

Identified by
the CDC as a
"Best Evidence"
Intervention

Making A Difference!



GRANTEE GUIDE

An Evidence-Based, Abstinence Approach
to Teen Pregnancy, STD and HIV Prevention



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This manual is for use by school educators, family life educators, teen pregnancy prevention and HIV/STD educators, and staff working with youth in community-based programs. The material within this manual may not be cited, quoted, duplicated, circulated, or used for other projects. Questions about this program should be directed to:

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MODULE BY MODULE OUTLINE

Module 1: Getting to Know You and Steps to Making Your Dreams Come True **Time**

Activity A: Welcome and Program Overview	5 min
Activity B: Talking Circle.....	10 min
Activity C: Creating Group Rules	5 min
Activity D: <i>Making A Difference: Be Proud! Be Responsible!</i> Brainstorm	5 min
Activity E: Brainstorming about Teens and Sex	10 min
Activity F: <i>Goals and Dreams</i> Timeline	15 min
Activity G: Brainstorming Obstacles to Your Goals and Dreams	10 min

Module 2: Understanding Adolescent Sexuality and Abstinence **Time**

Activity A: Puberty and Adolescent Sexual Development (DVD and Discussion)	30 min
Activity B: Why Some Teens Have Sex	10 min
Activity C: How Do People Express Their Sexual Feelings? What is Abstinence?	10 min
Activity D: Benefits of Sex/Benefits of Abstinence	10 min

Module 3: The Consequences of Sex: Pregnancy **Time**

Activity A: Myths and Facts About Pregnancy	10 min
Activity B: <i>Your Valentine's Day Gift</i> (Scripted Role-Play)	15 min
Activity C: <i>Tanisha & Shay</i>	20 min
Activity D: <i>Jamal and Keisha – A Romance</i>	15 min

Module 4: The Consequences of Sex: STDs	Time
Activity A: Sexually Transmitted Diseases Brainstorm and Discussion	20 min
Activity B: Don't Pass It Along (The Transmission Game)	15 min
Activity C: STOP, THINK, AND ACT—Introduction to Problem-Solving	10 min
Activity D: STOP, THINK, AND ACT—Problem-Solving in Pairs	15 min
Module 5: The Consequences of Sex: HIV Infection	Time
Activity A: <i>The Subject Is: HIV</i> - DVD and Discussion	30 min
Activity B: HIV Risk Continuum	10 min
Activity C: The AIDS Basketball Game	20 min
Module 6: Attitudes, Beliefs, And Giving Advice About HIV/STDs and Abstinence	Time
Activity A: Seeing the Positive in Yourself	10 min
Activity B: Agree/Disagree—Attitudes about Abstinence	10 min
Activity C: Understanding Messages of Sex	5 min
Activity D: Nina Next Door	15 min
Activity E: Calling Koko	20 min
Module 7: Responding to Peer Pressure and Partner Pressure	Time
Activity A: Agree/Disagree – Understanding Peer Pressure	10
Activity B: Responding to Peer Pressure	20
Activity C: Knowing and Setting Physical Limits	15
Activity D: Introduction to S.T.O.P. and Scripted Role-Plays	15
Module 8: Role-Plays: Refusal and Negotiation Skills	Time
Activity A: Introduction to S.T.O.P. Abstinence Negotiation Skills	10
Activity B: Enhancing S.T.O.P.: Partner Role-Playing	40
Activity C: Talking to Your Partner About Abstinence: Information Review	5
Activity D: Talking Circle	5

MODULE GOALS AND OBJECTIVES

Module 1: Getting to Know You and Steps to Making Your Dreams Come True

Goals

The goals of this module are to:

- Provide participants with an overview of the program.
- Increase participants' personal investment and comfort in participating in the program.
- Increase participants' ability to identify realistic goals for their future.
- Increase participants' confidence about making proud and responsible decisions to protect themselves and their community from pregnancy and STDs including HIV.

Learning Objectives

After completing this module, participants will be able to:

- Identify several rules for group participation that will facilitate discussion and learning.
- Identify what it means to be proud and responsible.
- Describe the benefits of "proud" and "responsible" behavior.
- Identify at least two reasons why teens have sex, the consequences of sex, and strategies for reducing those consequences.
- Describe at least one goal they wish to achieve in the future.
- Identify barriers to achieving their personal goals and strategies for overcoming them.

Module 2: Understanding Adolescent Sexuality and Abstinence

Goals

The goals of this module are to:

- Review information about why teenagers have sex.
- Increase participants' knowledge about physical, emotional, and sexual development associated with puberty.
- Increase participants' awareness of the pressures to become involved in sexual activity.
- Increase participants' awareness of the benefits of abstinence.

Learning Objectives

After completing this module, participants will be able to:

- Identify the physical, emotional, and sexual development that occurs during puberty.
- Identify sexual messages from the media, peers, and parents.
- Identify the sexual behaviors to avoid when practicing abstinence.
- Identify some of the benefits of abstinence.

Module 3: The Consequences of Sex: Pregnancy

Goals

The goals of this module are to:

- Increase participants' understanding of pregnancy as a consequence of sex.
- Increase participants' perception that they are vulnerable to getting pregnant or getting someone pregnant.

Learning Objectives

After completing this module, participants will be able to:

- Distinguish myths from facts about pregnancy.
- Express positive feelings toward pregnancy prevention.
- Identify negative consequences of teen pregnancy.

Module 4: The Consequences of Sex: STDs

Goals

The goals of this module are to:

- Increase participants' knowledge about sexually transmitted diseases.
- Increase participants' perceived vulnerability to STDs.
- Introduce participants to problem-solving steps as a way of thinking through and coping with sexual choices.

Learning Objectives

After completing this module, participants will be able to:

- Identify the signs and symptoms of the most common STDs.
- Identify how STDs, including HIV, are transmitted.
- Acknowledge their risk for contracting an STD.
- State how using problem-solving steps can help avoid risky situations.
- State and explain the three steps of problem-solving.

Module 5: The Consequences of Sex: HIV Infection

Goals

The goals of this module are to:

- Increase participants' perceived vulnerability to HIV.
- Increase participants' knowledge about HIV/AIDS and HIV risk-associated behavior.
- Help participants identify behaviors that place people at risk for contracting sexually transmitted diseases, including HIV infection.

Learning Objectives

After completing this module, participants will be able to:

- Identify the basic facts about HIV and AIDS.
- Identify which behaviors are low risk, high risk, and no risk for contracting the most deadly STD - HIV infection.
- Identify a person's risk of HIV infection as a result of engaging in various sexual and non-sexual behaviors.
- Identify how HIV infection can be prevented.

Module 6: Attitudes, Beliefs, And Giving Advice About HIV/STDs and Abstinence

Goals

The goal of this module is to:

- Use information about self-esteem to help participants begin to understand the need to practice abstinence.

Learning Objectives

After completing this module, participants will be able to:

- Identify and state at least five positive characteristics about themselves.
- Explain how self-esteem affects decision-making.

Module 7: Responding to Peer Pressure and Partner Pressure

Goals

The goals of this module are to:

- Increase participants' awareness of the characteristics of peer pressure.
- Increase participants' ability to resolve pressure situations.
- Help participants identify personal limitations and boundaries regarding sexual physical contact.
- Increase participants' refusal and negotiation skills regarding abstinence.
- Use information about self-esteem and peer pressure to help participants begin to understand the need to practice abstinence.

