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*Evaluation of Responsible Sexual Behavior Education in the Cleveland  
Metropolitan School District, 2007-2008*

**APPENDIX A**

**Assent Forms, Survey Instruments and Interview Guides**

**Assent to Participate in an Evaluation**  
**4<sup>th</sup> – 8<sup>th</sup> Grade**

Your parent knows we are going to ask you to fill out this survey. We want to know what kids are learning about relationships. The survey will only take a few minutes to complete. You will not write your name on the survey. No one will know how you answer the questions.

If you don't want to participate, you can stop at any time. There will be no bad feelings if you don't want to do this. You can ask questions if you do not understand any part of the survey.

If it is OK to take the survey sign your name here.

Name (Please print): \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Assent to Participate in an Evaluation**  
**9<sup>th</sup> – 12<sup>th</sup> Grade**

We are doing an evaluation of the Safer Choices program. An evaluation is a way to find out if the program is effective. If you decide that you want to be part of the evaluation, you will be asked to complete a survey two times before the Safer Choices sessions and one time at the last session. The surveys should take you no more than 10 minutes to complete.

If you decide to complete the surveys, it may help us learn how we can improve the program for the future. There are no risks to you if you decide to complete the survey; your name will not be on the survey.

When we are finished with the evaluation we will write a report about what was learned. This report will not include your name or that you were involved in the evaluation.

You do not have to take the surveys if you do not want to. If you decide to stop after we begin, that's okay too.

If it is ok with you to take the surveys, please sign your name.

I, \_\_\_\_\_, want to be part of this evaluation.  
(Print your name here)

\_\_\_\_\_  
(Sign your name here)

\_\_\_\_\_  
(Date)

# All About Life

## Students learned:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_

**FOR FACILITATOR USE ONLY:**

**SCHOOL:** \_\_\_\_\_ **GRADE:** \_\_\_\_\_ **CLASSROOM:** \_\_\_\_\_

**DATE:** \_\_\_\_\_ **FACILITATOR:** \_\_\_\_\_



**Please read each sentence below carefully. Put a check  in the box to show if each statement is true or false. If you don't know, it's ok to check "Don't know". (Check *only one box* for each sentence.)**

1. Puberty is the time when a child's body begins to change into an adult's body.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't know <input type="checkbox"/>
2. You have the right not to be touched on your private parts.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't know <input type="checkbox"/>
3. It is important to like yourself.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't know <input type="checkbox"/>
4. Most people who abuse kids are strangers.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't know <input type="checkbox"/>
5. Usually boys start puberty a little older than girls.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't know <input type="checkbox"/>
6. The private parts of your body are the parts covered by your bathing suit.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't know <input type="checkbox"/>

**Please read each sentence below carefully. Put a check  in the box to show if you agree or disagree with each sentence. (Check *only one box* for each sentence.)**

	Agree	Disagree
7. I know the difference between a "good" and a "problem" touch.	<input type="checkbox"/>	<input type="checkbox"/>
8. If you tell a grownup that you were abused and they don't help you, it is okay to tell another grownup.	<input type="checkbox"/>	<input type="checkbox"/>
9. It is okay for a kid to say "No" or "Stop" when anyone touches them in a bad or problem way.	<input type="checkbox"/>	<input type="checkbox"/>
10. It would be too hard for me to ask my parent(s)/guardian(s) a question about sex.	<input type="checkbox"/>	<input type="checkbox"/>

**FOR FACILITATOR USE ONLY:**

**SCHOOL:** \_\_\_\_\_ **GRADE:** \_\_\_\_\_ **CLASSROOM:** \_\_\_\_\_

**DATE:** \_\_\_\_\_ **FACILITATOR:** \_\_\_\_\_

F.L.A.S.H.  
Grade 5  
2007 - 2008

PRE

A. What is your date of birth? \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
month day year

B. Are you:

- Black
- White
- Hispanic
- Asian/Pacific Islander
- American Indian/Alaskan Native
- Multiracial
- Other: \_\_\_\_\_

C. Are you a:

- Boy
- Girl

D. What are the FIRST TWO (2) letters of your FIRST NAME? \_\_\_\_\_

**Please read each sentence below carefully. Put a check  in the box to show if each statement is true or false. If you don't know, it's ok to check "Don't know". (Check *only one box* for each sentence.)**

