

DRAW THE LINE 8 STUDENT KNOWLEDGE SURVEY KEY

Intended Use

The *Draw the Line 8 Student Knowledge Survey* is an instrument that classroom teachers can use to examine whether short-term knowledge learning objectives have been met among students participating in the *Draw the Line 8* curriculum. A simple pretest-posttest assessment design can be used to measure pre-instruction levels and post-instruction changes in student learning. Your ability to detect student change using this survey may vary and can be affected by numerous factors (e.g., number and content of lessons students receive, student scores at pretest, student motivation and interest in topic and survey, etc.) Improvement on the *Draw the Line 8 Student Knowledge Survey* between pretest and posttest can be viewed as supportive, but not definitive, evidence of the curriculum's impact on short-term knowledge learning objectives. A well designed evaluation study (e.g., using a strong experimental design with a well matched comparison group and adequate sample size) with more extensive measurement would be needed to provide stronger evidence of curriculum impact.

Many of the questions in the *Draw the Line 8 Student Knowledge Survey* originate from published studies (see Question Sources table below for information on original sources). The language used in some of the questions and/or response options has been modified from the original versions. Some questions have been newly developed for inclusion in this instrument. Please note that these measures may not prove to have adequate reliability, validity, and sensitivity to change for your students and should be pilot tested with your population and setting before use.

	Yes	No	Not sure
1. Is it against the law for people under 16 years old to buy condoms?	<input type="radio"/> ₁	<input checked="" type="radio"/> ₂	<input type="radio"/> ₃
2. Is pain or burning when urinating (peeing) a common sign of having an STD?	<input checked="" type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃
3. Can you tell if a person has HIV or AIDS just by looking at them?	<input type="radio"/> ₁	<input checked="" type="radio"/> ₂	<input type="radio"/> ₃
4. Can a person get HIV from kissing someone on the lips?	<input type="radio"/> ₁	<input checked="" type="radio"/> ₂	<input type="radio"/> ₃
5. Can a person get HIV if he or she has sex only once or twice without a condom?	<input checked="" type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃
6. Can a person get an STD the first time she or he has sex?	<input checked="" type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃
7. Is it safe to use oils or Vaseline with latex condoms?	<input type="radio"/> ₁	<input checked="" type="radio"/> ₂	<input type="radio"/> ₃
8. Is the best way to use a condom to leave some space at the tip for the sperm?	<input checked="" type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃
9. Do some STDs put a person at higher risk of getting infected with HIV?	<input checked="" type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃
10. Should a condom be completely unrolled before it is placed on the penis?	<input type="radio"/> ₁	<input checked="" type="radio"/> ₂	<input type="radio"/> ₃

11. Which of the following methods are <u>effective</u> if used correctly to protect people from STD (including HIV) and pregnancy?	Protects from Pregnancy & STD/HIV	Protects from Pregnancy only	Protects from Neither
a. Choosing not to have sex (abstinence)	<input checked="" type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃
b. Using hormone based birth control (e.g., the pill, Depo-Provera shot, patch, vaginal ring)	<input type="radio"/> ₁	<input checked="" type="radio"/> ₂	<input type="radio"/> ₃
c. Using latex condoms	<input checked="" type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃
d. Using withdrawal	<input type="radio"/> ₁	<input type="radio"/> ₂	<input checked="" type="radio"/> ₃
e. Douching (washing out the vagina)	<input type="radio"/> ₁	<input type="radio"/> ₂	<input checked="" type="radio"/> ₃

12. **Which of the following is something you can do to show people you respect their decisions about what they will do sexually?**
- _a Find a compromise between their limits and yours.
 - _b Watch for signs they are feeling uncomfortable, then reassure them that it will feel good.
 - _c Suggest that it is time to move their limit a bit.
 - _d Ask them about their limits, and listen to what they say.
13. **Terry and Chris have been going together for four months. Terry is OK with kissing but doesn't want to go any further right now. Chris wants to go further. Chris says "going further will bring us closer together." Which response from Terry is more likely to be positive and realistic and change the situation?**
- _a I'm not ready for this. Let's go get something to eat.
 - _b I don't like that you are pressuring me.
 - _c How far do you want to go?
 - _d Why can't we just kiss for now?
14. **Devon and her boyfriend are alone at her home. They begin to kiss, and things start to heat up. Devon is worried about being tempted to go beyond her personal limits. Which of the following might be the most effective way for Devon to cool herself down?**
- _a Think about the possible costs of going beyond her limits.
 - _b Give herself five more minutes before stopping.
 - _c Think about how her boyfriend will react to slowing things down.
 - _d Wait for a sign that things have gone far enough.

Question Sources:

Source	Q1, 3-5: Draw the Line Student Health Questionnaire ¹ Q2, 6, 12-14: New Q7, 9: Safer Choices Student Health Questionnaire ² Q8, 10: All4You! Health Questionnaire ³ Q11: The High School Sex Education Survey ⁴
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References

¹Coyle, K., Kirby, D., Maria, B., Gomez, C. & Gregorich, S. (2004) Draw the Line/Respect the Line: A randomized trial of a middle school intervention to reduce sexual behaviors. *American Journal of Public Health, 94*(5), 843-851.

²Basen-Engquist, K., Masse, L., Coyle, K. et al. (1998) Sexual risk behavior beliefs and self-efficacy scales. In C. Davis, W. Yarber, R. Bauserman, G. Schreer & S. Davis (Eds.), *Handbook of Sexuality Related Measures* (pp. 541-544). Newbury Park, CA: Sage.

³Coyle, K., Kirby, D., Robin, L., Banspach, S., Baumler, E. & Glassman, J. (2006) All4You! A randomized trial of an HIV, other STDs, and pregnancy prevention intervention for alternative school students. *AIDS Education and Prevention, 18*(3), 187-203.

⁴New York City Department of Health and Mental Hygiene (2009) The High School Sex Education Survey. DOHMH, NY, NY.