Learning Objectives

After completing this module, participants will be able to:

- o List the correct steps to using a condom.

- Identify the specific sexual behaviors that fit within their personal comfort zone.
- Recognize pressure from peers to engage in sexual activity.
- Advocate for abstinence with other young teens.

Module 8: Role-Plays: Refusal and Negotiation Skills

Goals

The goals of this module are to:

- Increase the participants' communication, negotiation, and refusal skills regarding abstinence.
- Enhance participants' ability to resist situations that place them at risk for pregnancy, STDs and HIV.
- Increase participants' sense of pride and responsibility in negotiating abstinence.

Learning Objectives

After completing this module, participants will be able to:

- Identify strategies for negotiating abstinence in romantic relationships.
- Identify and explain the characteristics of saying “NO” effectively.
- Identify and explain the body language needed for saying “NO” effectively.
- Express confidence in their ability to say “NO” To risky situations involving sexual behaviors.
- Demonstrate the ability to negotiate abstinence with a partner.
- Express pride in sticking to their decision to abstain from risky sexual behaviors.

CORE ELEMENTS, KEY CHARACTERISTICS & LOGIC MODEL

Core Elements:

Core Elements are the components of a curriculum that represent its theory and logic. They must be maintained with fidelity and without alteration in order to ensure the program's effectiveness. Fidelity means conducting a program by following the Core Elements, protocols, procedures, and content set by the research study that determined the program's effectiveness.

The developers have reasoned that when teaching adolescents strategies to practice abstinence and reduce their risk for HIV, STDs and pregnancy, one must go beyond simply giving students correct information. Instructors must also build students' perception of vulnerability and bolster positive attitudes and outcome expectancies while building self-efficacy and skills to negotiate and practice abstinence. As such, the Core Elements have been organized into two sections: Content Core Elements and Implementation Core Elements. Content Core Elements are the essential ingredients in what is being taught in the intervention that is believed to change risk behaviors. Implementation Core Elements are the essential ingredients in how the intervention can be implemented with a fidelity that would result in a positive learning experience with good outcomes. Here is a comprehensive list of these elements:

Content Core Elements

Content Core Element 1: Teach correct information about HIV, STDs and pregnancy and prevention strategies, including:

- HIV, etiology, transmission and prevention.
- STDs, etiology, types, transmission and prevention.
- Pregnancy and prevention.
- Puberty and adolescent development.

Content Core Element 2: Address behavioral attitudes/outcome expectancies:

- Prevention Belief: Abstinence can eliminate the risk of HIV, STDs and pregnancy.
- Goals and Dreams Beliefs: Sexual involvement might interfere with one's goals and dreams for education and a career.

- Partner Reaction Belief: One's partner would not approve of abstinence.
- Personal Vulnerability to HIV, STD and Pregnancy Belief: HIV, STD and pregnancy could happen to them if they have sex.

Content Core Element 3: Build negotiation skills and problem-solving skills:

- Teach negotiation, refusal and reframing skills using the 4-step S.T.O.P. Technique to respond to a partner's negative reaction towards abstinence.
- Use role-playing activities to practice negotiation, refusal and reframing skills.
- Build participants' skills in problem solving and getting out of risky situations.

Content Core Element 4: Build self-efficacy in adolescents and a desire to practice abstinence:

- Incorporate the theme "Making A Difference! Be Proud! Be Responsible!" throughout the intervention.
- Build participants' confidence in their skills by incorporating positive reinforcement, support and constructive feedback in all intervention activities, especially in the role-plays.

Implementation Core Elements

Implementation Core Elements are integral to the intervention. They describe *how* the intervention should be implemented.

Implementation Core Element 1: To demonstrate a caring and supportive attitude, the facilitator should:

- Create a supportive and caring environment.
- Demonstrate empathy throughout the intervention. Students must understand that instructors truly care about them and their success. Active listening, eye contact, supportive feedback, refusing to pass judgmental, etc. are all essential ingredients for this process.

Implementation Core Element 2: Integrate and use the core intervention materials only:

- The Facilitator Curriculum Manual, posters and activity materials.
- The DVDs specifically selected for intervention.

Implementation Core Element 3: Type of facilitator must:

- Be specially trained health educator, school educator, family life educator, teen pregnancy and HIV/STD educators or staff working with youth in community-based programs.
- Use highly participatory and interactive skills
- Be able to work with youth, relate to them and their life circumstances and believe in the youth and in their resilience

Implementation Core Element 4: Implementation delivery style:

- Delivery of intervention must be highly participatory and very interactive
- Facilitator cannot add any other educational materials, social gatherings, community events, etc. to this program during the span of the intervention and evaluation

Key Characteristics:

Key Characteristics are activities and delivery methods for conducting a program that, while considered of great value and assistance, can be altered without changing the effectiveness of the program. These activities and delivery methods can be modified for different agencies and populations.

Changes to the Key Characteristics allow your agency to make accommodations to meet the needs of your participants. Adaptations to this program should only occur when steps can be taken to enhance the delivery of the program to the participants.

There are 8 Key Characteristics of the *Making A Difference!* Intervention:

- 1. Type of facilitator/educator:** In the original study, the facilitators were community leaders, counselors and teachers. You may vary your facilitator type to include others such as health educators, nurses, etc. as long as they have experience working with teens. Peer facilitators, if desired, should be paired with an adult facilitator.
- 2. Setting:** In the original study, the intervention was implemented in schools on Saturday. You may vary the setting to include other sites, such as clinics, community based organizations or schools during the regular school day or in after school programming, etc. However, the activities must remain interactive and all of the youth must have a chance to participate and practice new skills.

If you are integrating this curriculum into the school class period, you must remember that class periods are less than an hour (for which the curriculum is designed). Contact Select Media (www.selectmedia.org) to determine how to best spread the curriculum over more than eight sessions and still cover all of the material with fidelity.

- 3. Number of days to deliver modules:** The intervention can be implemented in eight sessions of sixty minutes each or in four 2-hour modules. In community settings, it can be implemented in a two-day format (4 hours each day), an eight-day format (1 hour each day). All 8 modules must be implemented in order. However, you should try to complete this intervention in a 2-week period, if possible.
- 4. Gender composition of the group:** In the original study, the groups were mixed with boys and girls. You can vary this and deliver it with boys only, girls only or with mixed gender groups.
- 5. Race of facilitator:** In the study, the facilitators were African American adults. You can use facilitators from different ethnic backgrounds as long as they demonstrate that they have the skills and characteristics of a good facilitator, including good listening skills, a caring attitude, are non-judgmental, etc.
- 6. Race of the participants:** In the original study, the participants were African American teens. You can vary this and use this curriculum with teens from different races. You might want to change the names of the teens in the role-plays and the settings of the situations to be culturally and ethnically appropriate/relevant.
- 7. Age of the participants:** The students in the study were ages 11-14. This intervention can also be used with older teens. However, if you add older teens you should not have an 11 year old with a 15 year old. Divide the groups using similar age ranges.
- 8. Group size:** In the original study, the group size was 6-12 teens in a group. If you want to enlarge your group be sure to add additional facilitators to ensure that the activities remain interactive and the youth are able to participate and practice new skills.

