

Characteristics Summary Table*

Name of Curriculum: **DRAW THE LINE / RESPECT THE LINE**

For more detailed information about this program, visit the [Draw the Line](#) page at ETR's [Program Success Center](#) website.

Category 1	
Characteristic	Draw the Line
1. Involved multiple people with different backgrounds in theory, research and sex and STD/HIV education to develop the curriculum.	Developed by a multidisciplinary team of experts from University of California, San Francisco, and ETR, including Dr. Karin Coyle, Jennifer Cummings, Cheri Gardner, Dr. Cynthia Gomez, Dr. Samuel Jinich, Dr. Douglas Kirby, and Dr. Barbara Marin.
2. Assessed relevant needs and assets of target group.	<p>Developers assessed needs and assets of the target group during the development process, and this step is encouraged as part of planning for implementation.</p> <p><i>Draw the Line/Respect the Line</i> is a 3-year evidence-based curriculum that promotes abstinence by providing students in grades 6, 7 and 8 with the knowledge and skills to prevent HIV, other STD and pregnancy. The program shows students how to set personal limits, meet challenges to those limits, and respect others' personal limits. Designed for use in a school/classroom setting, the program can also be used in a community setting if consistent attendance at the program sessions can be guaranteed.</p> <p><i>Draw the Line</i> is sensitive to the needs of Latino youth. It was implemented in schools with large numbers of Latino youth, and these youth were consulted frequently during development. The student materials are provided in both English and Spanish.</p>
3. Used a logic model approach to develop the curriculum that specified the health goals, the behaviors affecting those health goals, the risk and protective factors affecting those behaviors, and the activities addressing those risk and protective factors.	See the program Logic Model .

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* Kirby, D., Rolleri, L. & Wilson, M. M. (2007). *Tool to Assess the Characteristics of Effective Sex and STD/HIV Education Programs*. ETR and Healthy Teen Network.

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<p>4. Designed activities consistent with community values and available resources (e.g., staff time, staff skills, facility space and supplies).</p>	<p>The program has nineteen 45- to 50-minute lessons. The 5 lessons in Grade 6 emphasize non-sexual situations in which youth may experience pressure; the 7 lessons in Grade 7 teach short-term consequences of unplanned sex, information about STD and how to apply refusal skills in a party context; and the 7 lessons in Grade 8 include an HIV-positive speaker, practicing refusal skills in a dating situation, and a condom demonstration.</p> <p><i>Draw the Line</i> is sensitive to the needs of Latino youth. It was implemented in schools with large numbers of Latino youth, and these youth were consulted frequently during development. The student materials are provided in both English and Spanish.</p>
<p>5. Pilot-tested the program.</p>	<p>Students in focus groups provided information about how youth think and feel about sex, as well as feedback about lesson ideas. Each lesson activity was tested initially in schools not formally part of the study. Then various activities were revised, and additional piloting of the lessons occurred. Finally, full sets of lessons for each grade were taught at 10 or more classrooms in another school district, and final revisions were made. Student feedback was used throughout the process to improve the lessons and make them enjoyable.</p>

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Characteristics Summary Table

Category 2

Characteristic	Draw the Line
<p>6. Focused on clear health goals — the prevention of STD/HIV and/or pregnancy.</p>	<p>The aim of the program is to address the health goal of preventing teen pregnancy, HIV and other STDs by reducing the number of students who initiate or have sexual intercourse, and increasing condom use among students who are sexually active.</p> <p>See the program Logic Model.</p>
<p>7. Focused narrowly on specific behaviors leading to these health goals (e.g., abstaining from sex or using condoms or other contraceptives), gave clear messages about these behaviors, and addressed situations that might lead to them and how to avoid them.</p>	<p>Using a fun, interactive approach, <i>Draw the Line/Respect the Line</i> shows students how to set personal limits and meet challenges to those limits. The curriculum also includes activities for students to do with their families.</p> <p>The curriculum is based on the following principles: (1) not having sex is the healthiest sexual limit for students in middle school; (2) students can set sexual limits, and can be motivated to maintain their limits; (3) students will encounter and can overcome challenges to their limits; (4) students who respect the limits of others will be less coercive; and (5) condom use is essential protection for those who are sexually active.</p> <p>See the program Logic Model.</p>
<p>8. Addressed multiple sexual psychosocial risk and protective factors affecting sexual behaviors (e.g., knowledge, perceived risks, values, attitudes, perceived norms and self- efficacy).</p>	<p>Draw the Line/Respect the Line is based on several social psychological theories, particularly Social Inoculation Theory and Social Cognitive Theory. Social Inoculation Theory suggests that people develop resistance to social pressure when they can recognize the forms of pressure, are motivated to resist them, and are capable of doing so. Cognitive Behavior Theory suggests that young people need specific cognitive and behavioral skills to resist pressures and successfully manage interpersonal encounters. The <i>Draw the Line/Respect the Line</i> curricula address multiple sexual psychosocial risk and protective factors stemming from these theories.</p> <p>See the program Logic Model for more detail.</p>

