Draw the Line
Respect the Line
Logic Model
ETR (Education, Training and Research) is a nonprofit organization committed to providing science-based innovative solutions in health and education designed to achieve transformative change in individuals, families and communities. We invite health professionals, educators and consumers to learn more about our high-quality programs, publications and applied research, evaluation and professional development services by contacting us at 1-800-321-4407, www.etr.org.
Logic models are graphic depictions that show clearly and concisely the causal mechanisms through which specific interventions can affect behavior and thereby achieve a health goal. They should be based in part upon theory and thus portray the “theories of change” that underlie an intervention.

While there are many types of logic models, some logic models specify (1) the health goal to be achieved, (2) the behaviors a person needs to change to achieve a health goal, (3) the risk or protective factors that affect those behaviors, and (4) the intervention components or activities designed to change each selected risk and protective factor.

In the figures below, first is a snapshot of a logic model for Draw the Line/Respect the Line. That model simply specifies all the activities, all the risk and protective factors and all the behaviors designed to affect the two health goals of Draw the Line/Respect the Line. Second is a more detailed model that specifies which particular activities affect which specific risk and protective factors, which in turn affect specific behaviors that affect teen pregnancy and sexually transmitted diseases.

These models can:

♦ Provide a clear rationale for each program activity by specifying the risk and protective factors each activity is designed to change. These rationales can help curriculum implementers understand the importance of each activity.

♦ Serve as a map to guide adaptations so that changes or additions are consistent with the logic and factors presented in the model.

♦ Specify the risk and protective factors and behaviors that should be measured in an impact evaluation.
### Draw the Line/Respect the Line Logic Model: Snapshot

<table>
<thead>
<tr>
<th>DTL/RTL Intervention Lessons Designed to Change Risk &amp; Protective Factors</th>
<th>Risk &amp; Protective Factors (Determinants) Affecting Sexual Behaviors Addressed in DTL/RTL</th>
<th>Behaviors Directly Affecting DTL/RTL’s Health Goals</th>
<th>DTL/RTL’s Health Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade 6</strong></td>
<td><strong>Grade 7</strong></td>
<td><strong>Grade 8</strong></td>
<td></td>
</tr>
<tr>
<td>Lesson 1: Activities 1.1 – 1.6</td>
<td>Lesson 1: Activities 1.1 – 1.6</td>
<td>Lesson 1: Activities 1.1 – 1.4</td>
<td></td>
</tr>
<tr>
<td>Lesson 2: Activities 2.1 – 2.7</td>
<td>Lesson 2: Activities 2.1 – 2.4</td>
<td>Lesson 2: Activities 2.1 – 2.6</td>
<td></td>
</tr>
<tr>
<td>Lesson 3: Activities 3.1 – 3.4</td>
<td>Lesson 3: Activities 3.1 – 3.5</td>
<td>Lesson 3: Activities 3.1 – 3.6</td>
<td></td>
</tr>
<tr>
<td>Lesson 4: Activities 4.1 – 4.6</td>
<td>Lesson 4: Activities 4.1 – 4.6</td>
<td>Lesson 4: Activities 4.1 – 4.5</td>
<td></td>
</tr>
<tr>
<td>Lesson 5: Activities 5.1 – 5.7</td>
<td>Lesson 5: Activities 5.1 – 5.7</td>
<td>Lesson 5: Activities 5.1 – 5.5</td>
<td></td>
</tr>
<tr>
<td>Lesson 6: Activities 6.1 – 6.5</td>
<td>Lesson 6: Activities 6.1 – 6.5</td>
<td>Lesson 6: Activities 6.1 – 6.5</td>
<td></td>
</tr>
<tr>
<td>Lesson 7: Activities 7.1 – 7.6</td>
<td>Lesson 7: Activities 7.1 – 7.5</td>
<td>Lesson 7: Activities 7.1 – 7.5</td>
<td></td>
</tr>
</tbody>
</table>