IMPLEMENTATION FIDELITY CONCERNS:

If you still have concerns about implementing with fidelity for this grant or wish to discuss your application in detail please contact Select Media (www.selectmedia.org) at 1-800-707-6334 or contact the Director of Training and Technical Assistance, Mika Keegstra, MPH at mika@selectmedia.org.

LOGIC MODEL

Issue/Problem

Having unprotected sex due to:

- Limited information
- Negative attitudes and beliefs regarding abstinence
- Minimal negotiation and refusal skills
- Low self-efficacy or lack of confidence to negotiate abstinence
- Minimal problem solving skills

Inputs

- *Making A Difference!* curriculum and materials
- Facilitator training and materials
- Participant recruitment
- Agency space

Activities

- Provide activities that will increase knowledge about HIV and STD transmission and pregnancy prevention strategies
- View DVDs
- Provide opportunity to practice abstinence skills
- Facilitate activities that build confidence and self-efficacy to negotiate abstinence
- Provide activities that encourage proud and responsible behaviors
- Facilitate activities that build skills in problem solving and how to get out of risky situations
- Create a caring and trusting atmosphere within group setting
- Facilitate referrals

Outputs

- *Making A Difference!* curriculum implemented with fidelity
- DVDs viewed
- Abstinence, negotiation and refusal skills discussed
- Negotiation and refusal skills practiced, using role-plays
- Problem-solving skills and how to get out of risky situations
- Referrals made

Immediate Outcomes

- Increased knowledge about HIV and STD infection, transmission and unplanned pregnancy
- Increased perception of risk for HIV, STD and unplanned pregnancy
- Bolstered positive attitudes and beliefs regarding condom use and condom negotiation
- Increased intentions to use condoms, consistently and correctly

Intermediate Outcomes

- Improved negotiation and refusal skills
- Reduction in the incidence of unprotected sex
- Increased confidence to practice abstinence

Long Term Outcomes

- Reduction in risky behavior
- Reduction of unprotected sex
- Delay in sexual debut

Impact

- Reduction in HIV and STDs among adolescents
- Reduction of unplanned pregnancy among adolescents

Assumptions

Adolescents may not practice safer-sex because they:

- Don't perceive themselves to be at risk
- Don't have knowledge about HIV/STD transmission, unplanned pregnancy, risk behaviors and condom use
- Have negative attitudes towards practicing abstinence
- Don't know how to express themselves sexually without having sex
- Don't have the skills to negotiate abstinence
- Don't have the confidence or power to negotiate abstinence
- Don't feel valued

Adolescents will change their behavior if:

- Program and messages targeted for them are specific
- Program is implemented in a caring and supportive manner
- They can learn the skills needed, i.e., negotiation and refusal skills
- They have positive attitudes and beliefs towards abstinence
- They feel that their partner will react positively to practicing abstinence
- They feel that abstinence will prevent HIV/STD transmission and unplanned pregnancy
- They feel valued and believe in themselves and their skills
- They have opportunity to practice these skills with supportive feedback

SAMPLE OF PROGRAM MONITORING AND EVALUATION WITH SMART OBJECTIVES

Monitoring and evaluation often begins with the identification of program objectives. It is a good idea to write SMART process and outcome objectives for your evaluation program. To be SMART, these objectives must be Specific, Measurable, Appropriate, Realistic, and Time-Based.

- **Specific:** Identifies concrete events or actions that will take place; answers the question, "Does the objective clearly specify what will be accomplished?"
- **Measurable:** Quantifies resources, activities, or changes; answers the question, "Does the objective state how much is to be delivered or how much change is expected?"
- **Appropriate:** Logically relates the overall problem statement and desired effects of the program; answers the question, "Does the objective make sense in terms of what the program is attempting to accomplish?"
- **Realistic:** Provides an attainable action that can be achieved with available resources and plans for implementation; answers the question, "Is the objective achievable given available resources and experience?"
- **Time-Based:** Specifies the time within which the objective will be achieved; answers the question, "Does the objective specify when desired results will be achieved?"

You can refer to the following table to develop SMART objectives for your fundamental questions.

SMART Process Objectives:

These objectives address what processes or activities need to take place before HIV, STD and pregnancy prevention outcome objectives can be met. The activities identified in the logic model in the previous section can be used to identify variables for SMART process objectives. SMART process objectives identify specific activities to be completed by specific dates, such as the number of teens to recruit with the characteristics of the adolescents in the target population or the use of skilled facilitators to implement group sessions.

Question	Monitoring and evaluation activity	Sources of information about the question	How answers can be used to improve the program
Recruitment			
How many participants did we plan to recruit? ¹	n/a	Pre-Implementation planning data SMART Objectives	Data can be used to strengthen recruitment efforts and inform more accurate planning.
How many participants did we actually recruit? ²	Process monitoring	Recruitment plan Number of participants recruited documented by session sign-in sheets	
Was there a difference?	Process evaluation	Comparison between planned and actual numbers of recruits	
Target Population			
What are the characteristics of our target population (e.g., race, ethnicity, age, behaviors, and risk factors)?	n/a	Pre-Implementation planning data Logic model's problem statement Participants' demographics and risk factors collected with a youth intake form	Data can be used to target recruitment activities and provide evidence of prevention needs for additional at-risk populations.
What were the characteristics of the participants?	Process monitoring	Comparison between the characteristics of participants you planned to recruit and the characteristics of the actual participants.	
Was there a difference?	Process evaluation		

Question	Monitoring and evaluation activity	Sources of information about the question	How answers can be used to improve the program
Participant Retention			
How many participants did we think would complete all sessions?	n/a	Pre-Implementation planning data SMART objectives Sign-in sheets from each session	Data can be used to strengthen recruitment efforts, inform agency policies on use of incentives, and foster discussion of strategies for teen engagement.
What actually happened?	Process monitoring	Comparison between planned and actual participation	
Was there a difference?	Process evaluation		
Fidelity of Implementation			
Was the program carried out in accordance with the Implementation Manual and with fidelity to core elements?	Process monitoring and process evaluation (also referred to as quality assurance)	Fidelity checklists on required activities and core elements Quality assurance plan Notes from facilitators Notes from persons who observed the program	Completed fidelity checklists and other sources of information can indicate whether the evidence-based program was implemented properly and can be used to understand subsequent outcome monitoring data.

Question	Monitoring and evaluation activity	Sources of information about the question	How answers can be used to improve the program
Outcomes			
What outcomes did we expect participants to achieve?	n/a	Pre-Implementation planning data	
What outcomes did participants actually experience?	Outcome monitoring	Logic model's outcomes in terms of mediating variables and behavior change variables	
Was there a difference?	Assessment of pre- and post-test data	<p>Monitoring and evaluation plan</p> <p>SMART objectives</p> <p>Data that measure mediating variables and variables for behavior change collected with a pre- and post-test instrument</p> <p>Comparison between planned outcomes and actual outcomes measured with outcome monitoring instruments/tools</p>	<p>Positive outcomes can be used to show intervention success Post-test data that reveal unwanted outcomes can indicate that changes are needed in either program design or delivery or both.</p>

PRE-QUESTIONNAIRE

Date: _____

(7-14)

The questions in this booklet are about things related to your health, as well as general questions about your background. Some questions ask about what you know; others ask your opinion on things; and others ask about things you may or may not have done. There is always an answer that lets you tell us when you have not done things, as well as when you have done them. Knowing what you have not done is just as important as knowing what you have done.

