

Contract Number:  
HHSP23320082911YC

Mathematica Reference Number:  
06549.095

Submitted to:  
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**Training Teens and Transforming  
School Culture Through  
Comprehensive Sex Education:  
*An Implementation Study of Teen  
PEP***

Implementation Report

August 12, 2014

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When faculty advisors were able to recruit a large pool of potential peer educators and select those with the skills and maturity to present workshops, lead small group activities, and serve as role models for 9th graders, the implementation experience was positive. As schools found out, recruiting peer educators for a program they were not familiar with was difficult. At schools in which teachers and stakeholders were more knowledgeable and purposeful about the selection process, the peer-educator group was more representative and cohesive and better able to respond to challenges. These experiences suggest that when planning and implementing Teen PEP, schools should carefully consider not just the logistical needs of the program but also the required qualifications and skills of the stakeholder team members, faculty advisors, and peer educators.

### **Additional expansion efforts will require increasing capacity to provide intensive support for implementation**

Vital technical support and targeted feedback from HiTOPS and CSS can buffer schools against common challenges, especially in their first year. Early implementation is often the most challenging for schools and faculty advisors. Getting used to the schedules, class and workshop formats, and numerous time lines requires constant juggling and efficient time management. The current model relies on intense and frequent training for stakeholders and teachers. Program staff provide detailed and targeted technical assistance to the top levels of school administrators down to individual peer educators. Schools, staff, and students should actively use and apply the technical assistance, pacing guidance, and ongoing support offered by CSS and HiTOPS, especially in this first year of implementation.

Teen PEP is more than a packaged curriculum; it takes work to put into practice. The program model emphasizes trust-building, peer-to-peer interaction, and in-depth content knowledge of sexual and reproductive health topics. It takes specialized and intensive support to ensure that teachers, school staff, and students deliver the program with fidelity and accuracy. Meeting these demands for a greater number of schools will require additional staffing and management capacity, as well as comprehensive strategies to ensure the program's content and format are implemented as intended.

As a result, replicating Teen PEP on a large scale requires a special complement of content guidance and implementation support. The partnership between HiTOPS and CSS is a key strength of Teen PEP. HiTOPS is responsible for the sexual and reproductive health education content, while CSS manages the school operations and rollout. Staff of both organizations provide targeted technical assistance and training to school staff on content and logistical issues. Expansion of the program will require thoughtful planning and capacity-building to address these intersecting needs and the long-term visions of both organizations.

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**APPENDIX A**  
**SAMPLE CHARACTERISTICS**

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**Table A.1. Characteristics of New Jersey and North Carolina 9th-Grade students**

|   | New Jersey<br>Treatment Students<br>(Percentages Unless<br>Noted) | North Carolina<br>Treatment Students<br>(Percentages Unless<br>Noted) |
|---|---|---|
| <b>Demographic Characteristics</b>                                |   |   |
| Age in years (mean)   | 14.4  | 14.7  |
| Female  | 51.2  | 55.4  |
| Race/ethnicity  |   |   |
| White, non-Hispanic   | 9.8   | 46.2  |
| Black, non-Hispanic   | 27.8  | 36.2  |
| Hispanic  | 48.2  | 13.2  |
| Other (including multiple)  | 14.3  | 4.5   |
| Language spoken at home   |   |   |
| English   | 80.4  | 96.0  |
| Spanish   | 13.1  | 3.3   |
| Other (including multiple)  | 6.5   | 0.7   |
| <b>Levels of Risky Behavior</b>                                   |   |   |
| Ever had any type of sexual activity                              | 15.2  | 31.4  |
| Had sexual intercourse in past three months                       | 7.7   | 16.5  |
| Among students who had sexual intercourse in past three months... |   |   |
| Had sexual intercourse without a condom in past three months      | 47.1  | 52.3  |
| Had sexual intercourse without birth control in past three months | 56.3  | 34.9  |
| Number of times had sexual intercourse in past three months       | 5.4   | 7.2   |
| Number of times had sexual intercourse without a condom           | 2.7   | 4.2   |
| Number of times had sexual intercourse without birth control      | 3.1   | 2.3   |
| Number of same-age friends who have had sexual intercourse        |   |   |
| None  | 16.4  | 10.3  |
| Some  | 35.1  | 35.9  |
| Half  | 8.4   | 13.2  |
| Most  | 10.8  | 23.2  |
| All   | 2.3   | 5.0   |
| Don't Know  | 27.1  | 12.4  |
| Amount of peer pressure to have sexual intercourse                |   |   |
| None  | 75.6  | 68.2  |
| A little  | 10.8  | 17.5  |
| Some  | 9.9   | 10.7  |
| A lot   | 3.8   | 3.6   |
| Ever had an alcoholic drink                                       | 40.9  | 54.5  |
| Among those who ever had a drink, age at first drink (mean)       | 12.5  | 12.4  |
| In past 30 days, had one drink or more...                         |   |   |
| Never   | 50.6  | 47.2  |
| One to four days  | 42.5  | 36.7  |
| Five or more days   | 6.9   | 16.2  |
| In past 30 days, had five or more drinks in a row...              |   |   |
| Never   | 85.1  | 78.2  |
| One to four days  | 12.6  | 16.4  |
| Five or more days   | 2.3   | 5.2   |