#### PARENT-CHILD COMMUNICATION

**Knowledge of:**
- STDs, including HIV
- Negative consequences of having sex
- Methods to protect against contracting HIV and other STDs
- Situations that lead to unprotected sex, pregnancy and HIV or other STDs
- STD testing and treatment
- Personal challenges to abstaining
- Parental values about teen pregnancy and childbearing

**Perception of Risk of:**
- Chances of becoming pregnant and consequences of childbearing
- Chances of contracting HIV and other STDs
- Consequences of contracting HIV and other STDs

**Values and Attitudes toward:**
- Having sex versus abstaining
- Having unprotected sex
- Using condoms and contraception

**Perception of Peer Norms about:**
- Having sex (versus abstaining)
- Having unprotected sex

**Skills to:**
- Set a limit and recognize challenges to it
- Refuse to do something that violates their limit
- Respect other people’s refusals
- Say no to sex or unprotected sex or to avoid having sex
- Recognize, avoid or get out of situations that might lead to sex
- Obtain and use condoms

**Parent-Child Communication about:**
- The consequences of having sex

**Intentions to:**
- Be abstinent
- Use protection

---

Abstaining from sexual intercourse (either by delaying sex or returning to abstinence)

Using contraception (to prevent pregnancy)

Using condoms (to prevent HIV and other STDs)

Preventing unintended pregnancy

Preventing HIV and other STDs
### Draw the Line/Respect the Line Logic Model: Detailed Version

**Activities Designed to Change Risk & Protective Factors**

<table>
<thead>
<tr>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 5.3: STD Quiz</td>
<td>Activity 1.4: Closure and Homework</td>
</tr>
<tr>
<td>Activity 5.4: Story About STD</td>
<td>Activity 2.3: Training for the Draw the Line Challenge</td>
</tr>
<tr>
<td>Activity 5.5: Quiz Review</td>
<td>Activity 2.4: Draw the Line Challenge Game</td>
</tr>
<tr>
<td>Activity 5.6: STD Hotline Homework</td>
<td>Activity 5.3: Talking with a Person with HIV or AIDS</td>
</tr>
</tbody>
</table>

**Knowledge**

<table>
<thead>
<tr>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of STDs, including HIV</td>
<td>Knowledge of negative consequences of having sex</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 1.4: Closure and Homework</td>
</tr>
<tr>
<td>Activity 2.3: Training for the Draw the Line Challenge</td>
</tr>
<tr>
<td>Activity 2.4: Draw the Line Challenge Game</td>
</tr>
</tbody>
</table>

**Risk & Protective Factors That Affect Sexual Behaviors**

**Behaviors That Affect Health Goals**

**Health Goals**
<table>
<thead>
<tr>
<th>Activities Designed to Change Risk &amp; Protective Factors</th>
<th>Risk &amp; Protective Factors That Affect Sexual Behaviors</th>
<th>Behaviors That Affect Health Goals</th>
<th>Health Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge continued</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grade 7</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 5.4: Story About STD</td>
<td></td>
<td>Knowledge of methods to protect against contracting HIV and other STDs</td>
<td></td>
</tr>
<tr>
<td>Activity 5.5: Quiz Review</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 5.6: STD Hotline Homework</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grade 8</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 1.4: Closure and Homework</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 2.3: Training for the <em>Draw the Line</em> Challenge</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 2.4: <em>Draw the Line</em> Challenge Game</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 6.3: Methods of Protection</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 7.3: Traffic Light</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grade 7</strong></td>
<td></td>
<td>Awareness of situations that lead to unprotected sex, pregnancy and HIV or other STDs</td>
<td></td>
</tr>
<tr>
<td>Activity 1.5: What Makes it Hard to Say NO to Sex?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 2.3: Tina and Marco</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 3.3: Warning Signs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grade 8</strong></td>
<td></td>
<td>Awareness of personal challenges to abstaining</td>
<td></td>
</tr>
<tr>
<td>Activity 3.3: Trina and Kashid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 3.4: Voting: Difficult Moments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 3.5: Homework: What Can You Do?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grade 8</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 3.3: Trina and Kashid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 3.4: Voting: Difficult Moments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 3.5: Homework: What Can You Do?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grade 7</strong></td>
<td></td>
<td>Understanding of parental values about teen pregnancy and childbearing</td>
<td></td>
</tr>
<tr>
<td>Activity 3.5: Closure and Family Activity</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Activities Designed to Change Risk & Protective Factors

