

**Figure 3: An Example of A BDI Logic Model to Reduce Pregnancy
By Implementing a School-based Sexuality Education Curriculum
That Addresses Individual Psychosocial Determinants of Sexual and Contraceptive Behaviors**

Curriculum Activities	Individual Determinants	Behaviors	Goals
<ul style="list-style-type: none"> • Lead group discussions in which students discuss the advantages and disadvantages of engaging in sex, and emphasize that abstinence is the only 100% effective method of avoiding pregnancy, STDs, and other negative outcomes • Discuss methods of showing you care about someone without engaging in sex • Provide accurate information about the risks of pregnancy • Implement simulation activities in which teens see that with each passing month, more teens get pregnant if they have unprotected sex, but don't get pregnant if they abstain • Have students write down what they would have to do in the next 48 hours if they just found out they were pregnant • Have students write down activities they wish to do in coming years, and then mark which ones would be difficult or impossible if they had a child • Provide accurate information about the risks of STD (including HIV) • Implement simulation activities in which adolescents can see how STDs can spread rapidly in people engaging in unprotected sex with multiple partners • Have HIV positive speakers talk about the impact that HIV has had upon their lives • Have peer leaders lead group discussions in which students discuss the advantages and disadvantages of engaging in sex, and emphasize benefits of abstaining from sex • Identify peers who are popular among different groups of adolescents and who are willing to publicly support a message against unprotected sex • Have groups of peers plan and implement school-wide activities such as assemblies, contests, small media materials, and small group discussions, all of which promote avoiding unprotected sex by abstaining from sex • Conduct school-wide polls and report results showing support for adolescents avoiding unprotected sex; provide individual stories to personalize results of the polls • Conduct survey data from students and report results showing that most students abstain from sex • Implement plays in which adolescents successfully resist sex or always use condoms or contraception • Create materials for parents to help them explore, understand and express their values about sexuality • Assign homework activities in which students ask their parents several questions about their values about sexuality • Through class discussions and help from peer leaders, identify and describe the types of situations which might lead to unwanted sex, and identify multiple strategies for avoiding each situation • Provide demonstration and practice in refraining from sex when pressured to have sex • Have teachers or peer leaders demonstrate effective strategies for saying no to sex through scripted role plays • Have students divide into small groups and practice role plays by reading scripts • Repeat role plays with increasingly challenging situations and make students express their own words for refraining by sex by providing scripts only for the aggressor 	<p>Decrease permissive attitudes about premarital sex and increase attitudes favoring abstinence</p> <p>Increase perceived risk and costs of getting pregnant if sexually active</p> <p>Increase perceived risk and costs of contracting an STD or HIV if sexually active</p> <p>Increase perception that peers are not sexually active and support abstinence</p> <p>Increase belief that parents/family have conservative values about premarital sex and support abstinence</p> <p>Increase self-efficacy and skills to abstain from sex</p>	<p>Reduce sexual involvement by:</p> <ul style="list-style-type: none"> • Delaying initiation of sex • Reducing frequency of sex 	<p>Reduce pregnancy</p>

Figure 3: Continued

Curriculum Activities	Individual Determinants	Behaviors	Goals
<ul style="list-style-type: none"> • Provide accurate information about the risks of pregnancy (see above) • Implement simulation activities in which teens see that with each passing month, more teens get pregnant if they have unprotected sex, but don't get pregnant if they abstain (see above) • Have students write down what they would have to do in the next 48 hours if they just found out they were pregnant (see above) • Have students write down activities they wish to do in coming years, and then mark which ones would be difficult or impossible if they had a child (see above) • Provide accurate information about the different types contraception commonly used by adolescents; indicate which protect against STD; discuss advantages and disadvantages of each • Provide accurate information about the different types contraception commonly used by adolescents; indicate which protect against STD; discuss advantages and disadvantages of each • Have students identify the ways in which using condoms reduces pleasure (e.g., disrupts love making) and identify ways to avoid this (e.g., have a condom ready) • Identify ways that using condoms and other forms of contraception can make sex more pleasurable • Identify peers who are popular among different groups of adolescents and who are willing to publicly support a message against unprotected sex • Have groups of peers plan and implement school-wide activities such as assemblies, contests, small media materials, and small group discussions, all of which promote avoiding unprotected sex by abstaining from sex and using contraception if having sex • Conduct school-wide polls and report results showing support for adolescents avoiding unprotected sex; provide individual stories to personalize results of the polls • Conduct survey data from students and report results showing that most students abstain from sex • Implement plays in which adolescents successfully resist sex or always use condoms or contraception • Through class discussions and help from peer leaders, identify and describe the types of situations which might lead to unprotected sex, and identify multiple strategies for avoiding each situation • Provide demonstration and practice in refraining from sex when pressured to have sex • Have teachers or peer leaders demonstrate effective strategies for saying no to unprotected sex through scripted role plays and have students practice role plays • Repeat role plays in which students insist upon the use of contraception • Identify places where adolescents can obtain affordable condoms or contraception without embarrassment • Provide demonstration and practice in how to use condoms properly 	<p>Greater perceived susceptibility to pregnancy/STDs/HIV</p> <p>Greater perceived importance of avoiding pregnancy</p> <p>Greater knowledge about contraception Recognition of positive side effects of oral contraceptives</p> <p>More positive attitudes about contraception</p> <p>Greater belief that peers use contraception if having sex Greater belief that peers support the use of contraception, if having sex</p> <p>Increase self efficacy and skill to obtain and use contraception Increase self efficacy to say no to unprotected sex and to insist on using contraception</p>	<p>Increase use of contraception</p>	<p>Reduce pregnancy</p>