**Table A.1** (continued)

|   | New Jersey<br>Treatment Students<br>(Percentages Unless<br>Noted) | North Carolina<br>Treatment Students<br>(Percentages Unless<br>Noted) |
|---|---|---|
| <b>Attitudes Toward Sexual Activity and Intentions for Future Sexual Activity</b> |   |   |
| Engaging in sexual activity   |   |   |
| Having sexual intercourse is a good thing to do                                   | 17.5  | 22.9  |
| Having sexual intercourse would create problems                                   | 86.1  | 80.6  |
| Not having sexual intercourse is important to be safe and healthy                 | 86.0  | 78.0  |
| Against values to have sexual intercourse before marriage                         | 44.1  | 44.1  |
| Using condoms   |   |   |
| Condoms should always be used for sexual intercourse                              | 90.3  | 92.3  |
| Condoms are a hassle to use   | 12.2  | 16.3  |
| Condoms are pretty easy to get  | 55.5  | 65.5  |
| Condoms are important to make sex safer   | 86.2  | 88.8  |
| Using condoms means you don't trust your partner                                  | 3.9   | 6.9   |
| Expects to have sexual intercourse next year                                      | 27.4  | 37.7  |
| Expects to use condom if has sexual intercourse next year                         | 97.8  | 96.3  |
| Among students who have never had sex...  |   |   |
| Using a condom or other birth control method if students decide to have sex is... |   |   |
| A little bit likely or not at all likely  | 7.3   | 6.0   |
| Very likely or somewhat likely  | 92.7  | 94.0  |
| Reasons not to have sex   |   |   |
| Doesn't want to get a sexually transmitted disease                                | 98.9  | 97.6  |
| Doesn't want to disappoint parents  | 89.8  | 89.5  |
| Too young to have sex   | 80.2  | 77.0  |
| Boyfriend or girlfriend doesn't want to have sex                                  | 70.5  | 77.8  |
| Wants to wait until marriage  | 61.8  | 64.6  |
| Against personal values   | 68.5  | 63.3  |
| Hasn't met the right person yet   | 80.6  | 80.9  |
| Hasn't had the chance   | 49.7  | 51.8  |
| Doesn't want to have sex  | 70.8  | 66.5  |
| Doesn't want to get pregnant or get someone else pregnant                         | 96.8  | 92.3  |
| <b>Sample Size</b>  | <b>245</b>  | <b>452</b>  |

Source: Student surveys administered by Mathematica, January 30, 2012.

## **APPENDIX B**

### **IMPLEMENTATION STUDY DATA SOURCES AND METHODOLOGY**

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Two separate, collaborative evaluations provided information for this report. Abt Associates, supported by the Teen Pregnancy Prevention (TPP) grant program through the Office of Adolescent Health, U.S. Department of Health and Human Services, is conducting a local evaluation of the implementation of Teen PEP in North Carolina schools. Complementing and building on this local evaluation, the federal Pregnancy Prevention Approach (PPA) study is examining Teen PEP implementation in New Jersey high schools and rigorously assessing the overall impact of the program in both New Jersey and North Carolina. The implementation study draws on data from both sites and describes early implementation of Teen PEP in six schools that delivered the program in the first two years of the federal evaluation (2011–2012 and 2012–2013).

Staff from Abt Associates collected implementation data in North Carolina. This report draws on two internal reports they prepared for the Center for Supportive Schools (CSS) to describe the implementation of Teen PEP in the study schools in North Carolina (Layzer and Rosapep 2012, 2013). To enhance the PPA team’s understanding of the reports and implementation of Teen PEP in North Carolina, a PPA team member accompanied the Abt Associates team on one site visit.

