BE PROUD!
BE RESPONSIBLE!
GRANTEE GUIDE

An Evidence-Based Intervention that Reduces the Risk of HIV, STDs and Teen Pregnancy

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This manual is for use by school educators, family life educators, teen pregnancy prevention and HIV/AIDS 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 without permission in writing from the publisher.

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# Module-by-Module Outline

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<table>
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</table>

## Module 3: Understanding Vulnerability to HIV, STDs and Teen Pregnancy

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<tbody>
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<td>Activity A: Acknowledging the Threat of HIV, STDs and Pregnancy</td>
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<td>Activity B: Tanisha and Shay</td>
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</table>

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<tbody>
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<td>Activity A: The Subject Is: STDs</td>
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<td>Activity D: Calling Koko</td>
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</table>
### Module 5: Building Condom Use Skills

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<th>Activity</th>
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<tbody>
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<td>Activity A: Discussing Condoms and Condom Use Skills</td>
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<th>Activity</th>
<th>Minutes</th>
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<tbody>
<tr>
<td>Activity A: Introduction to S.T.O.P.</td>
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<td>Activity C: Practicing and Enhancing Negotiation Skills: Unscripted Role-Plays</td>
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<tr>
<td>Activity D: Talking with Partners About Condom Use and Abstinence</td>
<td>5</td>
</tr>
</tbody>
</table>
Module 1:
INTRODUCTION TO HIV, STDs AND PREGNANCY

GOALS
The goals of this module are to:

- Increase participants' comfort with the curriculum.
- Provide participants with an overview of the curriculum.
- Increase participants' knowledge of the transmission and prevention of STDs and HIV infection.
- Increase participants' confidence in making proud and responsible decisions about protecting themselves and their community from pregnancy, STDs and HIV/AIDS.
- Examine students' attitudes and beliefs about risky sexual behaviors.

MODULE PREVIEW
The first module:

1. Informs participants about the program.
2. Helps them become comfortable, cohesive and productive in groups.
3. Generates enthusiasm about being proud and responsible decision makers.
4. Promotes the goal of protecting themselves and their community.
5. Gives them factual information about pregnancy, STDs and HIV/AIDS.
Module Goals and Objectives

LEARNING OBJECTIVES
After completing this module, participants will be able to:

- Formulate a list of rules that will facilitate discussion.
- Identify why it is important for youth to learn about prevention strategies.
- Identify what it means to be proud and responsible.
- Identify what it means to protect oneself and one's community.
- Identify and distinguish myth from fact regarding the causes, transmission, and prevention of pregnancy, STDs and HIV infection.

Module 2:
BUILDING KNOWLEDGE ABOUT HIV, STDs AND PREGNANCY

GOALS
The goal of this module is to:

- Increase participants' knowledge about pregnancy, HIV and STD infection, transmission, causes, and prevention.

MODULE PREVIEW
The second module:

1. Clarifies myths about pregnancy, and the causes, transmission, and prevention of HIV and STDs while providing accurate factual information.
2. Reinforces participants' knowledge about safer sex behaviors.

LEARNING OBJECTIVES
After completing this module, participants will be able to:

- Identify why it is important to learn about HIV, STD and pregnancy prevention strategies.
- Differentiate myth from fact regarding HIV, STDs and pregnancy.
- Identify the correct information regarding the transmission, causes and prevention of HIV and STD infection, and pregnancy.
Module 3:
UNDERSTANDING VULNERABILITY TO HIV, STDs AND TEEN PREGNANCY

GOALS
The goals of this module are to:

- Increase participants’ perceived vulnerability to HIV, STDs and pregnancy.
- Increase participants’ knowledge about which behaviors place them at various levels of risk.
- Increase participants’ understanding of their responsibility for safer sexual behavior.

MODULE PREVIEW
The third module:

1. Helps participants realize that they are vulnerable to HIV infection.
2. Examines who is responsible for safer sex behavior.
3. Examines various opinions about HIV, STDs, pregnancy and safer sex behaviors.
4. Clarifies the risk level for a variety of behaviors.
5. Helps participants identify their personal level of risk for HIV infection.

