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

<table>
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<th>Curriculum Activities</th>
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| - 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 pools 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 | Decrease permissive attitudes about premarital sex and increase attitudes favoring abstinence  
Increase perceived risk and costs of getting pregnant if sexually active  
Increase perceived risk and costs of contracting an STD or HIV if sexually active  
Increase perception that peers are not sexually active and support abstinence | Reduce sexual involvement by:  
- Delaying initiation of sex  
- Reducing frequency of sex | Reduce pregnancy |

Reduce pregnancy
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| • 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 | Greater perceived susceptibility to pregnancy/STDs/HIV  
Greater perceived importance of avoiding pregnancy  
Greater knowledge about contraception  
Recognition of positive side effects of oral contraceptives  
More positive attitudes about contraception  
Greater belief that peers use contraception if having sex  
Greater belief that peers support the use of contraception, if having sex  
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 | Increase use of contraception | Reduce pregnancy |