PPA staff collected implementation data in New Jersey. For New Jersey, several data sources provided information for this report: (1) site-visit and telephone interviews, (2) observations of classes and workshops, (3) focus groups with peer educators, (4) program documents, (5) baseline and post-program surveys completed by participants, and (6) attendance and technical assistance data and summaries. Table B.1 details the sources for the data collected and the topics covered in each source.

## **Site-Visit and Telephone Interviews**

Two researchers conducted a site visit to New Jersey to collect in-depth data on (1) the planned intervention, (2) adherence to the planned intervention, (3) delivery of the faculty advisor training and Teen PEP curriculum, (4) participants’ responsiveness to the curriculum, and (5) successes and challenges encountered during program implementation. During the site visit, which took place in April–May 2013, the researchers (1) conducted in-person interviews with staff from CSS and stakeholders and faculty advisors in the study schools; (2) conducted focus groups with two groups of peer educators; and (3) observed two peer-educator classes and two workshops with 9th graders.

In addition to the site-visit interviews, telephone interviews were conducted with CSS and HiTOPS staff. Some interviews with faculty advisors were also conducted by telephone following the site visit.

**Analysis approach.** Qualitative analysis of the site-visit and telephone interview data involved an iterative process using thematic analysis and triangulation of data sources (Patton 2002; Ritchie and Spencer 2002). Because of the number of interviews conducted, we used a qualitative analysis software package, Atlas.ti (Scientific Software Development 1997), to facilitate organizing and synthesizing the qualitative data. First, we developed a coding scheme for the study, organized according to key research questions. Within each question, we defined codes for key themes and subtopics we expected to cover in the interviews. Then, we applied the codes to passages in the interview and focus group notes. To ensure accurate and consistent coding, an analyst and a research assistant/programmer independently coded site-visit data, and a researcher (a member of the site visit team) reviewed the coded documents and reconciled any differences in coding. To address the research questions, we used the software to retrieve relevant passages and then examined the patterns of responses across respondents and identified themes emerging from the responses.

## **Survey and Administrative Data**

**Population served.** We gathered data on the population served by the intervention from several sources. The baseline instrument collected data on demographic and background characteristics, risky behavior, previous sex education, and knowledge and attitudes toward sexual activity and contraceptive use in consented youth. It was administered to consented youth in January 2012; the data in this report are from the 245 New Jersey youths and 452 North Carolina youths who participated in Teen PEP and completed the baseline survey.

**Attendance.** We obtained attendance data for all six study schools. Schools in New Jersey provided attendance information in different formats. One school provided a list of 9th-grade students present on the day of each workshop, and the other school provided a list of students indicating which workshops they attended. From these data, we calculated the percentage of 9<sup>th</sup> graders who attended each workshop. Because of the variations in how the data were provided, in one school, the percentage who attended each workshop is based on attendance at school on the day of the workshop, and in the other school, the percentage is based on actual attendance at the workshop. In North Carolina, whose requirements for reporting attendance differ from New Jersey's, CSS provided data for each school indicating the percentage of students who received at least 75 percent of the program (at least five out of six workshops, including Family Night).

**Implementation.** In New Jersey, we obtained additional information about adherence to the curriculum and the quality of implementation from two sources: (1) Teen PEP program implementation forms submitted by faculty advisors and (2) workshop observation forms and feedback completed by the CSS staff who provided technical assistance to each school. The Teen PEP program implementation forms provided basic information on the topics and activities completed during the workshops and attendees. The workshop observation forms and feedback to faculty advisors provided information about the strengths and weaknesses that CSS staff observed during each workshop implementation, along with the suggestions they made for improving implementation of future workshops.

**Participant response.** In New Jersey, data on participants' satisfaction with Teen PEP were gathered from end-of-program surveys administered by CSS and HiTOPS staff to peer educators and workshop participants after the last workshop was completed. The surveys of peer educators included questions about 9th graders' responsiveness to the program, and the surveys of 9th graders included quantitative and qualitative questions about their perceptions of how the program helped them.