#### Grade 7
- Activity 2.3: Tina and Marco
- Activity 3.5: Closure and Family Activity
- Activity 6.3: *Draw the Line* Talk Show

#### Grade 7
- Activity 5.4: Story About STD
- Activity 5.6: STD Hotline Homework
- Activity 6.3: *Draw the Line* Talk Show

#### Grade 8
- Activity 1.3: Teens with HIV
- Activity 1.4: Closure and Homework
- Activity 2.3: Training for the *Draw the Line* Challenge
- Activity 2.4: *Draw the Line* Challenge Game
- Activity 5.3: Talking with a Person with HIV or AIDS
- Activity 7.2: Traffic Light

### Risk & Protective Factors That Affect Sexual Behaviors

#### Grade 7
- Perception of chances of becoming pregnant and consequences of childbearing

#### Grade 8
- Perception of chances of contracting HIV and other STDs

### Behaviors That Affect Health Goals

#### Grade 7
- Abstaining from sexual intercourse (by either delaying sex or returning to abstinence)

#### Grade 8
- Preventing unintended pregnancy
- Preventing HIV and other STDs

### Health Goals

#### Grade 7
- Preventing unintended pregnancy

#### Grade 8
- Preventing HIV and other STDs
<table>
<thead>
<tr>
<th>Activities Designed to Change Risk &amp; Protective Factors</th>
<th>Risk &amp; Protective Factors That Affect Sexual Behaviors</th>
<th>Behaviors That Affect Health Goals</th>
<th>Health Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>VALUES AND ATTITUDES</strong></td>
<td>Values/attitudes toward having sex versus abstaining (reasons not to have sex)</td>
<td>Abstaining from sexual intercourse (by either delaying sex or returning to abstinence)</td>
<td>Preventing unintended pregnancy</td>
</tr>
<tr>
<td><strong>Grade 7</strong></td>
<td></td>
<td></td>
<td>Preventing HIV and other STDs</td>
</tr>
<tr>
<td>Activity 2.3: Tina and Marco</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 3.5: Closure and Family Activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 5.4: Story About STD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grade 8</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 2.3: Training for the <em>Draw the Line</em> Challenge</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 2.4: <em>Draw the Line</em> Challenge Game</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grade 7</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 5.4: Story About STD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 5.6: STD Hotline Homework</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 5.3: Talking with a Person with HIV or AIDS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 5.4: Story About STD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 5.6: STD Hotline Homework</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 5.3: Talking with a Person with HIV or AIDS</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Health Goals

- Preventing unintended pregnancy
- Preventing HIV and other STDs

## Risk & Protective Factors That Affect Sexual Behaviors

- Abstaining from sexual intercourse (by either delaying sex or returning to abstinence)

## Behaviors That Affect Health Goals

- Abstaining from sexual intercourse (by either delaying sex or returning to abstinence)

## Activities Designed to Change Risk & Protective Factors

<table>
<thead>
<tr>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 2.3 and Activity 3.4: Risky Situations; Small Group Activity</td>
<td>Activity 3.4: Risky Situations; Small Group Activity</td>
</tr>
<tr>
<td>Activity 6.3: Draw the Line Talk Show</td>
<td>Activity 4.4: Practice, Practice, Practice</td>
</tr>
<tr>
<td>Activity 6.4: Student Roleplays</td>
<td>Activity 4.3: Homework and Draw the Line Review</td>
</tr>
</tbody>
</table>

