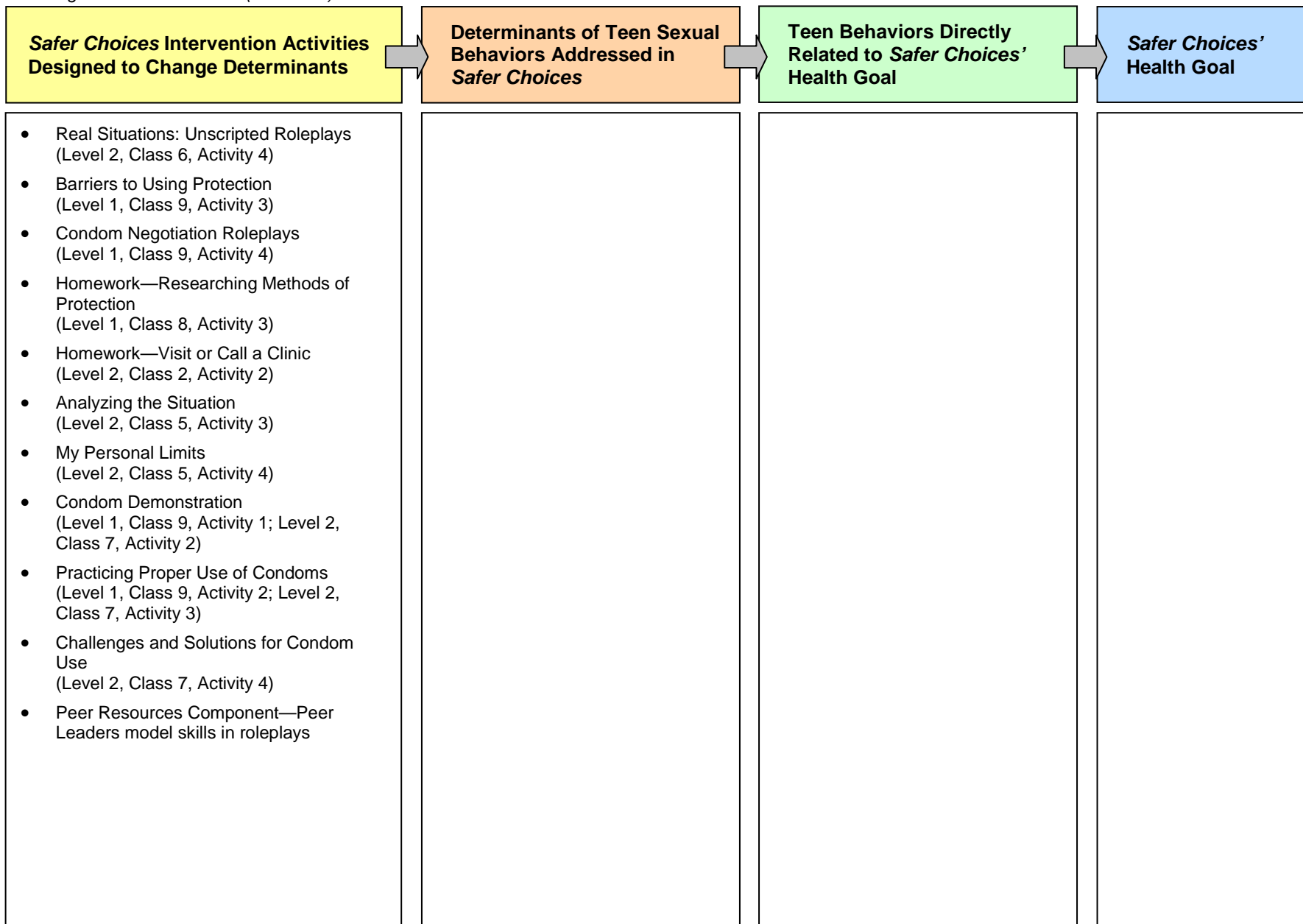
BDI Logic Model at-a-Glance (continued)



BDI Logic Model at-a-Glance (continued)