LEARNING OBJECTIVES
After completing this module, participants will be able to:

- Identify which of their behaviors increase their vulnerability and risk of HIV, STDs and pregnancy.
- Identify how easily HIV is transmitted and how it feels to be at risk of HIV infection, other STDs and pregnancy.
- Correctly identify which behaviors are low risk, high risk and no risk for HIV, STDs or pregnancy.
- Recall correct information concerning HIV, STDs and pregnancy.
- Identify their responsibility in making safe sex choices.
Module 4: ATTITUDES AND BELIEFS ABOUT HIV, CONDOM USE, AND SAFER SEX

GOALS

The goals of this module are to:

- Increase participants’ perceived vulnerability to HIV.
- Examine attitudes and beliefs about HIV, AIDS and safer sex.
- Confront stereotypes about who becomes infected with HIV and learn more about how people can and cannot become infected.
- Reinforce knowledge about HIV and AIDS.

MODULE PREVIEW

The fourth module:

1. Highlights the impact of attitudes and beliefs on risky sexual behavior.
2. Weakens negative beliefs and attitudes that foster risky sexual behaviors.
3. Builds participants’ sense of responsibility for reducing the risk of HIV infection.
4. Helps participants advocate and give advice regarding HIV/AIDS and safer sex strategies.

LEARNING OBJECTIVES

After completing this module, participants will be able to:

- Identify their attitudes toward risky sexual behavior.
- Problem-solve for risky sexual behavior situations.
- Advocate and give advice regarding safer sex strategies.
- Recall correct information concerning HIV/AIDS.
Module 5:  
BUILDING CONDOM USE SKILLS

GOALS
The goals of this module are to:

- Increase participants’ understanding of barriers to condom use and increase their strategies for reducing those barriers.
- Increase participants’ skills and knowledge on how to use condoms effectively and correctly and how to make their use fun and pleasurable.
- Increase pride and responsibility in knowing how to use condoms correctly.

MODULE PREVIEW
The fifth module:

1. Reinforces pride and responsibility in avoiding HIV, STDs and pregnancy risk-associated behaviors.
2. Identifies barriers to condom use while providing strategies to reduce these barriers.
3. Examines the relationship between attitudes and condom use behaviors.
4. Reinforces knowledge, comfort, and skills on how to use condoms correctly and how to make them fun and pleasurable.
5. Reinforces participants’ understanding of the consequences of unprotected sex.

LEARNING OBJECTIVES
After completing this module, participants will be able to:

- Explain the importance of proud and responsible sexual decision making.
- Identify barriers to using condoms and other safe sex behaviors.
- Identify strategies for practicing safer sex behaviors.
- Identify ways to make condoms a more pleasurable part of sex.
- Explain how condoms can prevent HIV, STDs, and unwanted pregnancy.
- List the correct steps for using a condom and demonstrate those steps.
Module 6:
BUILDING NEGOTIATION AND REFUSAL SKILLS

GOALS
The goals of this module are to:

- Increase participants’ communication and negotiation skills and enhance their ability to resist situations that place them at risk for unwanted pregnancy or contracting an STD, including HIV infection.
- Increase a sense of pride and responsibility in demonstrating negotiation and refusal skills.
- Review and reinforce HIV, STD and pregnancy facts and skills learned during the six modules of this program.

MODULE PREVIEW
The sixth module:

1. Increases participants’ motivation to practice safer sex, including condom use and abstinence.
2. Builds skills to negotiate safer sex, including condom use and abstinence.
3. Allows them to rehearse skills and to receive performance feedback.
4. Builds skills and self-efficacy regarding safer sex practices.
5. Gives participants opportunities to review the factual information learned.
6. Reinforces participants’ sense of pride in making safer sex decisions.