Some of the questions are very personal and ask about different sexual activities that some people do. These particular questions are very blunt and to the point—questions you probably have never seen on a questionnaire before. Most of the questions are not like this, however. If a question bothers you so much that you do not want to answer it, you can skip that question and continue with the questionnaire. We warn you about the questions that are personal and blunt so that you will not be surprised when you see them. Please answer all of the questions honestly. Your answers will be kept completely confidential; no one from your school or home will ever see your answers. Please work by yourself, and do not talk with others while you are answering the questions.

IMPORTANT! WRITE YOUR CODE NUMBER HERE: _____

(1-4)

LINE (5)

Time Started: _____.

Time Finished: _____.

Asst. Req'd.? Circle: (1) none (2) low (3) high (6)

PLEASE PRINT THE FOLLOWING SENTENCE ON THE LINE BELOW:

“The quick brown fox jumps over the lazy dog.”

A. BACKGROUND INFORMATION

We would like some general information about you, like your age, so we can describe the kinds of people who answered these questions.

1. How old are you? _____ years (16-17)
2. What is your gender? Male Female (18)
3. Are you now in school? No Yes (19)
If NO, what was the last grade you completed? _____ (20-21)
If YES, what grade are you in now? _____ (22-23)
4. Are you Black/African American? No Yes (24)
5. Are you Hispanic/Latino? No Yes (25)
6. If you are Hispanic/Latino, are you: (26)
 I am not Hispanic/Latino Mexican
 Puerto Rican South American
 Dominican Central American
 Cuban Other (Specify country: _____)
7. Are you White? No Yes (27)
8. Are you Caribbean/West Indian? No Yes (28)
9. Are you American Indian or Alaskan Native? No Yes (29)
10. Are your parents married to each other now? No Yes (30)
11. Were your parents ever married to each other? No Yes (31)
12. Are your parents married, but currently separated? No Yes (32)
13. Does your mother work? No Yes (33)
14. Does your father work? No Yes (34)
15. Did your mother finish high school? No Yes Do not know (35)
16. Did your father finish high school? No Yes Do not know (36)

17. Do you live with your mother? (37)

- Yes, all or most of the time.
- Yes, some of the time.
- No, I do not live with my mother.

18. Do you live with your father? (38)

- Yes, all or most of the time.
- Yes, some of the time.
- No, I do not live with my father.

B. SEXUAL ATTITUDES

The following questions ask how you feel about different behaviors. Please indicate how good or bad an idea it is to do the following, whether others would approve or disapprove of the behavior, and whether you plan to do these behaviors in the next 3 months (90 days). Circle the NUMBER that best describes your feelings. Sexual intercourse refers to a male putting his penis in a female's vagina. (Try to answer the questions even if you have not had sexual intercourse or have never used condoms.)

How would the following people feel about you having sex in the next 3 months?
(Circle one)

	1	2	3	4	5			
	Strongly Disapprove	Disapprove	In the Middle	Approve	Strongly Approve			
1. Yourself			1	2	3	4	5	(39)
2. Most people who are important to you			1	2	3	4	5	(40)
3. Your sexual partner			1	2	3	4	5	(41)
4. Your mother			1	2	3	4	5	(42)
5. Your father			1	2	3	4	5	(43)
6. Your friends			1	2	3	4	5	(44)

7. How likely is it that you will decide to have sexual intercourse in the next 3 months? (45)

1	2	3	4	5
Very Unlikely	Unlikely	In the Middle	Likely	Very Likely

Try to answer the following questions even if you have not had sex or have never used condoms. How would the following people feel about you using a condom if you have sex in the next 3 months? (Circle one)

	1	2	3	4	5			
	Strongly Disapprove	Disapprove	In the Middle	Approve	Strongly Approve			
8. Yourself			1	2	3	4	5	(46)
9. Most people who are important to you			1	2	3	4	5	(47)
10. Your sexual partner			1	2	3	4	5	(48)
11. Your mother			1	2	3	4	5	(49)
12. Your father			1	2	3	4	5	(50)
13. Your friends			1	2	3	4	5	(51)

14. How likely is it that you will decide to use a condom if you have sex in the next 3 months? (52)

1	2	3	4	5
Very Unlikely	Unlikely	In the Middle	Likely	Very Likely

How much do you agree or disagree with each of the following statements about you having sex? (Circle One)

	1	2	3	4	5			
	Strongly Disagree	Disagree	In the Middle	Agree	Strongly Agree			
15. If I have sex, then I will be more popular with boys.			1	2	3	4	5	(6)

CODENO# 2 (1-4)
LINE #2 (5)

- | | | | | | | |
|--|---|---|---|---|---|------|
| 16. If I have sex, then I will be more popular with girls. | 1 | 2 | 3 | 4 | 5 | (7) |
| 17. If I have sex, I will get a bad reputation. | 1 | 2 | 3 | 4 | 5 | (8) |
| 18. If I have sex, I will get HIV. | 1 | 2 | 3 | 4 | 5 | (9) |
| 19. If I have sex, I will get a sexually transmitted disease (STD). | 1 | 2 | 3 | 4 | 5 | (10) |
| 20. If I have sex during my teen years, pregnancy could occur. | 1 | 2 | 3 | 4 | 5 | (11) |
| 21. If I have sex during my teen years, then my parents will find out. | 1 | 2 | 3 | 4 | 5 | (12) |
| 22. If I have sex, and my parents find out, then they will be angry at me. | 1 | 2 | 3 | 4 | 5 | (13) |
| 23. If I have sex before I am married, then God is likely to be angry at me. | 1 | 2 | 3 | 4 | 5 | (14) |
| 24. If I have sex during my teen years, then I am less likely to graduate from high school. | 1 | 2 | 3 | 4 | 5 | (15) |
| 25. If I have sex during my teen years, then I am less likely to have the career that I am hoping for. | 1 | 2 | 3 | 4 | 5 | (16) |
| 26. I plan to have sex in the next 3 months. | 1 | 2 | 3 | 4 | 5 | (17) |

The following questions concern not having sex, also known as practicing abstinence. How much do you agree or disagree with each of the following statements about you not having sex? (Circle One)

- | | 1 | 2 | 3 | 4 | 5 | |
|--|--------------------------|-----------------|----------------------|--------------|-----------------------|------|
| | Strongly Disagree | Disagree | In the Middle | Agree | Strongly Agree | |
| 27. If I do <u>not</u> have sex, people will call me names. | 1 | 2 | 3 | 4 | 5 | (18) |
| 28. If I do <u>not</u> have sex, no one will want to go out with me. | 1 | 2 | 3 | 4 | 5 | (19) |

29. If I do not have sex with my partner, then they will break up with me. 1 2 3 4 5 (20)
30. If I do not have sex, my parents will be proud of me. 1 2 3 4 5 (21)
31. If I do not have sex during my teenage years, I will be proud of myself. 1 2 3 4 5 (22)
32. Not having sex will help me further my education. 1 2 3 4 5 (23)
33. Not having sex will help me focus on getting a good job. 1 2 3 4 5 (24)
34. I will not have sex in the next 3 months. 1 2 3 4 5 (25)

Now, we would like to ask you some questions about you using condoms. How much do you agree or disagree with each of the following statements about condoms? Try to answer the questions even if you have not had sex or have never used condoms.

