

# Draw the Line

# Respect the Line

# Core Components

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# Summary of Core Components

Core components are important parts of a program that should be implemented for that program to be effective. They may involve the implementation of the program, including the audience and setting, the implementation schedule, the program leaders and preparation. Core components also include the content of the program activities and the teaching methods (pedagogy) used to cover that content.

This is a summary of the core components in *Draw the Line/Respect the Line*.

## IMPLEMENTATION

### Audience Setting

- ◆ *Draw the Line/Respect the Line* can be implemented in either school or non-school settings, although implementation in non-school settings may be more difficult.
- ◆ *Draw the Line/Respect the Line* is designed for grades 6–8 or for participants age 11–13, and the content is developmentally tailored for these grade levels. It could be used for grades 7–9 in some communities.

### Implementation Schedule

- ◆ The classes should be scheduled so that most youth participate in most classes.
- ◆ All 19 classes should be taught.
- ◆ All classes should be taught in sequence, five in the 6th grade, seven in the 7th grade and seven in the 8th grade.
- ◆ Ideally, classes should be taught 2–3 times per week.
- ◆ At least 45 minutes should be available for each class.
- ◆ The ideal class size is from 10 to 35 youth.

### Program Leaders

- ◆ Educators for *Draw the Line/Respect the Line* should have good rapport with youth and be trained. They should be familiar with the *Draw the Line/Respect the Line* content, comfortable discussing the material, and experienced teaching skills-based programs.

### Preparation

- ◆ If the curriculum is implemented in a school setting, appropriate approval should be obtained from the school and parents. If implemented in non-school settings, appropriate approval should be obtained from the host organization and parents, and steps necessary to recruit and retain the ideal group size for the full length of implementation should be taken.

The core content areas are based on the behavioral determinants and underlying behavior change theories. The content is woven throughout the lessons, making it difficult to eliminate specific lessons without altering potential effectiveness.

### **Sixth Grade Content (5 lessons)**

- ◆ Functional knowledge (i.e., information that is directly tied to behavior such as the concept of limits and how to respect limits).
- ◆ Attitudes and beliefs (i.e., activities that foster positive attitudes toward setting and respecting personal limits).
- ◆ Norms (i.e., activities such as roleplays to reinforce the norm of setting and respecting limits).
- ◆ Skills, including refusal skills and respecting limits.
- ◆ Parent-child communication (i.e., homework activities to encourage parent-child discussion of cultural and family values and pressure situations for young people).

### **Seventh Grade Content (7 lessons)**

- ◆ Functional knowledge (i.e., behaviorally relevant information such as signs and situations that could lead to sex, emotional and social consequences of having sex versus not having sex, pressure situations teens face around sex, STD facts).
- ◆ Attitudes and beliefs (i.e., activities that foster positive attitudes toward not having sex and drawing the line).
- ◆ Norms (i.e., activities such as roleplays to reinforce the norm of choosing not to have sex and having and respecting limits).
- ◆ Skills, including refusal skills and inter- as well as intrapersonal skills to get out of risky situations that may lead to sex.
- ◆ Parent-child communication (i.e., homework activities to encourage parent-child discussion of intentions to avoid having sex and getting out of risky situations).

### **Eighth Grade Content (7 lessons)**

- ◆ Functional knowledge (i.e., behaviorally relevant information such as facts about HIV and other STDs, proper steps of condom use, situations that could make it difficult to stick with personal limits, what behaviors increase risk of HIV).
- ◆ Attitudes and beliefs (i.e., activities that foster positive attitudes toward not having sex, important reasons for sticking with personal limits, and overcoming barriers to sticking with limits).
- ◆ Norms (i.e., activities such as roleplays to reinforce the norm of choosing not to have sex, using condoms and other protection if having sex, and having and respecting limits).
- ◆ Skills, including refusal skills, condom use skills, and intrapersonal skills to stick with limits.
- ◆ Parent-child communication (i.e., homework activity to encourage parent-child discussion of HIV and its impact on those who are affected by HIV).

All the activities are implemented as designed and in sequence, using the teaching strategies specified. In terms of pedagogy, this means that teachers:

- ◆ Create a safe and effective learning environment by establishing group agreements, including mechanisms for asking sensitive questions and actively involving participants.
- ◆ Implement all activities in sequence using the interactive strategies included in the lessons, which were designed to influence the theory-based risk and protective factors related to sexual risk behaviors.
  - Use the varied pedagogical techniques (i.e., mini-lectures, brainstorming, games, small-group work, roleplays) and maintain the interactive nature of the activities to engage youth and facilitate learning.
  - Review learning from prior classes to enhance mastery of material.
  - Use the embedded skill development approach that explains and models the skills, provides large group and individual practice, and offers corrective feedback.
  - Use the question box technique as noted to invite anonymous questions.
  - Use videos and guest speakers to enhance selected lessons. Replacement videos can be used if they are selected to meet the objectives of the lessons.
  - Assign and encourage student homework, which is the primary vehicle for encouraging parent-child communication on key topics.
- ◆ State key messages about important values and sexual behaviors clearly and reemphasize them repeatedly. The key message is that young people should determine how far they will go sexually (“Draw the Line”) and then stick to that limit and respect others’ limits (“Respect the Line”). Abstinence is the safest choice; condoms are safer than unprotected sex.