**Table B.1. Data Sources (New Jersey)**

| Research Question  | Data Sources                    |                            |                            |                                 |                            |  |                                       |   | Abt Associates Implementation Reports |
|--|---------------------------------|----------------------------|----------------------------|---------------------------------|----------------------------|--|---------------------------------------|---|---------------------------------------|
|  | CSS and HiTOPS Staff Interviews | Key Stakeholder Interviews | Faculty Advisor Interviews | Class and Workshop Observations | Peer-Educator Focus Groups | Curriculum Materials and Program Documents | Baseline and Post-Program Survey Data | Attendance and Technical Assistance Data/ Summaries |                                       |
| 1. How and why did CSS and HiTOPS create Teen PEP? What role does each organization play? How do they see these roles evolving in the future?  | X                               | X                          |                            |                                 |                            |  |                                       |   |                                       |
| 2. What needs was Teen PEP designed to address? How did it propose to do so?   | X                               | X                          |                            |                                 |                            | X  |                                       |   |                                       |
| 3. Who did the program serve? What strategies did staff use to reach and engage the schools?   | X                               | X                          | X                          |                                 | X                          |  |                                       |   | X                                     |
| 4. How was Teen PEP delivered in each of the schools? Did staff adhere to the program model, or was it modified or changed?  | X                               | X                          | X                          | X                               | X                          | X  |                                       | X   | X                                     |
| 5. How did strategies for recruitment, engagement, and implementation vary across the two sites, and why? How did implementation vary in the two contexts, if at all, and what were the reasons for these differences? | X                               | X                          | X                          | X                               | X                          |  |                                       | X   | X                                     |
| 6. How did participants respond to the program?  |                                 |                            | X                          | X                               | X                          |  | X                                     | X   | X                                     |
| 7. What successes and challenges did staff experience in implementing the program?   | X                               | X                          | X                          |                                 | X                          |  |                                       |   | X                                     |

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**APPENDIX C**  
**WORKSHOP ATTENDANCE TABLES**

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**Table C.1. 9th-Grade Student Attendance at Teen PEP Workshops in New Jersey**

|       | Number of Eligible 9th-Grade Students | Percentage of Students in Attendance |            |            |            |            |
|-------|---------------------------------------|--------------------------------------|------------|------------|------------|------------|
|       |                                       | Workshop 1                           | Workshop 2 | Workshop 3 | Workshop 4 | Workshop 5 |
| NJ- A | 292                                   | 80.8                                 | 77.7       | 81.8       | 75.7       | 72.6       |
| NJ- B | 284                                   | 96.8                                 | 94.0       | 86.6       | 83.8       | 0.0        |

Notes: Attendance data is based on all enrolled 9th graders (including students who consented for the PPA evaluation and those who did not). For Workshops 3 and 4, 28 students at School B were not able to attend because of scheduling conflicts. School B did not deliver Workshop 5 due to lack of time.

**Table C.2. 9th-Grade Student Attendance at Teen PEP Workshops in North Carolina**

|       | Number of Eligible 9th-Grade Students | Percentage of Students Who Received 75 Percent of Program (Including Family Night) | Percentage of Students Who Received 75 Percent of the Program (Not Including Family Night) | Median Attendance (Percentage) |
|-------|---------------------------------------|--|--|--------------------------------|
| NC- A | 202                                   | 64   | 82   | 73                             |
| NC- B | 170                                   | 26   | 62   | 61                             |
| NC- C | 210                                   | 48   | 74   | 68                             |
| NC- D | 214                                   | 55   | 83   | 72                             |

Note: Attendance data are based on enrolled 9th graders to whom Teen PEP was offered (including students who consented for the PPA evaluation and those who did not). For performance measure reporting purposes in North Carolina, CSS initially included Family Night when calculating the percentage of students who completed at least 75 percent of the program. Therefore, students had to have attended at least five of the six workshops to be considered attending 75 percent of the programming. Because the program's core content was delivered to 9th graders as part of the five workshops, the table reports dosage both with and without Family Night attendance.