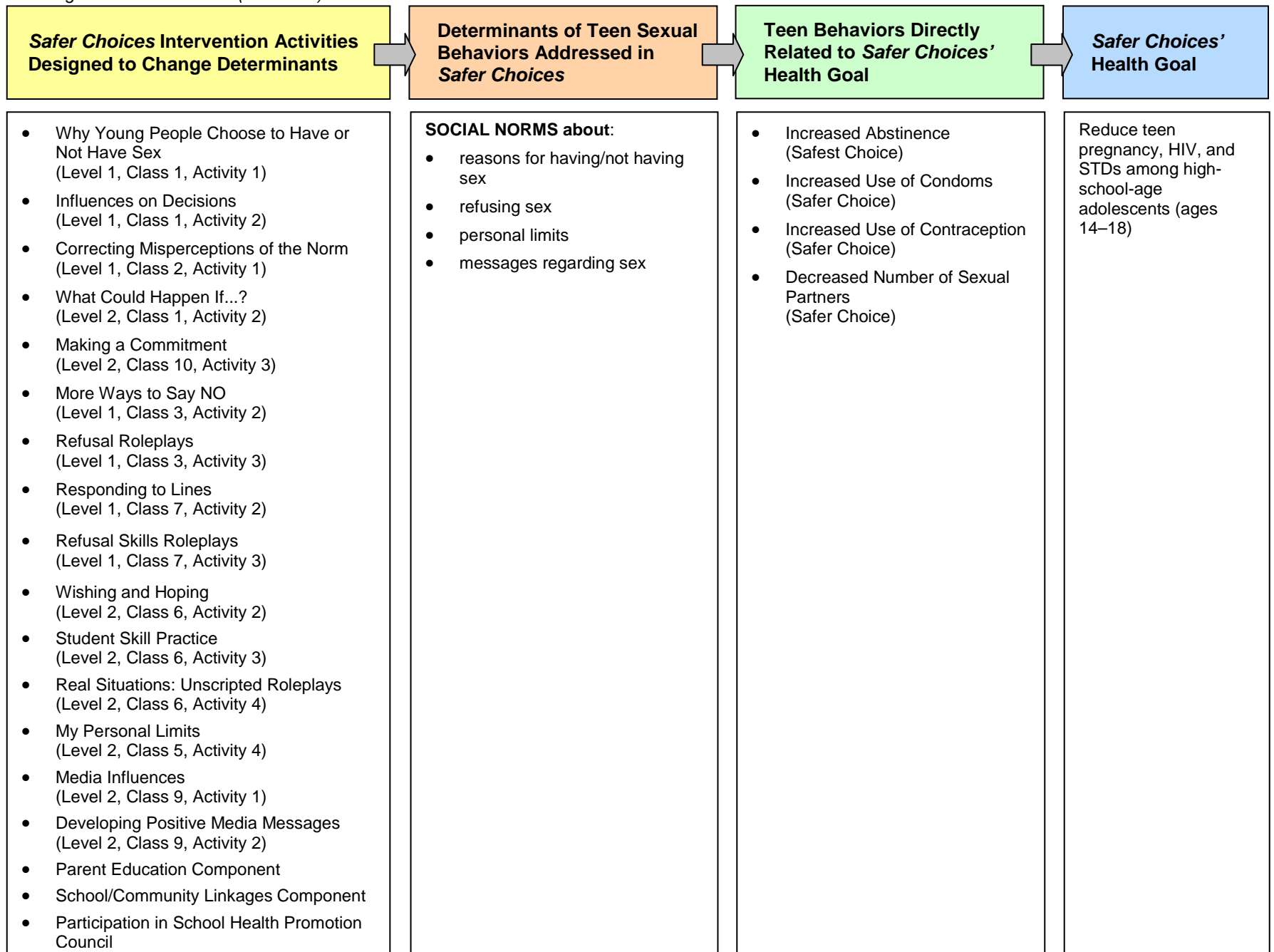


BDI Logic Model at-a-Glance (continued)

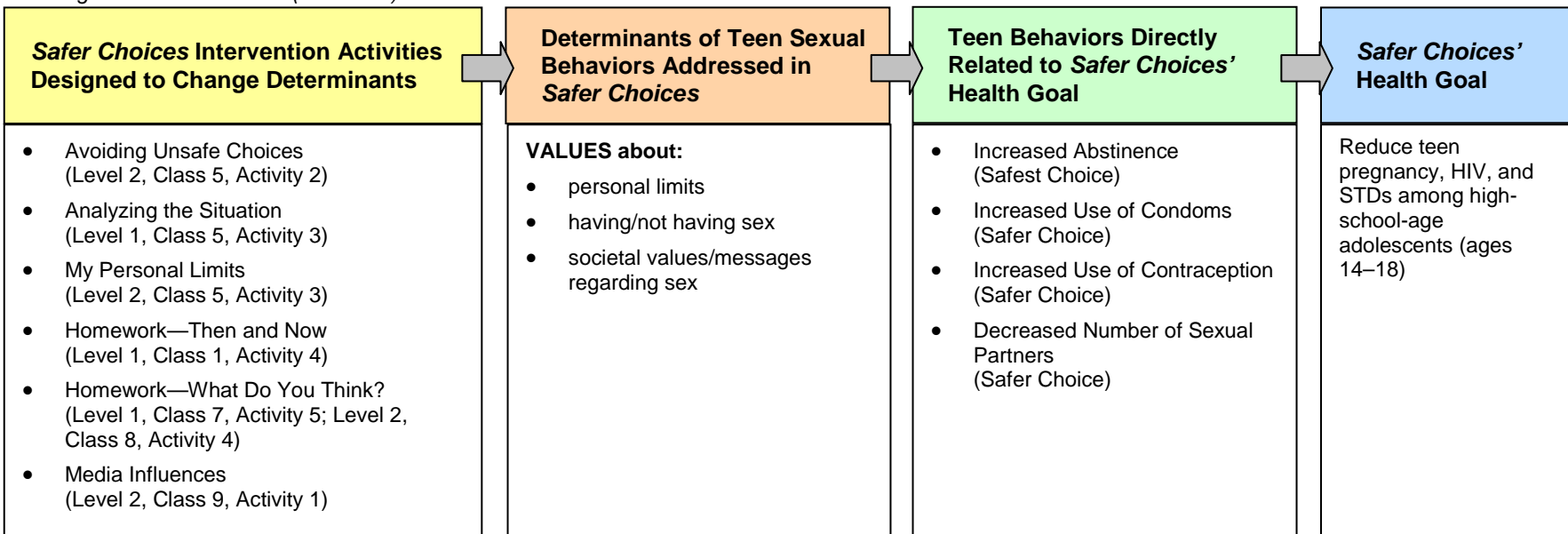


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BDI Logic Model at-a-Glance (continued)