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Category 2

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<p>9. Created a safe social environment for youth to participate.</p>	<p>The lessons at each grade level begin with establishing class agreements that allow students to feel comfortable discussing limits and sexual topics. The educator posts the Plan for the Day at the start of each session, so that students will know what to expect from the lesson. Throughout the lessons, students are encouraged to respect both their own and others' contributions to discussion and class activities.</p>
<p>10. Included multiple activities to change each of the targeted risk and protective factors.</p>	<p>The program is delivered through role play, mini-lectures, brainstorming, games, small group work, an anonymous question box, videos, and guest speakers.</p> <p>The program Logic Model shows how the various activities relate to the targeted risk and protective factors.</p>
<p>11. Employed instructionally sound teaching methods that actively involved the participants, that helped participants personalize the information, and that were designed to change each group of risk and protective factors.</p>	<p>Using a fun, interactive approach, <i>Draw the Line/Respect the Line</i> shows students how to set personal limits and meet challenges to those limits. The curriculum also includes activities for students to do with their families. The student materials are provided in both English and Spanish.</p> <p>The program Logic Model shows how the various activities relate to the targeted risk and protective factors.</p>

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12. Employed activities, instructional methods and behavioral messages that were appropriate to the youths' culture, developmental age and sexual experience.	<p><i>Draw the Line/Respect the Line</i> is sensitive to the needs of Latino youth, and these youth were consulted frequently during development. The student materials are provided in both English and Spanish. However, the schools involved in the study included students from many different cultural backgrounds and the activities have been used and well received by middle school youth from across the United States.</p> <p>In grade 6, the emphasis is on non-sexual situations in which youth may experience pressure, for example, to steal, use alcohol or smoke. The lessons feature limit setting and refusal skills in these contexts. Parent-child communication activities include discussion of cultural and family values and pressure situations for young people.</p> <p>In grade 7, pressures regarding sexual intercourse are considered. The lessons feature short-term consequences of unplanned sex, information about STD and how to apply refusal skills in a party context. Parent-child communication activities include discussion of intentions to avoid having sex and getting out of risky situations.</p> <p>In grade 8, the lessons feature an HIV-positive speaker, practicing refusal skills in dating situations, and a condom demonstration. Parent-child communication activities include discussion of HIV and its impact on those who are affected by HIV.</p>
13. Covered topics in a logical sequence.	See the program Logic Model

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Characteristics Summary Table

Category 3	
Characteristic	Draw the Line
14. Secured at least minimal support from appropriate authorities such as ministries of health, school districts or community organizations.	<p>This characteristic would be addressed during program implementation by the project team.</p> <p>ETR's Program Success Center website offers a framework for successful implementation of our programs, including free tools that can help with for assessing, selecting, developing, implementing and sustaining programs.</p>
15. Selected educators with desired characteristics (whenever possible), trained them and provided monitoring, supervision and support.	<p>This characteristic would be addressed during program implementation by the project team.</p> <p>ETR offers training on all of our sexual health programs through our Professional Learning Services. For more information visit our Training and TA pages.</p>
16. If needed, implemented activities to recruit and retain youth and overcome barriers to their involvement (e.g., publicized the program, offered food or obtained consent).	<p>This characteristic would be addressed during program implementation by the project team.</p> <p>ETR's Program Success Center website offers a framework for successful implementation of our programs, including free tools that can help with for assessing, selecting, developing, implementing and sustaining programs.</p>
17. Implemented virtually all activities with reasonable fidelity.	<p>ETR offers Fidelity Logs for our programs, see the Adaptation Guidelines and Tools tab on the Draw the Line / Respect the Line page.</p>

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