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**APPENDIX D**

**TEEN PEP WORKSHOPS FOR 9TH GRADERS  
(DETAILED DESCRIPTION)**

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**Table D.1. Summary of Teen PEP Workshops**

| Workshop | Title  | Objectives for Participants  | Activities   |
|----------|--|--|--|
| 1        | Let's Wait Awhile: Postponing Sexual Involvement | <ul style="list-style-type: none"> <li>Describe at least three reasons why teens become sexually involved</li> <li>Describe at least three reasons why teens do not become sexually involved</li> <li>Describe at least three possible consequences of early sexual involvement</li> <li>Identify at least three relationship qualities that are important to have before beginning a sexual relationship</li> <li>Demonstrate negotiation and refusal skills</li> </ul> | <ul style="list-style-type: none"> <li>Attention-Getting Skit and Introductions (7 minutes)</li> <li>Skits (11 minutes): <ul style="list-style-type: none"> <li><i>Help!</i></li> <li><i>The Last Virgin</i></li> <li><i>Boy/Girl Monologues</i></li> <li><i>Three Boys</i></li> <li><i>Stop the Madness</i></li> </ul> </li> <li>Bridge to Small Group Activities (1 minute)</li> <li>Small Group Activities (65 minutes): <ul style="list-style-type: none"> <li>Sexual Decision Making: Why Teens Have Sex/Why Teens Wait to Have Sex; Characteristics of a Responsible Couple; Are They Ready? (40 minutes)</li> <li>Negotiation and Refusal Skills (25 minutes)</li> </ul> </li> <li>Closure and Evaluation (6 minutes)</li> </ul>  |
| 2        | Later, Baby: Pregnancy Prevention                | <ul style="list-style-type: none"> <li>Identify behaviors that put teens at risk for unintended pregnancy</li> <li>Identify at least three solutions to barriers that get in the way of teens using condoms, birth control, or going to a family-planning clinic</li> <li>Describe at least three methods for preventing pregnancy</li> <li>Identify the location of a nearby family-planning clinic</li> </ul>  | <ul style="list-style-type: none"> <li>Attention-Getting Skit and Introductions (10 minutes)</li> <li>Bridge to Skit (1 minute)</li> <li>Skit (4 minutes): <ul style="list-style-type: none"> <li><i>Talk About It</i></li> </ul> </li> <li>Bridge to Large Group Activity (1 minute)</li> <li>Large Group Activity (5 minutes): <ul style="list-style-type: none"> <li>Why Teens Don't Use Condoms, Birth Control, or Go to the Clinic</li> </ul> </li> <li>Bridge to Small Group Activities (1 minute)</li> <li>Small Group Activities (57 minutes): <ul style="list-style-type: none"> <li>Problem Solving the Barriers</li> <li>Contraceptive Methods (8 minutes per method)</li> </ul> </li> <li>Bridge to Large Group Skit, Abstinence Message (2 minutes)</li> <li>Large Group Skit (4 minutes): <ul style="list-style-type: none"> <li><i>Am I Ready for Sex?</i></li> </ul> </li> <li>Closure and Evaluation (5 minutes)</li> </ul> |

Table D.1 (continued)

| Workshop     | Title  | Objectives for Participants   | Activities   |
|--------------|--|---|--|
| 3            | Don't Pass It On: Preventing Sexually Transmitted Infections | <ul style="list-style-type: none"> <li>Describe the most common STIs among teens, including their identification, symptoms, treatment, and long-term consequences</li> <li>Demonstrate a greater understanding of how STIs are spread</li> <li>Identify personal strategies for preventing the spread of STIs</li> </ul>                | <ul style="list-style-type: none"> <li>Attention-Getting Skit and Introduction (13 minutes)</li> <li>Skit (5 minutes):               <ul style="list-style-type: none"> <li>Chain Reaction</li> </ul> </li> <li>Bridge to Small Group Activities (1 minute)</li> <li>Small Group Activities (44 minutes):               <ul style="list-style-type: none"> <li>STI Basics (22 minutes)</li> <li>Watch Out!: How to Prevent STIs (22 minutes)</li> </ul> </li> <li>Bridge to Large Group Activity (1 minute)</li> <li>Large Group Activity (20 minutes):               <ul style="list-style-type: none"> <li>Pass it Along</li> </ul> </li> <li>Closure and Evaluation (6 minutes)</li> </ul>  |
| Family Night | Talk to Me: A Family Night Workshop                          | <ul style="list-style-type: none"> <li>Identify their personal attitudes and values regarding sexuality</li> <li>Report increased comfort in talking about sex and sexuality with teens</li> <li>Demonstrate a greater understanding of the ways in which they can initiate conversations about sex and sexuality with teens</li> </ul> | <ul style="list-style-type: none"> <li>Attention-Getting Skit and Introduction (8 minutes)</li> <li>Bridge to Skits (2 minutes)</li> <li>Skits (10 minutes):               <ul style="list-style-type: none"> <li>Homework</li> <li>Parties</li> <li>Privacy and Trust</li> <li>Meaningful Sex</li> <li>Not MY Son!</li> </ul> </li> <li>Bridge to Small Group Activity (1 minute)</li> <li>Small Group Activity (30 minutes):               <ul style="list-style-type: none"> <li>Where DO We Learn About Sex?</li> </ul> </li> <li>Break (10–15 minutes)</li> <li>Bridge to Large Group Activities (2 minutes)</li> <li>Large Group Activities (35 minutes):               <ul style="list-style-type: none"> <li>Where Do We Learn About Sex? Processing (5 minutes)</li> <li>Questions and Answers: Student Panel (25 minutes)</li> <li>Teachable Moments (5 minutes)</li> </ul> </li> <li>Bridge to Skit (1 minute)</li> <li>Skit (3 minutes):               <ul style="list-style-type: none"> <li>Just a Moment</li> </ul> </li> <li>Q&amp;A, Closure, and Evaluation (5 minutes)</li> </ul> |