## Activities Designed to Change Behaviors That Affect Health Goals

<table>
<thead>
<tr>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 2.3 and Activity 3.4: Risky Situations; Small Group Activity</td>
<td>Activity 7.4: Cold Shower</td>
</tr>
</tbody>
</table>

## Perceptions of Peer Norms

- Perception of peer norms about having sex (versus abstaining)
- Perception of peer norms about having unprotected sex

## Skills

- Skill and self-efficacy to set a limit and recognize challenges to it
- Preparing to discuss, using the Draw the Line Talk Show, where you will meet and talk with others on a private topic.
### Activities Designed to Change Risk & Protective Factors

**Grade 7**
- Activity 4.5: Student Roleplays
- Activity 6.4: Student Roleplays
- Activity 7.4: How Do You Draw the Line?

**Grade 8**
- Activity 3.5: Homework: What Can You Do?
- Activity 4.3: Homework and Draw the Line Review
- Activity 4.4: Practice, Practice, Practice
- Activity 7.4: Cold Shower

### Risk & Protective Factors That Affect Sexual Behaviors

- Skill and self-efficacy to say NO to sex or unprotected sex or to avoid having sex

### Behaviors That Affect Health Goals

- Abstaining from sexual intercourse (by either delaying sex or returning to abstinence)

### Health Goals

- Preventing unintended pregnancy
- Preventing HIV and other STDs
### Activities Designed to Change Risk & Protective Factors

| Grade 7 | Activity 3.5: Closure and Family Activity |

### Risk & Protective Factors That Affect Sexual Behaviors

- Increase parent/child communication about the consequences of having sex

### Behaviors That Affect Health Goals

- Abstaining from sexual intercourse (by either delaying sex or returning to abstinence)

### Health Goals

- Preventing unintended pregnancy
- Preventing HIV and other STDs

---

### PARENT-CHILD COMMUNICATION

#### Grade 7 Activity 3.5: Closure and Family Activity

- Increase parent/child communication about the consequences of having sex

### INTENTIONS

| Grade 7 Activity 7.4: How Do You Draw the Line? |
- Intentions to be abstinent

| Grade 8 Activity 1.3: What’s in It for You? Activity 7.4: Cold Shower |
- Intentions to be abstinent

### Behaviors That Affect Health Goals

- Abstaining from sexual intercourse (by either delaying sex or returning to abstinence)

### Health Goals

- Preventing unintended pregnancy
- Preventing HIV and other STDs
### Activities Designed to Change Risk & Protective Factors

**Grade 7**
- Activity 5.3: STD Quiz
- Activity 5.4: Story About STD
- Activity 5.5: Quiz Review
- Activity 5.6: STD Hotline Homework

**Grade 8**
- Activity 1.4: Closure and Homework
- Activity 2.3: Training for the *Draw the Line* Challenge
- Activity 2.4: *Draw the Line* Challenge Game
- Activity 5.3: Talking with a Person with HIV or AIDS

### Risk & Protective Factors That Affect Sexual Behaviors

**Grade 7**
- Knowledge of STDs, including HIV

**Grade 7**
- Knowledge of negative consequences of having sex

### Behaviors That Affect Health Goals

- Using contraception (to prevent pregnancy)
- Using condoms (to prevent HIV and other STDs)
- Preventing unintended pregnancy