BDI Logic Model at-a-Glance (continued)



Comprehensive BDI Logic Model

Safer Choices Intervention Activities Designed to Change Determinants	Pages	Determinants of Teen Sexual Behaviors Addressed in Safer Choices	Teen Behaviors Directly Related to Safer Choices' Health Goal	Safer Choices' Health Goal
ATTITUDES				
<ul style="list-style-type: none"> 1.1.1: <i>Why Young People Choose to Have or Not Have Sex</i>—Group discussions and worksheets regarding reasons to delay sex. 2.1.2: <i>What Could Happen If?</i>—Small groups analyze sample situations, followed by discussion about positive and negative consequences of having/not having sex and having sex with or without protection. 2.7.5: <i>Homework—What Do You Think?</i>—Discussion with parents/guardians about when it's OK to have sex, what to think about before deciding, and beliefs about condoms/contraception. 2.9.1: <i>Media Influences</i>—Activity in which students identify ways the media influences attitudes and norms about sex and unprotected sex (e.g., sex used to sell things; few consequences shown for unprotected sex). Throughout activities, Peer Leaders play a key role in reinforcing attitudes about not having sex. 	<p>L1, 36–39</p> <p>L2, 36–37</p> <p>L2, 186–187</p> <p>L2, 206–208</p> <p>L1, L2</p>	<p>1. Attitudes about having/not having sex</p>	<p>1. Increased Abstinence (Safest Choice)</p> <p>2. Increased Use of Condoms (Safer Choice)</p> <p>3. Increased Use of Contraception (Safer Choice)</p> <p>4. Decreased Number of Sexual Partners (Safer Choice)</p>	<p>Reduce teen pregnancy, HIV, and STDs among high-school-age adolescents (ages 14–18)</p>

(continued)

Comprehensive BDI Logic Model (continued)

Safer Choices Intervention Activities Designed to Change Determinants	Pages	Determinants of Teen Sexual Behaviors Addressed in Safer Choices	Teen Behaviors Directly Related to Safer Choices' Health Goal	Safer Choices' Health Goal
<ul style="list-style-type: none"> • 1.1.3: <i>Expressing Affection</i>—Activity in which students list two ways to show love and affection without having sex. • 2.5.2: <i>Avoiding Unsafe Choices</i>—Discussion of personal limits in terms of relationships and sex; students are encouraged to know limits ahead of time, watch for situations that challenge their limits, and have plan to stick with limits and deal with challenges. • 2.5.3: <i>Analyzing the Situation</i>—Activity in which students share their responses with class about unsafe choices, think about personal limits regarding relationships and sex and review ways to commit to a personal relationship limit. 	<p>L1, 42</p> <p>L2, 110–113</p> <p>L2, 114</p>	<p>2. Attitudes about personal limits</p>	<ol style="list-style-type: none"> 1. Increased Abstinence (Safest Choice) 2. Increased Use of Condoms (Safer Choice) 3. Increased Use of Contraception (Safer Choice) 4. Decreased Number of Sexual Partners (Safer Choice) 	<p>Reduce teen pregnancy, HIV, and STDs among high-school-age adolescents (ages 14–18)</p>
<ul style="list-style-type: none"> • 1.5B.4: <i>Dealing with a Pregnancy</i>—Worksheet helps students imagine how their lives would change if they were pregnant/got someone pregnant. • 2.4.2 & 2.4.3: <i>Pregnancy Risk Activity</i>—Game in which students roll a die and choose strips from a bag to illustrate the risk of pregnancy. • 2.4.4: <i>The Impact of a Pregnancy</i>—What I Did Last Saturday worksheet helps students think about how their lives would be different with a baby. 	<p>L1, 159–60</p> <p>L2, 93–98</p> <p>L2, 99–100</p>	<p>3. Attitudes about getting pregnant; impact of teen parenthood</p>		

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Comprehensive BDI Logic Model (continued)