Table D.1 (continued)

| Workshop | Title  | Objectives for Participants  | Activities  |
|----------|--|--|---|
| 4        | Break the Silence: HIV/AIDS Prevention                             | <ul style="list-style-type: none"> <li>Describe the two most common ways teens get HIV/AIDS</li> <li>Identify at least three behaviors that will not put a person at risk for HIV infection</li> <li>Name two strategies for reducing the risk of contracting HIV/AIDS</li> <li>Describe the steps to using a condom correctly</li> <li>Report increased motivation for using risk-reduction strategies</li> </ul> | <ul style="list-style-type: none"> <li>Attention-Getting Skit and Introduction (9 minutes)</li> <li>Bridge to Skit (1 minute)</li> <li>Skit (10 minutes): <ul style="list-style-type: none"> <li><i>As the Virus Churns</i></li> </ul> </li> <li>Bridge to Small Group Activities (1 minute)</li> <li>Small Group Activities (45–50 minutes): <ul style="list-style-type: none"> <li>HIV Basics (25 minutes)</li> <li>Letter from Chris (20 minutes)</li> <li>Optional: Agree/Disagree/Not Sure (varies)</li> </ul> </li> <li>Large Group Activities (2 minutes): <ul style="list-style-type: none"> <li>Abstinence Message (1 minute)</li> <li>Condom Message/Bridge (1 minute)</li> </ul> </li> <li>Skit (4 minutes): <ul style="list-style-type: none"> <li><i>Condom Man or Mother/Son Condom</i></li> </ul> </li> <li>Bridge to Large Group Activity (1 minute)</li> <li>Large Group Activity (8 minutes): <ul style="list-style-type: none"> <li>Condom Lineup</li> </ul> </li> <li>Closure and Evaluation (5 minutes)</li> </ul> |
| 5        | Sex on the Rocks: Alcohol, Other Drugs, and Sexual Decision Making | <ul style="list-style-type: none"> <li>Describe the relationship between the use of alcohol and drugs and sexual decision making</li> <li>Identify steps to decision making</li> <li>Identify the consequences of making sexual decisions under the influence of alcohol and other drugs</li> <li>Demonstrate refusal skills needed to resist the pressure to use alcohol and other drugs</li> </ul>               | <ul style="list-style-type: none"> <li>Attention-Getting Skit and Introduction (6 minutes)</li> <li>Bridge to Skits (1 minute)</li> <li>Skits (13 minutes): <ul style="list-style-type: none"> <li><i>Losing Control</i></li> <li><i>The Morning After</i></li> </ul> </li> <li>Bridge to Small Group Activities (1 minute)</li> <li>Small Group Activities (45 minutes): <ul style="list-style-type: none"> <li>What Do You Have to Lose? (15 minutes)</li> <li>Decision Making (20 minutes)</li> <li>Refusal Skills (10 minutes)</li> </ul> </li> <li>Bridge to Skit (1 minute)</li> <li>Skit (3 minutes): <ul style="list-style-type: none"> <li><i>Play it Safe</i></li> </ul> </li> <li>Bridge to Large Group Activity (1 minute)</li> <li>Large Group Activity (13 minutes): <ul style="list-style-type: none"> <li>Sex on the Rocks: How Much Do You Know?</li> </ul> </li> <li>Closure and Evaluation (6 minutes)</li> </ul>  |

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