(Circle One)

- | | 1 | 2 | 3 | 4 | 5 | | | |
|---|--------------------------|-----------------|----------------------|--------------|-----------------------|---|---|------|
| | Strongly Disagree | Disagree | In the Middle | Agree | Strongly Agree | | | |
| 35. Condoms help prevent pregnancy. | | | 1 | 2 | 3 | 4 | 5 | (26) |
| 36. Condoms help prevent STDs. | | | 1 | 2 | 3 | 4 | 5 | (27) |
| 37. Condoms help prevent HIV. | | | 1 | 2 | 3 | 4 | 5 | (28) |
| 38. A lot of times condoms break when you are using them. | | | 1 | 2 | 3 | 4 | 5 | (29) |
| 39. When a condom is used, sex still feels good. | | | 1 | 2 | 3 | 4 | 5 | (30) |
| 40. When a condom is used, sex is more fun. | | | 1 | 2 | 3 | 4 | 5 | (31) |
| 41. If I used a condom, sex would not feel as good. | | | 1 | 2 | 3 | 4 | 5 | (32) |

42. Sex feels unnatural when a condom is used. 1 2 3 4 5 (33)
43. Condoms are embarrassing to use. 1 2 3 4 5 (34)
44. Condoms make you not want to have sex because you have to stop to put one on. 1 2 3 4 5 (35)

Now we would like you to answer questions about how your sexual partner might react to you wanting to use condoms. Try to answer the following questions even if you do not have a sexual partner.

- | | 1 | 2 | 3 | 4 | 5 | |
|--|--------------------------|-----------------|----------------------|--------------|-----------------------|------|
| | Strongly Disagree | Disagree | In the Middle | Agree | Strongly Agree | |
| 45. Saying we have to use a condom would make my sexual partner think I am having sex with other people. | 1 | 2 | 3 | 4 | 5 | (36) |
| 46. Saying we have to use a condom is like saying to my sexual partner, "I don't trust you." | 1 | 2 | 3 | 4 | 5 | (37) |
| 47. My sexual partner is likely to break up with me if I said we had to use a condom. | 1 | 2 | 3 | 4 | 5 | (38) |
| 48. If I had a condom with me, my sexual partner would not like it. | 1 | 2 | 3 | 4 | 5 | (39) |
| 49. My sexual partner would be happier if we used a condom. | 1 | 2 | 3 | 4 | 5 | (40) |
| 50. Condoms cost too much. | 1 | 2 | 3 | 4 | 5 | (41) |
| 51. It is hard for me to get condoms. | 1 | 2 | 3 | 4 | 5 | (42) |
| 52. It is too much trouble to carry around condoms. | 1 | 2 | 3 | 4 | 5 | (43) |
| 53. I can get condoms. | 1 | 2 | 3 | 4 | 5 | (44) |
| 54. It is easy for me to have a condom with me all of the time. | 1 | 2 | 3 | 4 | 5 | (45) |

55. I can get my sexual partner to agree to use a condom, even if they don't want to.	1	2	3	4	5	(46)
56. I can say to my sexual partner that we should use a condom.	1	2	3	4	5	(47)
57. Before we are ready to have sex, I can talk to my sexual partner about using a condom.	1	2	3	4	5	(48)
58. I can put a condom on without turning my sexual partner off.	1	2	3	4	5	(49)
59. I cannot talk to my sexual partner about using condoms.	1	2	3	4	5	(50)
60. If I am sexually aroused, I can stop before sex to use a condom.	1	2	3	4	5	(51)
61. I can say no to sex if my sexual partner and I do not have a condom.	1	2	3	4	5	(52)
62. I can stop sex to get a condom, if I do not have one.	1	2	3	4	5	(53)
63. I can use a condom, even if the room is dark.	1	2	3	4	5	(54)
64. I can get my sexual partner to agree to use a condom without turning them off.	1	2	3	4	5	(55)
65. I am sure that I can use a condom if I have sex.	1	2	3	4	5	(56)
66. I will try to get my sexual partner to agree to use condoms if we have sex in the next 3 months.	1	2	3	4	5	(57)

67. I plan to use condoms if I have sex
in the next 3 months. 1 2 3 4 5 (58)

C. HARD OR EASY?

Sometimes we want to do something, but it's hard to do it. For the statements below, circle the number that best expresses how easy or hard it would be for you to do each of the things listed. Use any number from 1 to 5. The higher the number, the easier you think it is to do the behavior. The lower the number, the harder you think it is to do the behavior. (Circle One)

1	2	3	4	5
Very Hard	Hard	In the Middle	Easy	Very Easy

CODENO #3 (1-4)

LINE #3 (5)

1. How easy or hard would it be for you to
not have sex in the next 3 months? 1 2 3 4 5 (6)

2. How easy or hard would it be for you to
get your partner to use condoms during
sex, even if they didn't want to? 1 2 3 4 5 (7)

3. How easy or hard would it be to use
condoms when you have sex? 1 2 3 4 5 (8)

D. SEXUAL BEHAVIOR

The following questions ask you about different sexual behaviors you may or may not ever have done. There is always an answer that lets you tell us when you have not done things, as well as when you have done them. Sexual intercourse refers to a male putting his penis in a female's vagina. Please be honest.

1. Have you ever had sexual intercourse (a boy's penis in a girl's vagina)? (9)

No Yes

2. The first time you had sexual intercourse, did your partner force you to have sexual
intercourse against your will? (10)

I have never had sexual intercourse. No Yes

3. The first time you had sexual intercourse, did you use a condom? (11)

I have never had sexual intercourse. No Yes

The following questions ask you about the last time you had sexual intercourse:

4. The last time you had sexual intercourse, did you use a condom? (12)

I have never had sexual intercourse. No Yes

5. The last time you had sexual intercourse, were you high on alcohol or drugs? (13)

I have never had sexual intercourse No Yes

6. The last time you had sexual intercourse, did you have a couple of drinks and/or any drugs before having sexual intercourse? (14)

I have never had sexual intercourse. No Yes

7. The last time you had sexual intercourse, how old was your partner? (15-16)

I have never had sexual intercourse. (Write in) _____ years old.

The following questions ask about your activities in the past 3 months (90 days).

Please use the calendar provided to help you answer these questions. Where appropriate, if your answer is "zero" or "none" write the number "0".

8. In the past 3 months, did you have sexual intercourse? (17)

No Yes

9. When you had sexual intercourse in the past 3 months, how often were condoms (rubbers) used? (18)

I have never had sexual intercourse.

I did not have sexual intercourse in the past 3 months.

