<table>
<thead>
<tr>
<th>Program Components</th>
<th>Intended Participants</th>
<th>Evaluation Findings</th>
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<tbody>
<tr>
<td>• Three-year program for students in grades 6, 7, and 8 designed to encourage</td>
<td>• 6th, 7th and 8th graders</td>
<td>• Decrease in sexual partners</td>
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<td>youth to delay having sexual intercourse to reduce the incidence of STDs/HIV and</td>
<td></td>
<td>• Increase knowledge in HIV</td>
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<td>pregnancy</td>
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<td>• Increase condom use</td>
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<td>• 19 lessons, each is intended to be implemented during a 45-60 minute timeframe</td>
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<td>• Program is delivered through structured activities, group discussions, viewing</td>
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<tr>
<td>of DVDs, and role-plays</td>
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Source: Draw the Line/Respect the Line Curriculum Manual
<table>
<thead>
<tr>
<th>Grade</th>
<th>Curriculum</th>
<th>Objectives</th>
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| 6<sup>th</sup> Grade | - Includes 5 lessons that primarily focus on setting limits and refusal skills in non-sexual situations.  
- Homework activities encourage parent-child discussion of cultural and family values and pressure situations for young people. | - Complete an individual activity to personalize the concept of drawing the line.  
- Brainstorm strategies and analyze roleplays to identify ways to tell someone where they draw the line.  
- Review and practice the Steps for Drawing the Line by roleplaying in pairs.  
- Learn a new skill as a way to stick with their limits and still keep their friends.  
- The concept of respecting the line is introduced using roleplays. |
| 7<sup>th</sup> Grade | - Includes seven lessons that shift the focus to sexual situations; students learn about the consequences associated with sexual intercourse and are encouraged to set limits regarding sex.  
- Students are also taught intrapersonal and interpersonal skills to help them maintain limits and respect the limits of others.  
- Homework activities encourage parent-child discussion of intentions to avoid having sex and getting out of risky situations. | - Discuss pressure situations and what can make it difficult to draw the line.  
- Learn the consequences of having or not having sex.  
- Identify situations that could lead to sex and warning signs to watch for, then look at ways to get out of these situations.  
- Review and practice the Steps for Drawing the Line using roleplays.  
- Learn the common symptoms of STDs and what to do to prevent them.  
- Participate in a talk show and roleplays to provide advice to other teens on how to draw the line in sexual pressure situations.  
- Apply the skills of avoiding risky situations, drawing the line and respecting someone else’s line. |
| 8<sup>th</sup> Grade | - Includes seven lessons that develop students’ practical skills.  
- Students learn how to use condoms and practice refusal skills in dating contexts.  
- Homework activities encourage parent-child discussion of HIV and impact on those who are affected by HIV. | - Discuss how they will draw the line to reduce their risk for HIV, other STDs and unplanned pregnancy.  
- Participate in a game designed to review and present information about how to prevent HIV and other STDs.  
- Examine difficult moments, emotions, situations or thoughts that can make it hard to stick with their limits.  
- Review and use roleplays to practice ways to stick with their limits.  
- Examine how their feeling and attitudes have changed after a guest speaker shares his or her experiences living with HIV or AIDS.  
- Discuss which methods of protection are effective for preventing HIV, STDs and pregnancy, the teacher demonstrates the proper use of condoms and reviews important facts about condoms.  
- Identify an image that can help them stick to their limit when they are tempted to cross the line. |

Source: Draw the Line/Respect the Line Curriculum Manual