### Health Goals

- Preventing HIV and other STDs
### Knowledge continued

<table>
<thead>
<tr>
<th>Grade 7</th>
<th>Activities</th>
<th>Risk &amp; Protective Factors That Affect Sexual Behaviors</th>
<th>Behaviors That Affect Health Goals</th>
<th>Health Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity 1.5</strong>: What Makes It Hard to Say NO to Sex?</td>
<td>Awareness of situations that lead to unprotected sex, pregnancy and HIV or other STDs</td>
<td>Using contraception (to prevent pregnancy)</td>
<td>Preventing unintended pregnancy</td>
<td></td>
</tr>
<tr>
<td><strong>Activity 2.3</strong>: Tina and Marco</td>
<td>Knowledge of methods to protect against contracting HIV and other STDs, including abstaining, lifelong mutually monogamous partner and condoms (how they work, where to obtain them and how to use them)</td>
<td>Using condoms (to prevent HIV and other STDs)</td>
<td>Preventing HIV and other STDs</td>
<td></td>
</tr>
<tr>
<td><strong>Activity 3.3</strong>: Warning Signs</td>
<td>Knowledge of STD testing and treatment</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Grade 7
- Activity 5.4: Story About STD
- Activity 5.5: Quiz Review
- Activity 5.6: STD Hotline Homework

**Grade 8**
- Activity 1.4: Closure and Homework
- Activity 2.3: Training for the Draw the Line Challenge
- Activity 2.4: Draw the Line Challenge Game
- Activity 6.3: Methods of Protection
- Activity 6.4: Condom Demonstration
- Activity 7.2: Traffic Light

**Grade 7**
- Activity 5.4: Story About STD
- Activity 5.6: STD Hotline Homework
### Activities Designed to Change Risk & Protective Factors

**Grade 7**
- Activity 2.3: Tina and Marco
- Activity 6.3: *Draw the Line* Talk Show

**Grade 7**
- Activity 5.4: Story About STD
- Activity 5.5: Quiz Review
- Activity 5.6: STD Hotline Homework
- Activity 6.3: *Draw the Line* Talk Show

**Grade 8**
- Activity 1.4: Closure and Homework
- Activity 2.3: Training for the *Draw the Line* Challenge
- Activity 2.4: *Draw the Line* Challenge Game
- Activity 5.3: Talking with a Person with HIV or AIDS
- Activity 7.2: Traffic Light

**Grade 7**
- Activity 5.4: Story About STD
- Activity 5.5: Quiz Review
- Activity 5.6: STD Hotline Homework
- Activity 5.3: Talking with a Person with HIV or AIDS

### Risk & Protective Factors That Affect Sexual Behaviors

**PERCEPTIONS OF RISK**

- **Grade 7**
  - Perception of chances of becoming pregnant and consequences of childbearing

- **Grade 7**
  - Perception of chances of contracting HIV and other STDs

- **Grade 8**
  - Perception of consequences of contracting HIV and other STDs

### Behaviors That Affect Health Goals

- Using contraception (to prevent pregnancy)
- Using condoms (to prevent HIV and other STDs)
- Preventing unintended pregnancy
- Preventing HIV and other STDs

### Health Goals
### Activities Designed to Change Risk & Protective Factors

**Grade 7**
- Activity 2.3: Tina and Marco
- Activity 3.5: Closure and Family Activity
- Activity 5.4: Story About STD
- Activity 5.5: Quiz Review
- Activity 5.6: STD Hotline Homework

**Grade 8**
- Activity 6.4: Condom Demonstration

### Risk & Protective Factors That Affect Sexual Behaviors

#### VALUES AND ATTITUDES

**Grade 7**
- Activity 3.5: Closure and Family Activity
- Activity 5.4: Story About STD
- Activity 5.5: Quiz Review
- Activity 5.6: STD Hotline Homework

**Grade 8**
- Activity 6.4: Condom Demonstration

#### SKILLS

**Grade 8**
- Activity 6.4: Condom Demonstration
Activities Designed to Change Risk & Protective Factors

Risk & Protective Factors That Affect Sexual Behaviors

Behaviors That Affect Health Goals

Health Goals

INTENTIONS

Goals

a

Health Goals

Prevnting unintended pregnancy

Preventing HIV and other STDs

Intentions to use protection

Using contraception (to prevent pregnancy)

Using condoms (to prevent HIV and other STDs)

Grade 8

Activity 1.3: What’s in It for You?

a

Activities Designed to Change Risk & Protective Factors

a

Behaviors That Affect Health Goals

a

Risk & Protective Factors That Affect Sexual Behaviors

a

Health Goals