Safer Choices Intervention Activities Designed to Change Determinants	Pages	Determinants of Teen Sexual Behaviors Addressed in Safer Choices	Teen Behaviors Directly Related to Safer Choices' Health Goal	Safer Choices' Health Goal
<ul style="list-style-type: none"> 1.6.1: Video—"Young People with HIV"—After viewing a video that features young people who have HIV, students discuss their thoughts and feelings. 2.2.3: People with HIV—Worksheet helps students examine their thoughts and feelings about people with HIV. 2.3.1: Talking with a Person with HIV—Guest speaker and debrief. 	<p>L1, 168–71</p> <p>L2, 64</p> <p>L2, 84–85</p>	<p>4. Attitudes toward people with HIV/AIDS</p>	<ol style="list-style-type: none"> 1. Increased Abstinence (Safest Choice) 2. Increased Use of Condoms (Safer Choice) 3. Increased Use of Contraception (Safer Choice) 4. Decreased Number of Sexual Partners (Safer Choice) 	<p>Reduce teen pregnancy, HIV, and STDs among high-school-age adolescents (ages 14–18)</p>
<ul style="list-style-type: none"> 1.5B.3 How Behaviors Affect HIV Risk—Activity in which students exchange cards to demonstrate risk of HIV transmission 1.6.2: Personalizing the Impact—Students complete How an STD or HIV Would Change My Life worksheet. 2.8.2: Accessing Resources—Activity in which students brainstorm resources and information on health services for HIV, STDs, pregnancy. 	<p>L1, 155–58</p> <p>L1, 172–73</p> <p>L2, 181–182</p>	<p>5. Attitudes about HIV/STDs</p>		
<ul style="list-style-type: none"> 1.9.3: Barriers to Using Protection—Activity in which students brainstorm barriers, share pressure lines about not using condoms, and practice responding to these pressure lines. 	<p>L1, 227–28</p>	<p>6. Attitudes about condoms</p>		
<ul style="list-style-type: none"> 1.8.3: Homework—Researching Methods of Protection—Homework assignment has students go to a drug store to gather information about protective products, such as condoms and spermicides. 1.10.3: Closure—What Can You Do—Students complete a worksheet on what they would do to make SAFER choices in sample situations. 	<p>L1, 213–214</p> <p>L1, 246–48</p>	<p>7. Attitudes about unprotected sex and how to protect yourself</p>		

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Comprehensive BDI Logic Model (continued)

Safer Choices Intervention Activities Designed to Change Determinants	Pages	Determinants of Teen Sexual Behaviors Addressed in Safer Choices	Teen Behaviors Directly Related to Safer Choices' Health Goal	Safer Choices' Health Goal
<ul style="list-style-type: none"> 2.10.3: <i>Making a Commitment</i>—Students make choices about protecting themselves against HIV, STDs, and pregnancy and see/discuss peer choices. 	L2, 223–227	7. Attitudes about unprotected sex and how to protect yourself (continued)		
COMMUNICATION WITH PARENT/ADULT				
<ul style="list-style-type: none"> 1.1.4: <i>Homework—Then and Now</i>—Discussion with parents about dating, pressures to have sex and reasons teens choose not to have sex. 1.7.5 & 2.8.4: <i>Homework—What Do You Think?</i>—Discussion with parents about when it's OK for a person to have sex, things people should think about before deciding, and beliefs about condoms/contraception. 	L1, 43–44 L1, 187–88 L2, 186–187	1. Communication about parent's/adult's attitudes and values about having sex or not	1. Increased Abstinence (Safest Choice) 2. Increased Use of Condoms (Safer Choice) 3. Increased Use of Contraception (Safer Choice) 4. Decreased Number of Sexual Partners (Safer Choice)	Reduce teen pregnancy, HIV, and STDs among high-school-age adolescents (ages 14–18)
<ul style="list-style-type: none"> 1.10.2: <i>Homework Review—What Do You Think?</i>—Students brainstorm potential adult resources. 	L1, 244–45	2. Communication about parents/adults as resources for information		
<ul style="list-style-type: none"> 2.1.3: <i>Homework—Talk About It!</i>—Students interview parents about reasons talking about sex can be difficult. 	L2, 38–39	3. Communication about what makes it difficult to talk about sex		
INTENTIONS				
<ul style="list-style-type: none"> 1.10.3: <i>Closure—What You Can Do</i>—Students review and apply reasons for not having sex, refusal skills and making a plan for future behaviors. 2.10.3: <i>Making a Commitment</i>—Students make choices about protecting themselves against HIV, STDs, and pregnancy and see/discuss peer choices. 	L1, 246–48 L2, 223–227	1. Intentions to make safer choices	1. Increased Abstinence (Safest Choice) 2. Increased Use of Condoms (Safer Choice) 3. Increased Use of Contraception (Safer Choice) 4. Decreased Number of Sexual Partners (Safer Choice)	Reduce teen pregnancy, HIV, and STDs among high-school-age adolescents (ages 14–18)

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Comprehensive BDI Logic Model (continued)