Never Sometimes Often

Almost every time Every time

10. In the past 3 months, how many times have you had sexual intercourse? _____ times (19-21)
11. In the past 3 months, how many times did you use a condom when you had sexual intercourse? (22-24)
- I have never had sexual intercourse
 - I did not have sexual intercourse in the past 3 months.
 - _____ times
12. In the past 3 months, how many partners have you had sexual intercourse with? _____ partners (25-26)
13. In the past 3 months, on how many days did you have sexual intercourse? _____ days (27-28)
14. In the past 3 months, on how many days did you have sexual intercourse without using a condom? (29-30)
- I have never had sexual intercourse
 - I did not have sexual intercourse in the past 3 months
 - _____ days
15. In the past 3 months, on how many days did you get high on alcohol or another drug and then have sexual intercourse? (31-32)
- I have never had sexual intercourse
 - I did not have sexual intercourse in the past 3 months.
 - _____ days
16. In the past 3 months, on how many of those days when you got high on an alcoholic drink or another drug and then had sex, did you have sexual intercourse without using a condom? (33-34)
- I have never got high and had sexual intercourse
 - I did not get high and have sexual intercourse in the past 3 months.
 - _____ days
17. With whom do you have sex? (Circle one) (35)

- Guys only Girls only
 Both girls and guys I have never had sex

E. AIDS/STD TRUE-FALSE ITEMS

TRUE or FALSE. Some of the statements below are true; some are false. Please check T for each statement that you think is TRUE; check F for each one you think is FALSE; and check "?" if you DO NOT KNOW whether the statement is true or false. The term STD means Sexually Transmitted Disease.

1. A common symptom of STDs in a man is discharge (drip) from his penis. (36)
 T F ?
2. A common symptom of STDs is burning with urination (peeing). (37)
 T F ?
3. A common symptom of STDs is a sore on the penis or vagina. (38)
 T F ?
4. A common symptom of STDs in a woman is discharge from her vagina that causes itching or burning. (39)
 T F ?
5. If you feel healthy you don't have an STD. (40)
 T F ?
6. A woman who has an STD can get an infection in her uterus and tubes. (41)
 T F ?
7. A pregnant woman who has an STD can give it to her baby. (42)
 T F ?
8. If a person has an STD, the person's sexual partner probably has it too. (43)
 T F ?
9. Having HIV/AIDS makes you more likely to get other diseases. (44)
 T F ?
10. A person can have HIV/AIDS and give it to other people even if the

- person does not look sick. (45)
 T F ?
11. Having sex with a man who shoots drugs is a way many women get HIV/AIDS. (46)
 T F ?
12. Having anal sex (i.e., male penis in butt/anus) increases your chance of getting HIV/AIDS. (47)
 T F ?
13. Using Vaseline as a lubricant when having sex lowers the chance of getting STDs and HIV/AIDS. (48)
 T F ?
14. There is a good chance you will get HIV/AIDS if you share a sink, shower, or toilet seat with someone who has HIV/AIDS. (49)
 T F ?
15. HIV is present in blood, semen, and vaginal fluid. (50)
 T F ?
16. The penis should be hard when the condom is put on it. (51)
 T F ?
17. When a condom is placed on the penis, space should be left at the tip of the condom. (52)
 T F ?
18. The condom should be completely unrolled before it is placed on the penis. (53)
 T F ?
19. Storing or carrying condoms in a hot or warm place can destroy their effectiveness. (54)
 T F ?
20. A girl can not get pregnant the first time she has sex. (55)
 T F ?
21. If a girl washes herself out with a douche after she has sex,

she won't become pregnant (56)

T F ?

22. Even if a guy withdraws (removes his penis) from the woman's vagina before he reaches climax (ejaculates, comes) the woman can still become pregnant. (57)

T F ?

23. A girl who is taking birth control pills and does not take them one or two days in a row does not increase her chances of becoming pregnant. (58)

T F ?

24. The foam and jelly forms of birth control that a girl uses work better if the boy uses a condom. (59)

T F ?

F. PERSONAL ATTITUDES QUESTIONNAIRE

Listed below are statements concerning personal attitudes and traits. Please check T for each statement that you think is true; check F for each one you think is false.

CODENO #4 (1-4)

LINE #4 (5)

1. It is sometimes hard for me to go on with my work if I am not encouraged. (6)

T F ?

2. I sometimes feel mad when I do not get my way. (7)

T F ?

3. A few times, I have given up doing something because I thought too little of my ability. (8)

T F ?

4. There have been times when I felt like going against people in authority even though I knew they were right. (9)

T F ?

5. No matter who I am talking to, I am always a good listener. (10)

T F ?

6. There have been times when I took advantage of someone. (11)

T F ?

7. I am always willing to admit it when I make a mistake. (12)

T F ?

8. I sometimes try to get even, rather than forgive and forget. (13)

T F ?

9. I am always courteous, even to people who are disagreeable. (14)

T F ?

10. I have never been mad when people have had ideas different from my own. (15)

T F ?

11. There have been times when I was very jealous of good things happening to others. (16)

T F ?

12. I sometimes get mad at people who ask favors of me. (17)

T F ?

13. I have never said something in order to hurt someone's feelings. (18)

T F ?

Any comments you wish to make about the questions are welcome:

If you are finished, check over the booklet for any questions you forgot to answer. Then sit quietly and do not disturb the others.

THANK YOU!

POST-QUESTIONNAIRE

Date: _____

(7-14)

The questions in this booklet are about things related to your health, as well as general questions about your background. Some questions ask about what you know; others ask your opinion on things; and others ask about things you may or may not have done. There is always an answer that lets you tell us when you have not done things, as well as when you have done them. Knowing what you have not done is just as important as knowing what you have done.

Some of the questions are very personal and ask about different sexual activities that some people do. These particular questions are very blunt and to the point—questions you probably have never seen on a questionnaire before. Most of the questions are not like this, however. If a question bothers you so much that you do not want to answer it, you can skip that question and continue with the questionnaire. We warn you about the questions that are personal and blunt so that you will not be surprised when you see them. Please answer all of the questions honestly. Your answers will be kept completely confidential; no one from your school or home will ever see your answers. Please work by yourself, and do not talk with others while you are answering the questions.

IMPORTANT! WRITE YOUR CODE NUMBER HERE: _____

(1-4)

LINE (5)

Time Started: _____.

Time Finished: _____.

Asst. Req'd.? Circle: (1) none (2) low (3) high (6)

PLEASE PRINT THE FOLLOWING SENTENCE ON THE LINE BELOW:

“The quick brown fox jumps over the lazy dog.”

A. SEXUAL ATTITUDES

The following questions ask how you feel about different behaviors. Please indicate how good or bad an idea it is to do the following, whether others would approve or disapprove of the behavior, and whether you plan to do these behaviors in the next 3 months (90 days). Circle the NUMBER that best describes your feelings. Sexual intercourse refers to a male putting his penis in a female's vagina. (Try to answer the questions even if you have not had sexual intercourse or have never used condoms.)