LEARNING OBJECTIVES
After completing this module, participants will be able to:

- Explain the importance of proud and responsible sexual decision-making.
- Identify barriers to using condoms and practicing other safe behaviors.
- Negotiate condom use or abstinence in sexual relationships.
- Describe strategies for reducing barriers to safe sex behaviors.
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 determined that when teaching adolescents strategies to reduce their risk for HIV, STDs and pregnancy, one must go beyond simply giving students correct information. Instructors must also build students’ perceptions 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 have been found to change risk behaviors. Implementation Core Elements are the essential ingredients in how the intervention can be implemented with fidelity, resulting in a positive learning experience and successful outcomes. A comprehensive list of these elements follows:

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: biology and prevention
- Prevention strategies: negotiation, condom use and problem solving
CONTENT CORE ELEMENT 2: ADDRESS BEHAVIORAL ATTITUDES/OUTCOME EXPECTANCIES:

- Prevention Belief: Abstinence can eliminate the risk of HIV, STDs and pregnancy and condom use can reduce these risks.
- Goals and Dreams Belief: Unprotected sex can interfere with one’s goals and dreams for education and a career.
- Partner Reaction Belief: One’s partner would not approve of using condoms and react negatively to it.
- Hedonistic Belief: Condoms interfere with sexual pleasure, aren't natural, ruin the mood, don't fit, etc.
- Personal Vulnerability Belief: HIV, STDs or pregnancy could result from 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 partners' negative reactions towards abstinence or condom use.
- Use role-play activities to practice negotiation, refusal and reframing skills.
- Build participants’ skills in problem solving and getting out of risky situations.
- Demonstrate proper condom use and have the participants practice this using anatomically correct penis models (or a similar type model).

CONTENT CORE ELEMENT 4: BUILD SELF-EFFICACY IN ADOLESCENTS:

- Incorporate the theme “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 the role-playing and practicing proper condom use activities.
Implementation Core Elements

Implementation Core Elements are integral to the intervention as they describe how the intervention should be implemented.

IMPLEMENTATION CORE ELEMENT 1: TO DEMONSTRATE A CARING AND SUPPORTIVE ATTITUDE, THE FACILITATOR MUST:

- Create a supportive and caring environment.
- Demonstrate empathy throughout the intervention; students must understand that instructors truly care about them and their success. In order to accomplish this, active listening, eye contact, supportive and non-judgmental feedback, etc. are all essential.

IMPLEMENTATION CORE ELEMENT 2: INTEGRATE AND USE THE CORE INTERVENTION MATERIALS ONLY:

- The DVDs specifically selected for intervention.

IMPLEMENTATION CORE ELEMENT 3: TYPE OF FACILITATOR:

- Specially trained health educator, school educator, family life educators, teen pregnancy prevention and HIV/STD educators or staff working with youth in community-based programs.
- Highly participatory and interactive skills.
- Able to work with youth, relate to them and their life circumstances and believe in them 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 Be Proud! Be Responsible! 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 participants must have a chance to practice new skills. If you are integrating this curriculum into the school class period, you must remember that class periods are often less than fifty minutes (for which the curriculum is designed). Contact Select Media (www.selectmedia.org) to determine how to best spread the curriculum over more than six sessions and still cover all of the material with fidelity.

3. **Number of days to deliver modules:**

The intervention can be implemented in six sessions of fifty minutes each or in three 1-hour and 40 minute sessions. In community settings, it can be implemented in a two-day format (2.5 hours each day), a six-day format (50 minutes each day) or one-day (Saturday) for approximately five hours, plus time for serving lunch and snacks. All 6 modules must be implemented in order. You should try to complete this intervention within a 2-week period, if possible.

4. **Gender composition of the group:**

In the original study, the groups were boys only. 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 and non-judgmental attitude, 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, you should not implement with a mixed group (e.g. 11-year-olds with 15-year-olds). Divide the groups using similar age ranges.