Safer Choices Intervention Activities Designed to Change Determinants	Pages	Determinants of Teen Sexual Behaviors Addressed in Safer Choices	Teen Behaviors Directly Related to Safer Choices' Health Goal	Safer Choices' Health Goal
<ul style="list-style-type: none"> 2.5.2: <i>Avoiding UNSAFE Choices</i>—Students brainstorm list of personal limits; review steps (know limits, watch for situations, have plan to stick to limits); discuss challenges; and brainstorm ways to commit to personal relationship limits. 2.5.4: <i>My Personal Limits</i>—Worksheet helps students define their own personal limits and plan how to deal with challenges. 	<p>L2, 110–113</p> <p>L2, 115</p>	<p>2. Intentions to commit to plan to stick to personal limits</p>	<ol style="list-style-type: none"> 1. Increased Abstinence (Safest Choice) 2. Increased Use of Condoms (Safer Choice) 3. Increased Use of Contraception (Safer Choice) 4. Decreased Number of Sexual Partners (Safer Choice) 	<p>Reduce teen pregnancy, HIV, and STDs among high-school-age adolescents (ages 14–18)</p>
KNOWLEDGE				
<ul style="list-style-type: none"> 1.2.1: <i>Correcting Misperceptions of the Norm</i>—Activity in which students estimate percentage of ninth-graders not having sex; Is Everybody Having Sex? transparency reveals actual norms, and students discuss reasons for misperceptions. 	<p>L1, 56–58</p>	<p>1. Knowledge about rates of sexual activity among ninth-graders</p>	<ol style="list-style-type: none"> 1. Increased Abstinence (Safest Choice) 2. Increased Use of Condoms (Safer Choice) 3. Increased Use of Contraception (Safer Choice) 	<p>Reduce teen pregnancy, HIV, and STDs among high-school-age adolescents (ages 14–18)</p>
<ul style="list-style-type: none"> 1.4.1: <i>STD Posters</i>—Activity in which students review fact sheets and make posters on different STDs, then discuss transmission, symptoms, prevention, treatment for each STD. 1.5A.1: <i>How Number of Partners Affects STD Risk</i>—Signature Sheet worksheet and How STD Spreads transparencies demonstrate how having multiple, concurrent partners increases STD risk and reinforce that the SAFEST choice is not to have sex. 1.5A.2: <i>Rate the STD Risk</i>—Small groups discuss and evaluate risks of different partner scenarios. 	<p>L1, 106–110</p> <p>L1, 128–134</p> <p>L1, 135–138</p>	<p>2. Knowledge about STD transmission, prevention, symptoms, testing, treatment, consequences of not treating</p>	<ol style="list-style-type: none"> 4. Decreased Number of Sexual Partners (Safer Choice) 	

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Comprehensive BDI Logic Model (continued)

Safer Choices Intervention Activities Designed to Change Determinants	Pages	Determinants of Teen Sexual Behaviors Addressed in Safer Choices	Teen Behaviors Directly Related to Safer Choices' Health Goal	Safer Choices' Health Goal
<ul style="list-style-type: none"> 1.6.1: Video—"Young People with HIV"—After a mini-lecture on HIV/AIDS statistics, students watch a video featuring young people with HIV and discuss their impressions; activity ends with a review of HIV/AIDS facts. 	L1, 168–171	3. Knowledge about HIV/AIDS transmission, prevalence	1. Increased Abstinence (Safest Choice)	Reduce teen pregnancy, HIV, and STDs among high-school-age adolescents (ages 14–18)
<ul style="list-style-type: none"> 1.8.1: Methods of Protection—Brainstorm and lecture on different birth control methods, their effectiveness and safety. 	L1, 208–210	4. Knowledge about protection methods and safety	2. Increased Use of Condoms (Safer Choice)	
<ul style="list-style-type: none"> 1.8.2: Clarifying UNSAFE, SAFER, and SAFEST Methods—Activity in which small groups sort cards denoting whether method offers no protection, protection against pregnancy only, or protection against pregnancy and HIV/STDs. 	L1, 211–212		3. Increased Use of Contraception (Safer Choice)	
<ul style="list-style-type: none"> 2.2.1: Safer Choices Challenge Game—Students play a team game to review information from Level 1 of Safer Choices, including information on HIV/AIDS, other STDs, protection and ways to say no. 	L2, 58–60		4. Decreased Number of Sexual Partners (Safer Choice)	
<ul style="list-style-type: none"> 1.10.1: Homework Review—Researching Methods of Protection—Peer Leaders create chart listing recommended stores for obtaining protection, based on Researching Methods of Protection Summary. 	L1, 242–243			
<ul style="list-style-type: none"> 2.1.1: Reintroducing Safer Choices—Review of factual information on pregnancy and HIV and safer choices 	L2, 34–35	5. Knowledge about pregnancy and HIV rates		
<ul style="list-style-type: none"> 2.8.1: HIV, STD and Pregnancy Testing—Students review testing fact sheets for HIV, pregnancy, STDs, then complete Information About Testing worksheet and discuss. 	L2, 178–180	6. Knowledge about different types of tests and procedures (HIV, pregnancy, STDs)		

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Comprehensive BDI Logic Model (continued)

Safer Choices Intervention Activities Designed to Change Determinants	Pages	Determinants of Teen Sexual Behaviors Addressed in Safer Choices	Teen Behaviors Directly Related to Safer Choices' Health Goal	Safer Choices' Health Goal
PERCEPTION OF RISK				
<ul style="list-style-type: none"> 1.5B.3 <i>How Behaviors Affect HIV Risk</i>—Activity in which students exchange cards to demonstrate risk of HIV transmission. 1.6.1: <i>Video—"Young People with HIV"</i>—After a mini-lecture on HIV/AIDS statistics, students watch a video featuring young people with HIV and discuss their impressions; activity ends with a review of HIV/AIDS facts. 	<p>L1, 155–58</p> <p>L1, 168–171</p>	<p>1. Perception of risk of HIV/AIDS transmission</p>	<p>1. Increased Abstinence (Safest Choice)</p> <p>2. Increased Use of Condoms (Safer Choice)</p> <p>3. Increased Use of Contraception (Safer Choice)</p> <p>4. Decreased Number of Sexual Partners (Safer Choice)</p>	<p>Reduce teen pregnancy, HIV, and STDs among high-school-age adolescents (ages 14–18)</p>
<ul style="list-style-type: none"> 1.5A.1: <i>How Number of Partners Affects STD Risk</i>—Signature Sheet worksheet and How STD Spreads transparencies demonstrate how having multiple, concurrent partners increases STD risk and reinforce that the SAFEST choice is not to have sex. 2.1.2: <i>What Could Happen If...?</i>—Students work in groups with Peer Leaders to explore positive/negative consequences of telling a partner they're not ready for sex, having sex before ready, refusing sex without protection, or having sex without protection; emphasis is on positive consequences of making safer/safest choices. 	<p>L1, 128–134</p> <p>L2, 36–37</p>	<p>2. Perception of risk of positive/negative consequences of different sexual choices</p>		
<ul style="list-style-type: none"> 2.4.2 & 2.4.3: <i>Pregnancy Risk Activity</i>—Game in which students choose a numbers from 1 to 6 and stand when Peer Leader rolls die with that number (to signify that they've had unprotected sex and gotten pregnant). Each roll of the die represents one month; after 6–8 months, most students are standing. Round 2 repeats numbers game with Changing Pregnancy Risk strips that illustrate results of using protection and includes a debrief about choices and risks. 	<p>L2, 93–98</p>	<p>3. Perception of risk of pregnancy</p>		