1. Using a condom during sex is a good way to keep from getting HIV.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't Know <input type="checkbox"/>
2. You have the right not to be touched on your private parts.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't Know <input type="checkbox"/>
3. Menstruation (having a "period") is a sign that a girl is able to become pregnant.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't Know <input type="checkbox"/>
4. Most people who abuse kids are strangers.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't Know <input type="checkbox"/>
5. Being forced to have sex is never okay.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't Know <input type="checkbox"/>
6. Ejaculation from the penis at night (or a "wet dream") is normal among boys during puberty.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't Know <input type="checkbox"/>
7. Coming up with alternative choices is one step in active decision-making.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't Know <input type="checkbox"/>

**Please read each sentence below carefully. Put a check  in the box to show if you agree or disagree with each sentence. (Check *only one box* for each sentence.)**

	Agree	Disagree
8. I If I don't want to be touched, I can say "no" or "stop".	<input type="checkbox"/>	<input type="checkbox"/>
9. I make decisions based on what my parent(s)/guardian(s) tell me.	<input type="checkbox"/>	<input type="checkbox"/>
10. I would be too embarrassed to ask my parent(s)/guardian(s) a question about sex or sexuality.	<input type="checkbox"/>	<input type="checkbox"/>
11. I plan to wait until after I graduate from high school before having sex.	<input type="checkbox"/>	<input type="checkbox"/>

**FOR FACILITATOR USE ONLY:**

**SCHOOL:** \_\_\_\_\_ **GRADE:** \_\_\_\_\_ **CLASSROOM:** \_\_\_\_\_

**DATE:** \_\_\_\_\_ **FACILITATOR:** \_\_\_\_\_

F.L.A.S.H.  
Grade 6  
2007 - 2008

PRE

A. What is your date of birth? \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
month day year

B. Are you:

- Black
- White
- Hispanic
- Asian/Pacific Islander
- American Indian/Alaskan Native
- Multiracial
- Other: \_\_\_\_\_

C. Are you a:

- Boy
- Girl

D. What are the FIRST TWO (2) letters of your FIRST NAME? \_\_\_\_\_

**Please read each sentence below carefully. Put a check  in the box to show if each statement is true or false. If you don't know, it's ok to check "Don't know". (Check *only one box* for each sentence.)**

1. You can tell if someone has HIV by looking at them.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't Know <input type="checkbox"/>
2. Sex using a condom is called safer sex.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't Know <input type="checkbox"/>
3. A girl cannot become pregnant the first time she has sex.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't Know <input type="checkbox"/>
4. Most people who abuse kids are strangers.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't Know <input type="checkbox"/>
5. Sex between children and adults is always wrong.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't Know <input type="checkbox"/>
6. When I let someone else decide for me I'm making an active decision.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't Know <input type="checkbox"/>

**Please read each sentence below carefully. Put a check  in the box to show if you agree or disagree with each sentence. (Check *only one box* for each sentence.)**

	Agree	Disagree
7. If I don't want to have sex, I can say "no" or "stop".	<input type="checkbox"/>	<input type="checkbox"/>
8. I would be too embarrassed to ask my parent(s)/guardian(s) a question about sex or sexuality.	<input type="checkbox"/>	<input type="checkbox"/>
9. I plan to wait until after I graduate from high school before having sex.	<input type="checkbox"/>	<input type="checkbox"/>
10. Sex portrayed in the media (television, music, magazines) is not always safe, healthy or responsible sex.	<input type="checkbox"/>	<input type="checkbox"/>

**FOR FACILITATOR USE ONLY:**

**SCHOOL:** \_\_\_\_\_ **GRADE:** \_\_\_\_\_ **CLASSROOM:** \_\_\_\_\_

**DATE:** \_\_\_\_\_ **FACILITATOR:** \_\_\_\_\_

# Making Proud Choices

## Grades 7 - 8

### 2007 - 2008

PRE

A. What is your date of birth? \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
month day year

B. Are you:

- Black
- White
- Hispanic
- Asian/Pacific Islander
- American Indian/Alaskan Native
- Multiracial
- Other: \_\_\_\_\_