**How would the following people feel about you having sex in the next 3 months?
(Circle one)**

	1	2	3	4	5			
	Strongly Disapprove	Disapprove	In the Middle	Approve	Strongly Approve			
1. Yourself			1	2	3	4	5	(16)
2. Most people who are important to you			1	2	3	4	5	(17)
3. Your sexual partner			1	2	3	4	5	(18)
4. Your mother			1	2	3	4	5	(19)
5. Your father			1	2	3	4	5	(20)
6. Your friends			1	2	3	4	5	(21)
7. How likely is it that you will decide to have sexual intercourse in the next 3 months?								(22)
	1	2	3	4	5			
	Very Unlikely	Unlikely	In the Middle	Likely	Very Likely			

Try to answer the following questions even if you have not had sex or have never used condoms. How would the following people feel about you using a condom if you have sex in the next 3 months? (Circle one)

	1	2	3	4	5			
	Strongly Disapprove	Disapprove	In the Middle	Approve	Strongly Approve			
8. Yourself			1	2	3	4	5	(23)
9. Most people who are important to you			1	2	3	4	5	(24)
10. Your sexual partner			1	2	3	4	5	(25)

- | | | | | | | |
|---|---|---|---|---|---|------|
| 11. Your mother | 1 | 2 | 3 | 4 | 5 | (26) |
| 12. Your father | 1 | 2 | 3 | 4 | 5 | (27) |
| 13. Your friends | 1 | 2 | 3 | 4 | 5 | (28) |
| 14. How likely is it that you will decide to use a condom if you have sex in the next 3 months? | | | | | | (29) |

1	2	3	4	5
Very Unlikely	Unlikely	In the Middle	Likely	Very Likely

How much do you agree or disagree with each of the following statements about you having sex? (Circle One)

- | | 1 | 2 | 3 | 4 | 5 | | | |
|--|--------------------------|-----------------|----------------------|--------------|-----------------------|---|---|------|
| | Strongly Disagree | Disagree | In the Middle | Agree | Strongly Agree | | | |
| 15. If I have sex, then I will be more popular with boys. | | | 1 | 2 | 3 | 4 | 5 | (30) |
| 16. If I have sex, then I will be more popular with girls. | | | 1 | 2 | 3 | 4 | 5 | (31) |
| 17. If I have sex, I will get a bad reputation. | | | 1 | 2 | 3 | 4 | 5 | (32) |
| 18. If I have sex, I will get HIV. | | | 1 | 2 | 3 | 4 | 5 | (33) |
| 19. If I have sex, I will get a sexually transmitted disease (STD). | | | 1 | 2 | 3 | 4 | 5 | (34) |
| 20. If I have sex during my teen years, pregnancy could occur. | | | 1 | 2 | 3 | 4 | 5 | (35) |
| 21. If I have sex during my teen years, then my parents will find out. | | | 1 | 2 | 3 | 4 | 5 | (36) |
| 22. If I have sex, and my parents find out, then they will be angry at me. | | | 1 | 2 | 3 | 4 | 5 | (37) |
| 23. If I have sex before I am married, then God is likely to be angry at me. | | | 1 | 2 | 3 | 4 | 5 | (38) |

24. If I have sex during my teen years, then I am less likely to graduate from high school. 1 2 3 4 5 (39)
25. If I have sex during my teen years, then I am less likely to have the career that I am hoping for. 1 2 3 4 5 (40)
26. I plan to have sex in the next 3 months. 1 2 3 4 5 (41)

The following questions concern not having sex, also known as practicing abstinence. How much do you agree or disagree with each of the following statements about you not having sex? (Circle One)

- | | 1 | 2 | 3 | 4 | 5 | |
|---|------------------------------|-----------------|----------------------|--------------|---------------------------|------|
| | Strongly
Disagree | Disagree | In the Middle | Agree | Strongly
Agree | |
| 27. If I do <u>not</u> have sex, people will call me names. | 1 | 2 | 3 | 4 | 5 | (42) |
| 28. If I do <u>not</u> have sex, no one will want to go out with me. | 1 | 2 | 3 | 4 | 5 | (43) |
| 29. If I do <u>not</u> have sex with my partner, then they will break up with me. | 1 | 2 | 3 | 4 | 5 | (44) |
| 30. If I do <u>not</u> have sex, my parents will be proud of me. | 1 | 2 | 3 | 4 | 5 | (45) |
| 31. If I do <u>not</u> have sex during my teenage years, I will be proud of myself. | 1 | 2 | 3 | 4 | 5 | (46) |
| 32. <u>Not</u> having sex will help me further my education. | 1 | 2 | 3 | 4 | 5 | (47) |
| 33. <u>Not</u> having sex will help me focus on getting a good job. | 1 | 2 | 3 | 4 | 5 | (48) |
| 34. I will <u>not</u> have sex in the next 3 months. | 1 | 2 | 3 | 4 | 5 | (49) |

Now, we would like to ask you some questions about you using condoms. How much do you agree or disagree with each of the following statements about condoms? Try to answer the questions even if you have not had sex or have never used condoms.

(Circle One)

	1		2		3		4		5					
	Strongly Disagree		Disagree		In the Middle		Agree		Strongly Agree					
35. Condoms help prevent pregnancy.				1		2		3		4		5		(50)
36. Condoms help prevent STDs.				1		2		3		4		5		(51)
37. Condoms help prevent HIV.				1		2		3		4		5		(52)
38. A lot of times condoms break when you are using them.				1		2		3		4		5		(53)
39. When a condom is used, sex still feels good.				1		2		3		4		5		(54)
40. When a condom is used, sex is more fun.				1		2		3		4		5		(55)
41. If I used a condom, sex would not feel as good.				1		2		3		4		5		(56)
42. Sex feels unnatural when a condom is used.				1		2		3		4		5		(57)
43. Condoms are embarrassing to use.				1		2		3		4		5		(58)
44. Condoms make you not want to have sex because you have to stop to put one on.				1		2		3		4		5		(59)

Now we would like you to answer questions about how your sexual partner might react to you wanting to use condoms. Try to answer the following questions even if you do not have a sexual partner.

	1	2	3	4	5			
	Strongly Disagree	Disagree	In the Middle	Agree	Strongly Agree			
						CODENO #2 (1-4) LINE #2 (5)		
45. Saying we have to use a condom would make my sexual partner think I am having sex with other people.			1	2	3	4	5	(6)
46. Saying we have to use a condom is like saying to my sexual partner, "I don't trust you."			1	2	3	4	5	(7)
47. My sexual partner is likely to break up with me if I said we had to use a condom.			1	2	3	4	5	(8)
48. If I had a condom with me, my sexual partner would not like it.			1	2	3	4	5	(9)
49. My sexual partner would be happier if we used a condom.			1	2	3	4	5	(10)
50. Condoms cost too much.			1	2	3	4	5	(11)
51. It is hard for me to get condoms.			1	2	3	4	5	(12)
52. It is too much trouble to carry around condoms.			1	2	3	4	5	(13)
53. I can get condoms.			1	2	3	4	5	(14)
54. It is easy for me to have a condom with me all of the time.			1	2	3	4	5	(15)
55. I can get my sexual partner to agree to use a condom, even if they don't want to.			1	2	3	4	5	(16)