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Comprehensive BDI Logic Model (continued)

Safer Choices Intervention Activities Designed to Change Determinants	Pages	Determinants of Teen Sexual Behaviors Addressed in Safer Choices	Teen Behaviors Directly Related to Safer Choices' Health Goal	Safer Choices' Health Goal
SKILLS & SELF-EFFICACY				
<ul style="list-style-type: none"> 1.2.2: <i>Effective NO Statements</i>—Instructor models four characteristics of a clear NO; roleplays with peer Leaders (Your Friend's Ex-Partner and Trying to Slow Down) demonstrate ineffective and effective refusals; students complete an Observer Checklist and debrief. 	L1, 59–62	1. Refusal skills: <ul style="list-style-type: none"> • NO statements • Alternative actions • Delay tactics • Condom negotiation 	1. Increased Abstinence (Safest Choice) 2. Increased Use of Condoms (Safer Choice) 3. Increased Use of Contraception (Safer Choice) 4. Decreased Number of Sexual Partners (Safer Choice)	Reduce teen pregnancy, HIV, and STDs among high-school-age adolescents (ages 14–18)
<ul style="list-style-type: none"> 1.2.3: <i>Student Skill Practice</i>—Students think about how to respond and work in pairs on a roleplay (Two Hours Alone) to respond to pressure lines with NO statements. 	L1, 63–65			
<ul style="list-style-type: none"> 1.3.2: <i>More Ways to Say NO</i>—Students identify concerns about telling partners they're not ready for sex; instructor introduces Alternative Actions and Delay Tactics and demonstrates; Peer Leaders demonstrate techniques in a roleplay (The Answer is No) while students identify examples of refusal techniques used. 	L1, 85–88			
<ul style="list-style-type: none"> 1.3.3: <i>Refusal Roleplays</i>—Students complete responses to pressure lines for a roleplay (At A Party); small groups led by Peer Leaders read pressure lines and refusals, and complete Observer Checklists. 	L1, 89–90			
<ul style="list-style-type: none"> 1.7.1: <i>Refusal Skills Review</i>—Review of clear NO statements, alternative actions and delay tactics. 	L1, 180			
<ul style="list-style-type: none"> 1.7.2: <i>Responding to Lines</i>—Students give examples of lines used by friends to persuade them to do something, then divide into groups with Peer Leaders and practice using three refusal skills to respond to lines. 	L1, 181–82			

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Comprehensive BDI Logic Model (continued)

Safer Choices Intervention Activities Designed to Change Determinants	Pages	Determinants of Teen Sexual Behaviors Addressed in Safer Choices	Teen Behaviors Directly Related to Safer Choices' Health Goal	Safer Choices' Health Goal
<ul style="list-style-type: none"> 1.7.3: <i>Refusal Skills Roleplays</i>—Students work in small groups with Peer Leaders to complete Ready or Not? roleplay scripts and discuss. 	L1, 183–84	1. Refusal skills: (continued)	1. Increased Abstinence (Safest Choice)	Reduce teen pregnancy, HIV, and STDs among high-school-age adolescents (ages 14–18)
<ul style="list-style-type: none"> 2.6.1: <i>Review of Refusal Skills</i>—Review of clear NO statements, alternative actions and delay tactics. 	L2, 130–131		2. Increased Use of Condoms (Safer Choice)	
<ul style="list-style-type: none"> 2.6.2: <i>Wishing and Hoping</i>—Peer Leaders demonstrate refusal skills in a roleplay; students identify clear “no” messages, alternative actions, and delay tactics. 	L2, 132		3. Increased Use of Contraception (Safer Choice)	
<ul style="list-style-type: none"> 2.6.3: <i>Student Skill Practice</i>—Students complete a roleplay (Speechless No More or Should I Say Anything) and label responses as clear NO, alternative action or, delay tactics; in groups with Peer Leaders, students read pressure lines and respond with their own written refusals. 	L2, 133–136		4. Decreased Number of Sexual Partners (Safer Choice)	
<ul style="list-style-type: none"> 2.6.4: <i>Real Situations: Unscripted Roleplays</i>—Peer Leaders create situations and students write unscripted roleplays using all three types of refusals (clear NO, alternative action, delay tactic) and complete the Real Situations worksheet. Groups present their roleplays in the following class. 	L2, 137–138; 160			
<ul style="list-style-type: none"> 1.9.3: <i>Barriers to Using Protection</i>—Students brainstorm barriers to using protection, then share pressure lines about not using condoms and practice responding to these lines. 	L1, 227–228			
<ul style="list-style-type: none"> 1.9.4: <i>Condom Negotiation Roleplays</i>—In small groups with Peer Leaders, students complete a half-scripted roleplay (Time for a Condom), then practice skills/self efficacy to refuse sex without a condom. 	L1, 229–230			