8. **Group size:**

In the original study, the group size was 6-12 teens in a group. Larger group sizes (especially classrooms), often create challenges in maintaining the established time table. If you want to enlarge your group size it is important to add additional facilitators and/or time to ensure that 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.
BE PROUD! BE RESPONSIBLE! LOGIC MODEL

ISSUE/PROBLEM

HAVING UNPROTECTED SEX DUE TO:
- Limited information
- Negative attitudes and beliefs about abstinence and/or condom use
- Minimal negotiation and refusal skills
- Low self-efficacy or lack of confidence to negotiate abstinence or condom use
- Minimal problem solving skills

INPUTS
- *Be Proud! Be Responsible!* 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 videos
- Provide opportunities to negotiate condom use and practice abstinence skills
- Provide activities demonstrating condom use
- Facilitate activities that build confidence and self-efficacy to negotiate condom use and abstinence
- Provide activities that encourage proud and responsible behavior
- Facilitate activities that build skills in problem solving and how to get out of risky situations
- Create a caring and trusting group environment
- Facilitate referrals
OUTPUTS

- Be Proud! Be Responsible! curriculum implemented with fidelity
- Videos viewed
- Condom use and negotiation discussed
- Abstinence discussed
- Negotiation and refusal skills practiced, using role-plays
- Problem-solving skills acquired
- Referrals made

IMMEDIATE OUTCOMES

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

INTERMEDIATE OUTCOMES

- Improved negotiation and refusal skills
- Reduced occurrence of unprotected sex
- Increased intentions to practice abstinence
- Increased consistency of correct condom use
- Increased confidence to use condoms

LONG TERM OUTCOMES

- Consistent condom use
- 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 abstinence if 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 or using condoms
- Fear their partner’s reaction to abstinence or condom use
- Don't know how to express themselves sexually without having sex
- Don't know how to make condoms fun and pleasurable
- Don't have the skills to negotiate condom use or abstinence
- Don't have the confidence or power to negotiate condom use or abstinence
- Don't feel valued

Adolescents will change their behavior if:

- Programs and messages targeted for them are specific
- Program is implemented in a caring and supportive manner
- They can learn the skills needed, i.e., condom use and negotiation skills
- They have positive attitudes and beliefs towards condom use, i.e., condoms can be fun and pleasurable
- They feel that their partner will react positively to condom use or abstinence
- They feel that abstinence or condom use will prevent HIV/STD transmission and unplanned pregnancies
- They feel valued and believe in themselves and their skills
- They have opportunities to practice these skills with supportive feedback
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.
<table>
<thead>
<tr>
<th>Question</th>
<th>Monitoring and evaluation activity</th>
<th>Sources of information about the question</th>
<th>How answers can be used to improve the program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recruitment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How many participants did we plan to recruit?¹</td>
<td>n/a</td>
<td>• Pre-Implementation planning data</td>
<td>Data can be used to strengthen recruitment efforts and inform more accurate planning.</td>
</tr>
<tr>
<td>How many participants did we actually recruit?²</td>
<td>Process monitoring</td>
<td>• SMART Objectives</td>
<td></td>
</tr>
<tr>
<td>Was there a difference?</td>
<td>Process evaluation</td>
<td>• Recruitment plan</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Number of participants recruited documented by session sign-in sheets</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Comparison between planned and actual numbers of recruits</td>
<td></td>
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<tr>
<td><strong>Target Population</strong></td>
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<tr>
<td>What are the characteristics of our target population (e.g., race, ethnicity, age, behaviors, and risk factors)?</td>
<td>n/a</td>
<td>• Pre-Implementation planning data</td>
<td>Data can be used to target recruitment activities and provide evidence of prevention needs for additional at-risk populations.</td>
</tr>
<tr>
<td>What were the characteristics of the participants?</td>
<td>Process monitoring</td>
<td>• Logic model’s problem statement</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Participants’ demographics and risk factors collected with a youth intake form</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Comparison between the characteristics of participants you planned to recruit and the characteristics of the actual participants.</td>
<td></td>
</tr>
<tr>
<td>Was there a difference?</td>
<td>Process evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Monitoring and evaluation activity</td>
<td>Sources of information about the question</td>
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<tr>
<td>How many participants did we think would complete all sessions?</td>
<td>n/a</td>
<td>Pre-Implementation planning data</td>
<td>Data can be used to strengthen recruitment efforts, inform agency policies on use of incentives, and foster discussion of strategies for teen engagement.</td>
</tr>
<tr>
<td>What actually happened?</td>
<td>Process monitoring</td>
<td>SMART objectives</td>
<td></td>
</tr>
<tr>
<td>Was there a difference?</td>
<td>Process evaluation</td>
<td>Sign-in sheets from each session</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Comparison between planned and actual participation</td>
<td></td>
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<tr>
<td><strong>Participant Retention</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fidelity of Implementation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was the program carried out in accordance with the <em>Implementation Manual</em> and with fidelity to Core Elements?</td>
<td>Process monitoring and process evaluation (also referred to as quality assurance)</td>
<td>Fidelity checklists on required activities and core elements</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quality assurance plan</td>
<td></td>
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<td>Notes from facilitators</td>
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<td>Notes from persons who observed the program</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Monitoring and evaluation activity</td>
<td>Sources of information about the question</td>
<td>How answers can be used to improve the program</td>
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</tr>
</tbody>
</table>
| What outcomes did we expect participants to achieve? | n/a | • Pre-Implementation planning data  
• Logic model’s outcomes in terms of mediating variables and behavior change variables  
• Monitoring and evaluation plan  
• SMART objectives  
• Data that measure mediating variables and variables for behavior change collected with a pre-and post-test instrument  
• Comparison between planned outcomes and actual outcomes measured with outcome monitoring instruments/tools | 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. |
| What outcomes did participants actually experience? | Outcome monitoring | | |
| Was there a difference? | Assessment of pre- and post-test data | | |