56. I can say to my sexual partner that we should use a condom.	1	2	3	4	5	(17)
57. Before we are ready to have sex, I can talk to my sexual partner about using a condom.	1	2	3	4	5	(18)
58. I can put a condom on without turning my sexual partner off.	1	2	3	4	5	(19)
59. I cannot talk to my sexual partner about using condoms.	1	2	3	4	5	(20)
60. If I am sexually aroused, I can stop before sex to use a condom.	1	2	3	4	5	(21)
61. I can say no to sex if my sexual partner and I do not have a condom.	1	2	3	4	5	(22)
62. I can stop sex to get a condom, if I do not have one.	1	2	3	4	5	(23)
63. I can use a condom, even if the room is dark.	1	2	3	4	5	(24)
64. I can get my sexual partner to agree to use a condom without turning them off.	1	2	3	4	5	(25)
65. I am sure that I can use a condom if I have sex.	1	2	3	4	5	(26)
66. I will try to get my sexual partner to agree to use condoms if we have sex in the next 3 months.	1	2	3	4	5	(27)
67. I plan to use condoms if I have sex in the next 3 months.	1	2	3	4	5	(28)

B. HARD OR EASY?

Sometimes we want to do something, but it's hard to do it. For the statements below, circle the number that best expresses how easy or hard it would be for you to do each of the things listed. Use any number from 1 to 5. The higher the number, the easier you think it is to do the behavior. The lower the number, the harder you think it is to do the behavior. (Circle One)

- | | 1 | 2 | 3 | 4 | 5 | | | |
|---|-----------|------|---------------|------|-----------|---|---|------|
| | Very Hard | Hard | In the Middle | Easy | Very Easy | | | |
| 1. How easy or hard would it be for you to not have sex in the next 3 months? | | | 1 | 2 | 3 | 4 | 5 | (29) |
| 2. How easy or hard would it be for you to get your partner to use condoms during sex, even if they didn't want to? | | | 1 | 2 | 3 | 4 | 5 | (30) |
| 3. How easy or hard would it be to use condoms when you have sex? | | | 1 | 2 | 3 | 4 | 5 | (31) |

C. AIDS/STD TRUE-FALSE ITEMS

TRUE or FALSE. Some of the statements below are true; some are false. Please check **T** for each statement that you think is **TRUE**; check **F** for each one you think is **FALSE**; and check **"?"** if you **DO NOT KNOW** whether the statement is true or false. The term **STD** means **Sexually Transmitted Disease**.

1. A common symptom of STDs in a man is discharge (drip) from his penis. (32)
 T F ?
2. A common symptom of STDs is burning with urination (peeing). (33)
 T F ?
3. A common symptom of STDs is a sore on the penis or vagina. (34)
 T F ?
4. A common symptom of STDs in a woman is discharge from her vagina that causes itching or burning. (35)
 T F ?

5. If you feel healthy you don't have an STD. (36)
 T F ?
6. A woman who has an STD can get an infection in her uterus and tubes. (37)
 T F ?
7. A pregnant woman who has an STD can give it to her baby. (38)
 T F ?
8. If a person has an STD, the person's sexual partner probably has it too. (39)
 T F ?
9. Having HIV/AIDS makes you more likely to get other diseases. (40)
 T F ?
10. A person can have HIV/AIDS and give it to other people even if the person does not look sick. (41)
 T F ?
11. Having sex with a man who shoots drugs is a way many women get HIV/AIDS. (42)
 T F ?
12. Having anal sex (i.e., male penis in butt/anus) increases your chance of getting HIV/AIDS. (43)
 T F ?
13. Using Vaseline as a lubricant when having sex lowers the chance of getting STDs and HIV/AIDS. (44)
 T F ?
14. There is a good chance you will get HIV/AIDS if you share a sink, shower, or toilet seat with someone who has HIV/AIDS. (45)
 T F ?
15. HIV is present in blood, semen, and vaginal fluid. (46)
 T F ?

16. The penis should be hard when the condom is put on it. (47)
 T F ?
17. When a condom is placed on the penis, space should be left at the tip of the condom. (48)
 T F ?
18. The condom should be completely unrolled before it is placed on the penis. (49)
 T F ?
19. Storing or carrying condoms in a hot or warm place can destroy their effectiveness. (50)
 T F ?
20. A girl can not get pregnant the first time she has sex. (51)
 T F ?
21. If a girl washes herself out with a douche after she has sex, she won't become pregnant (52)
 T F ?
22. Even if a guy withdraws (removes his penis) from the woman's vagina before he reaches climax (ejaculates, comes) the woman can still become pregnant. (53)
 T F ?
23. A girl who is taking birth control pills and does not take them one or two days in a row does not increase her chances of becoming pregnant. (54)
 T F ?
24. The foam and jelly forms of birth control that a girl uses work better if the boy uses a condom. (55)
 T F ?

D. Debrief Questions

The questions in this section concern your feelings about the program. Tell us how you felt about the program by circling how you best feel about the statement. Please answer all of the questions honestly. Your opinions are valuable to us.

CODENO# 3 (1-4)

LINE #3 (5)

1. What did you like about the overall program? (6)

2. What didn't you like about the overall program? (7)

For questions 1 - 7 please use the scale below.

	1	2	3	4	5			
	Disliked Very Much	Disliked	Neither Liked Nor Disliked	Liked	Liked Very Much			
3. How much did you like all of the program activities?			1	2	3	4	5	(8)
4. How much did you like the DVD part of the activities?			1	2	3	4	5	(9)
5. How much did you like the group that you were in?			1	2	3	4	5	(10)
6. How much did you like your facilitator?			1	2	3	4	5	(11)
7. How much did you like the activities you did in your group?			1	2	3	4	5	(12)

For questions 8 and 9 please use the scale below.

	1		2		3		4		
	Not at all		Very Little		Moderately		Very Much		
8. How much could you really get into the group activities?		1		2		3		4	(13)
9. How much did you talk and share your thoughts in the group?		1		2		3		4	(14)
10. How comfortable did you feel talking and sharing your thoughts in the group?	1		2		3		4		(15)
11. How comfortable did you feel during the exercises, games, or role -playing?	1		2		3		4		(16)
12. In general, how much did you learn from the activities?		1		2		3		4	(17)
13. How much did you learn from the videos you saw?		1		2		3		4	(18)
14. How much did you learn from the small group activities?		1		2		3		4	(19)
15. Would you recommend this project to other teenagers?		1		2		3		4	(20)

For the following questions please use the scale below.

	1		2		3		4		5	
	Disagree Strongly		Disagree		Neither Agree Nor Disagree		Agree		Agree Strongly	
16. My facilitator really knows what he or she is teaching.		1		2		3		4	5	(21)
17. My facilitator is a good role model for me.		1		2		3		4	5	(22)
18. My facilitator really understands youth my age.		1		2		3		4	5	(23)

19. My facilitator shows respect for the group's feelings. 1 2 3 4 5 (24)
20. My facilitator is very friendly. 1 2 3 4 5 (25)
21. My facilitator was well-prepared. 1 2 3 4 5 (26)
22. My facilitator knows a lot about life. 1 2 3 4 5 (27)
23. Have you discussed the program with a teenager who was in a different group than you? (28)
- No Yes
24. If you have discussed the program with a teenager who was in a different group than you, what did you tell them you learned? (29)
25. If you have discussed the program with a teenager who was in a different group than you, what did they tell you? (30)
26. Has any other teenager who lives with you participated in the program? (31)
- No Yes
27. Do you have a relative who has participated in the program? (32)
- No Yes

Any comments you wish to make about the questions are welcome:

If you are finished, check over the booklet for any questions you forgot to answer. Then sit quietly and do not disturb the others.

THANK YOU!