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Comprehensive BDI Logic Model (continued)

Safer Choices Intervention Activities Designed to Change Determinants	Pages	Determinants of Teen Sexual Behaviors Addressed in Safer Choices	Teen Behaviors Directly Related to Safer Choices' Health Goal	Safer Choices' Health Goal
<ul style="list-style-type: none"> 1.8.3: Homework—Researching Methods of Protection—Homework assignment in which students go to a store to research protective products (condoms, spermicides, foam) and record prices and features. 2.2.2: Homework—Visit or Call a Clinic—Homework assignment in which students brainstorm questions to ask and then visit or call a clinic. Community Resource Guide—Implementation Manual describes how to create a guide to local resources as part of the School-Community Linkages Component. 	<p>L1, 213–214</p> <p>L2, 61–63</p> <p>IM, 185</p>	<p>2. Skill/self-efficacy to access information and health resources</p>	<ol style="list-style-type: none"> 1. Increased Abstinence (Safest Choice) 2. Increased Use of Condoms (Safer Choice) 3. Increased Use of Contraception (Safer Choice) 4. Decreased Number of Sexual Partners (Safer Choice) 	<p>Reduce teen pregnancy, HIV, and STDs among high-school-age adolescents (ages 14–18)</p>
<ul style="list-style-type: none"> 2.5.3: Analyzing the Situation—Activity in which students work in small groups to identify challenges to personal limits by completing a worksheet. 2.5.4: My Personal Limits—Activity in which students think about personal limits related to relationships and sex and complete a worksheet to identify a personal limit and plan ways to stick to this limit in challenging situations. 	<p>L2, 114</p> <p>L2, 115</p>	<p>3. Setting personal limits</p>		
<ul style="list-style-type: none"> 1.9.1 & 2.7.2: Condom Demonstration—Mini-lecture on condom facts and demonstration by instructor, using penis model or fingers. 1.9.2 & 2.7.3: Practicing Proper Use of Condoms—Students practice condom use using fingers, followed by a discussion about comfort level. 	<p>L1, 222–224</p> <p>L2, 161–163</p> <p>L1, 225–226</p> <p>L2, 164–165</p>	<p>4. Proper use of condoms</p>		

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Comprehensive BDI Logic Model (continued)

Safer Choices Intervention Activities Designed to Change Determinants	Pages	Determinants of Teen Sexual Behaviors Addressed in Safer Choices	Teen Behaviors Directly Related to Safer Choices' Health Goal	Safer Choices' Health Goal
<ul style="list-style-type: none"> 2.7.4: <i>Challenges and Solutions for Condom Use</i>—Activity in which students divide into same-gender groups, with Peer Leaders in each group, and identify barriers to using condoms; they complete the Condom Challenges and Solutions worksheet and then share their ideas with the class. 	L2, 166–167	4. Proper use of condoms (continued)		
SOCIAL NORMS				
<ul style="list-style-type: none"> 1.1.1: <i>Why Young People Choose to Have or Not Have Sex</i>—Activity in which same-gender groups brainstorm and complete worksheets on reasons young men and young women choose to have or not have sex, discuss gender differences, and then review common reasons for delaying sex. 	L1, 36–39	1. Social norms about reasons for having/not having sex	<ol style="list-style-type: none"> 1. Increased Abstinence (Safest Choice) 2. Increased Use of Condoms (Safer Choice) 3. Increased Use of Contraception (Safer Choice) 4. Decreased Number of Sexual Partners (Safer Choice) 	Reduce teen pregnancy, HIV, and STDs among high-school-age adolescents (ages 14–18)
<ul style="list-style-type: none"> 1.1.2: <i>Influences on Decisions</i>—Large-group discussion about factors other than gender that influence decisions to have sex; emphasis is on having a choice and the safest choice is to abstain. 	L1, 40–41			
<ul style="list-style-type: none"> 1.2.1: <i>Correcting Misperceptions of the Norm</i>—Large-group discussion about norms, including estimates of how many ninth-graders have sex followed by actual percentages; group discusses reasons for misperceptions. 	L1, 56–58			
<ul style="list-style-type: none"> 2.1.2: <i>What Could Happen If...?</i>—Activity in which small groups with Peer Leaders explore positive and negative consequences of communicating with a partner about having or not having sex, with an emphasis on the positive consequences of safer/safest choices. 	L2, 36–37			

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Comprehensive BDI Logic Model (continued)