**Outcomes**

- Pre-Implementation planning data
- Logic model’s outcomes in terms of mediating variables and behavior change variables
- Monitoring and evaluation plan
- SMART objectives
- Data that measure mediating variables and variables for behavior change collected with a pre-and post-test instrument
- Comparison between planned outcomes and actual outcomes measured with outcome monitoring instruments/tools
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:**

**LINE (5)**

Time Started: _________________________.

Time Finished: _________________________.

**Asst. Reqd.? Circle:** (1) none (2) low (3) high

**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

2. What is your gender?
   □ Male  □ Female

3. Are you now in school?
   □ No  □ Yes

   If NO, what was the last grade you completed? _____________

   If YES, what grade are you in now? ____________

4. Are you Black/African American?
   □ No  □ Yes

5. Are you Hispanic/Latino?
   □ No  □ Yes

6. If you are Hispanic/Latino, are you:
   □ I am not Hispanic/Latino  □ Mexican
   □ Puerto Rican  □ South American
   □ Dominican  □ Central American
   □ Cuban  □ Other (Specify country: ______________________)

7. Are you White?
   □ No  □ Yes

8. Are you Caribbean/West Indian?
   □ No  □ Yes

9. Are you American Indian or Alaskan Native?
   □ No  □ Yes

10. Are your parents married to each other now?
    □ No  □ Yes

11. Were your parents ever married to each other?
    □ No  □ Yes

12. Are your parents married, but currently separated?
    □ No  □ Yes

13. Does your mother work?
    □ No  □ Yes

14. Does your father work?
    □ No  □ Yes

15. Did your mother finish high school?
    □ No  □ Yes  □ Do not know

16. Did your father finish high school?
    □ No  □ Yes  □ Do not know
17. Do you live with your mother?  
☐ 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?  
☐ 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)

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strongly Disapprove</td>
<td>Disapprove</td>
<td>In the Middle</td>
<td>Approve</td>
<td>Strongly Approve</td>
</tr>
<tr>
<td>2</td>
<td>Yourself</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Most people who are important to you</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Your sexual partner</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Your mother</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>Your father</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>Your friends</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
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

9. Most people who are important to you

10. Your sexual partner

11. Your mother

12. Your father

13. Your friends

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)

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)

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>In the Middle</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

27. If I do not have sex, people will call me names. 1 2 3 4 5 (18)
28. If I do not 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)

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Strongly Disagree</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Disagree</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>In the Middle</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Agree</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Strongly Agree</strong></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>In the Middle</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>45.</td>
<td>Saying we have to use a condom would make my sexual partner think I am having sex with other people.</td>
<td>1 2 3 4 5 (36)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>46.</td>
<td>Saying we have to use a condom is like saying to my sexual partner, “I don’t trust you.”</td>
<td>1 2 3 4 5 (37)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>47.</td>
<td>My sexual partner is likely to break up with me if I said we had to use a condom.</td>
<td>1 2 3 4 5 (38)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>48.</td>
<td>If I had a condom with me, my sexual partner would not like it.</td>
<td>1 2 3 4 5 (39)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>49.</td>
<td>My sexual partner would be happier if we used a condom.</td>
<td>1 2 3 4 5 (40)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50.</td>
<td>Condoms cost too much.</td>
<td>1 2 3 4 5 (41)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>51.</td>
<td>It is hard for me to get condoms.</td>
<td>1 2 3 4 5 (42)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>52.</td>
<td>It is too much trouble to carry around condoms.</td>
<td>1 2 3 4 5 (43)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>53.</td>
<td>I can get condoms.</td>
<td>1 2 3 4 5 (44)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>54.</td>
<td>It is easy for me to have a condom with me all of the time.</td>
<td>1 2 3 4 5 (45)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>55.</td>
<td>I can get my sexual partner to agree to use a condom, even if they don’t want to.</td>
<td>1 2 3 4 5 (46)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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. 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.  
   □ 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.  
   □ T  □ F  □ ?

24. The foam and jelly forms of birth control that a girl uses work better if the boy uses a condom.  
   □ 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.  
   □ T  □ F  □ ?

2. I sometimes feel mad when I do not get my way.  
   □ T  □ F  □ ?

3. A few times, I have given up doing something because I thought too little of my ability.  
   □ T  □ F  □ ?

4. There have been times when I felt like going against people in authority even though I knew they were right.  
   □ T  □ F  □ ?

5. No matter who I am talking to, I am always a good listener.  
   □ T  □ F  □ ?

6. There have been times when I took advantage of someone.  
   □ 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!
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.

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**IMPORTANT! WRITE YOUR CODE NUMBER HERE:** ___________ (1-4)

**LINE (5)**

**Time Started:** ________________.

**Time Finished:** ________________.

**Asst. Reqd.?** 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)

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Yourself</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Most people who are important to you</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Your sexual partner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4. Your mother</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>5. Your father</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>6. Your friends</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td>Very Unlikely</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unlikely</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In the Middle</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Likely</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Likely</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

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)

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Yourself</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Most people who are important to you</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>In the Middle</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>27. If I do not have sex, people will call me names.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28. If I do not have sex, no one will want to go out with me.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29. If I do not have sex with my partner, then they will break up with me.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30. If I do not have sex, my parents will be proud of me.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31. If I do not have sex during my teenage years, I will be proud of myself.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32. Not having sex will help me further my education.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33. Not having sex will help me focus on getting a good job.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34. I will not have sex in the next 3 months.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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)