Safer Choices Intervention Activities Designed to Change Determinants	Pages	Determinants of Teen Sexual Behaviors Addressed in Safer Choices	Teen Behaviors Directly Related to Safer Choices' Health Goal	Safer Choices' Health Goal
<ul style="list-style-type: none"> • <i>2.10.3: Making a Commitment</i>—Activity in which students make choices about protecting themselves against HIV, STD, and pregnancy and see/discuss peer choices. • <i>Parent Education Component</i>—Implementation Manual describes parent education activities that help shape social norms, including homework, guest speakers, parent newsletters and participation in the School Health Promotion Council. • <i>School Organization and School-Community Linkages Component</i>—Implementation Manual describes use of a Community Resource Guide, HIV-positive speakers, and other activities. 	<p>L2, 223–227</p> <p>IM, 161–182</p> <p>IM, 183–188</p>	<p>1. Social norms about reasons for having/not having sex (continued)</p>	<p>1. Increased Abstinence (Safest Choice)</p> <p>2. Increased Use of Condoms (Safer Choice)</p> <p>3. Increased Use of Contraception (Safer Choice)</p> <p>4. Decreased Number of Sexual Partners (Safer Choice)</p>	<p>Reduce teen pregnancy, HIV, and STDs among high-school-age adolescents (ages 14–18)</p>
<ul style="list-style-type: none"> • <i>1.3.2: More Ways to Say NO</i>—Students identify concerns about telling partners they're not ready for sex; instructor introduces Alternative Actions and Delay Tactics and demonstrates; Peer Leaders demonstrate techniques in a roleplay (The Answer is No) while students identify examples of refusal techniques used. • <i>1.3.3: Refusal Roleplays</i>—Students complete responses to pressure lines for a roleplay (At a Party); small groups led by Peer Leaders read pressure lines and refusal, and complete Observer Checklists. • <i>1.7.2: Responding to Lines</i>—Students give examples of lines used by friends to persuade them to do something, then divide into groups with Peer Leaders and practice using three refusal skills to respond to lines. 	<p>L1, 85–88</p> <p>L1, 89–90</p> <p>L1, 181–82</p>	<p>2. Social norms about refusing sex</p>		

(continued)

Comprehensive BDI Logic Model (continued)

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<ul style="list-style-type: none"> • 1.7.3: <i>Refusal Skills Roleplays</i>—Students work in small groups with Peer Leaders to complete Ready or Not? roleplay scripts and discuss. • 2.6.2: <i>Wishing and Hoping</i>—Peer Leaders demonstrate refusal skills in a roleplay; students identify clear “no” messages, alternative actions, and delay tactics. • 2.6.3: <i>Student Skill Practice</i>—Students complete a roleplay (Speechless No More or Should I Say Anything?) and label responses as clear NO, alternative action or, delay tactics; in groups with Peer Leaders, students read pressure lines and respond with their own written refusals. • 2.6.4: <i>Real Situations: Unscripted Roleplays</i>—Peer Leaders create situations and students write unscripted roleplays using all three types of refusals (clear NO, alternative action, delay tactic) and complete the Real Situations worksheet. Groups present their roleplays in the following class. 	<p>L1, 183–84</p> <p>L2, 132</p> <p>L2, 133–136</p> <p>L2, 137–138; 160</p>	<p>2. Social norms about refusing sex (continued)</p>	<ol style="list-style-type: none"> 1. Increased Abstinence (Safest Choice) 2. Increased Use of Condoms (Safer Choice) 3. Increased Use of Contraception (Safer Choice) 4. Decreased Number of Sexual Partners (Safer Choice) 	<p>Reduce teen pregnancy, HIV, and STDs among high-school-age adolescents (ages 14–18)</p>
<ul style="list-style-type: none"> • 2.5.4: <i>My Personal Limits</i>—Activity in which students think about personal limits related to relationships and sex and complete a worksheet to identify a personal limit and plan ways to stick to this limit in challenging situations. 	<p>L2, 115</p>	<p>3. Social norms about personal limits</p>		

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Comprehensive BDI Logic Model (continued)

Safer Choices Intervention Activities Designed to Change Determinants	Pages	Determinants of Teen Sexual Behaviors Addressed in Safer Choices	Teen Behaviors Directly Related to Safer Choices' Health Goal	Safer Choices' Health Goal
<ul style="list-style-type: none"> 1.1.4: Homework—Then and Now—Discussion with parents about dating, pressures to have sex and reasons teens choose not to have sex. 1.7.5 & 2.8.4: Homework—What Do You Think?—Discussion with parents about when it's OK for a person to have sex, things people should think about before deciding, and beliefs about condoms/contraception. 	<p>L1, 43–44</p> <p>L1, 187–188 L2, 186–187</p>	<p>2. Values about having/not having sex</p>	<ol style="list-style-type: none"> 1. Increased Abstinence (Safest Choice) 2. Increased Use of Condoms (Safer Choice) 3. Increased Use of Contraception (Safer Choice) 4. Decreased Number of Sexual Partners (Safer Choice) 	<p>Reduce teen pregnancy, HIV, and STDs among high-school-age adolescents (ages 14–18)</p>
<ul style="list-style-type: none"> 2.9.1: Media Influences—Activity in which students identify ways the media influences attitudes and norms about sex and unprotected sex (e.g., sex used to sell things; few consequences shown for unprotected sex); they identify specific messages and discuss whether these messages are positive/negative, realistic, show consequences, etc. 	<p>L2, 206–208</p>	<p>3. Values about societal values/messages regarding sex</p>		