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>In the Middle</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>35. Condoms help prevent pregnancy.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5 (50)</td>
</tr>
<tr>
<td>36. Condoms help prevent STDs.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5 (51)</td>
</tr>
<tr>
<td>37. Condoms help prevent HIV.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5 (52)</td>
</tr>
<tr>
<td>38. A lot of times condoms break when you are using them.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5 (53)</td>
</tr>
<tr>
<td>39. When a condom is used, sex still feels good.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5 (54)</td>
</tr>
<tr>
<td>40. When a condom is used, sex is more fun.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5 (55)</td>
</tr>
<tr>
<td>41. If I used a condom, sex would not feel as good.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5 (56)</td>
</tr>
<tr>
<td>42. Sex feels unnatural when a condom is used.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5 (57)</td>
</tr>
<tr>
<td>43. Condoms are embarrassing to use.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5 (58)</td>
</tr>
<tr>
<td>44. Condoms make you not want to have sex because you have to stop to put one on.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5 (59)</td>
</tr>
</tbody>
</table>
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 (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)
<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>56. I can say to my sexual partner that we should use a condom.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>(17)</td>
</tr>
<tr>
<td>57. Before we are ready to have sex, I can talk to my sexual partner about using a condom.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>(18)</td>
</tr>
<tr>
<td>58. I can put a condom on without turning my sexual partner off.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>(19)</td>
</tr>
<tr>
<td>59. I cannot talk to my sexual partner about using condoms.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>(20)</td>
</tr>
<tr>
<td>60. If I am sexually aroused, I can stop before sex to use a condom.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>(21)</td>
</tr>
<tr>
<td>61. I can say no to sex if my sexual partner and I do not have a condom.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>(22)</td>
</tr>
<tr>
<td>62. I can stop sex to get a condom, if I do not have one.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>(23)</td>
</tr>
<tr>
<td>63. I can use a condom, even if the room is dark.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>(24)</td>
</tr>
<tr>
<td>64. I can get my sexual partner to agree to use a condom without turning them off.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>(25)</td>
</tr>
<tr>
<td>65. I am sure that I can use a condom if I have sex.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>(26)</td>
</tr>
<tr>
<td>66. I will try to get my sexual partner to agree to use condoms if we have sex in the next 3 months.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>(27)</td>
</tr>
<tr>
<td>67. I plan to use condoms if I have sex in the next 3 months.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>(28)</td>
</tr>
</tbody>
</table>
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. 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.
   □ T    □ F    □ ?

17. When a condom is placed on the penis, space should be left at the tip of the condom.
   □ T    □ F    □ ?

18. The condom should be completely unrolled before it is placed on the penis.
   □ T    □ F    □ ?

19. Storing or carrying condoms in a hot or warm place can destroy their effectiveness.
   □ T    □ F    □ ?

20. A girl can **not** get pregnant the first time she has sex.
   □ T    □ F    □ ?

21. If a girl washes herself out with a douche after she has sex, she won’t become pregnant
   □ 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.
   □ 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.
   □ T    □ F    □ ?

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

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For questions 1 - 7 please use the scale below.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
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<th>5</th>
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<tbody>
<tr>
<td>1</td>
<td>Disliked</td>
<td>Disliked</td>
<td>Neither Liked Nor Disliked</td>
<td>Liked</td>
<td>Liked Very Much</td>
</tr>
<tr>
<td>2</td>
<td>Very Much</td>
<td></td>
<td></td>
<td></td>
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</table>

3. How much did you like all of the program activities? 1 2 3 4 5 (8)

4. How much did you like the video 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.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>Very Little</td>
<td>Moderately</td>
<td>Very Much</td>
<td></td>
</tr>
</tbody>
</table>

8. How much could you really get into the group activities?  
9. How much did you talk and share your thoughts in the group?  
10. How comfortable did you feel talking and sharing your thoughts in the group?  
11. How comfortable did you feel during the exercises, games, or role-playing?  
12. In general, how much did you learn from the activities?  
13. How much did you learn from the videos you saw?  
14. How much did you learn from the small group activities?  
15. Would you recommend this project to other teenagers?  

For the following questions please use the scale below.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>Disagree</td>
<td>Neither Agree</td>
<td>Agree</td>
<td>Agree Strongly</td>
<td></td>
</tr>
</tbody>
</table>

16. My facilitator really knows what he or she is teaching.  
17. My facilitator is a good role model for me.
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!