C. Are you a:

- Boy
- Girl

D. What are the FIRST TWO (2) letters of your FIRST NAME? \_\_\_\_\_

**Please mark if each statement is true or false by placing a check (☑) in the appropriate box. (Check *only one box* for each statement.)**

1. You can tell if someone has HIV by looking at them.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't Know <input type="checkbox"/>
2. A girl cannot become pregnant the first time she has sex.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't Know <input type="checkbox"/>
3. Sex between children and adults is always wrong.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't Know <input type="checkbox"/>
4. Teasing from your friends because you are a virgin is a form of peer pressure.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't Know <input type="checkbox"/>
5. Choosing not to have sex is the only 100% effective method of avoiding pregnancy and sexually transmitted infections.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't Know <input type="checkbox"/>
6. More than half of the kids my age have had sex.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't Know <input type="checkbox"/>
7. I know where I can go to get tested for HIV or sexually transmitted infections.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't Know <input type="checkbox"/>

**Read each statement below carefully and show your agreement or disagreement by placing a check (☑) in the appropriate box. (Check *only one box* for each statement.)**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
8. If I don't want to have sex with someone, I can say "no" or "stop".	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. It would be impossible for me to talk with my parent(s)/guardian(s) about sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I plan to wait until after I graduate from high school before having sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Sex portrayed in the media (television, music, magazines) is not always safe, healthy or responsible sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I know how to prevent pregnancy and sexually transmitted infections.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Having a baby is a good way for a teen to feel loved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**FOR FACILITATOR USE ONLY:**

**SCHOOL:** \_\_\_\_\_ **GRADE:** \_\_\_\_\_ **CLASSROOM:** \_\_\_\_\_

**DATE:** \_\_\_\_\_ **FACILITATOR:** \_\_\_\_\_

# SAFER CHOICES

## Grades 9 - 12

### 2007 - 2008

PRE

A. What is your date of birth? \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
month day year

B. Are you:

- Black
- White
- Hispanic
- Asian/Pacific Islander
- American Indian/Alaskan Native
- Multiracial
- Other: \_\_\_\_\_

C. Are you a:

- Male
- Female

D. What are the FIRST TWO (2) letters of your FIRST NAME? \_\_\_\_\_

FOR FACILITATOR USE ONLY:

SCHOOL: \_\_\_\_\_ GRADE: \_\_\_\_\_ CLASSROOM: \_\_\_\_\_

DATE: \_\_\_\_\_ FACILITATOR: \_\_\_\_\_

**Please indicate whether each of the following statements is true or false by placing a check in the appropriate box. (Check *only one box* for each statement.)**

1. Using a condom during sex reduces the risk of getting a sexually transmitted infection.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't Know <input type="checkbox"/>
2. You can get HIV from oral sex.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't Know <input type="checkbox"/>
3. To use a condom properly, you have to hold onto the rim of the condom when pulling out.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't Know <input type="checkbox"/>
4. Birth control pills provide some protection from sexually transmitted infections.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't Know <input type="checkbox"/>
5. Choosing not to have sex (even if a person has had sex before) is the safest choice.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't Know <input type="checkbox"/>
6. You can have HIV for many years and not even know it.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't Know <input type="checkbox"/>
7. Teens under 18 do not need parent/guardian permission to be treated for sexually transmitted infections at most health clinics.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't Know <input type="checkbox"/>
8. Making sure that there is room at the tip of the condom is important for proper use of a condom.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't Know <input type="checkbox"/>
9. I know where to go to get tested for HIV or a sexually transmitted infection.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't Know <input type="checkbox"/>
10. A condom should be put on the man's penis during sex at the moment he is about to ejaculate (cum).	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't Know <input type="checkbox"/>

**Read each statement below carefully and show your agreement or disagreement by placing a check in the appropriate box. (Check *only one box* for each statement.)**

	Strongly Agree	Agree	Disagree	Strongly Disagree
11. Having sex without a condom is a sign of trust in a relationship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I could talk openly with a partner about using protection during sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I would have sex with someone even when I really don't want to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I don't need to use a condom when having sex with someone I'm in a steady relationship with.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I could convince a partner to use a condom even if he/she didn't want to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Using a condom during sex is more trouble than it is worth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. It would be insulting if my partner insisted we use a condom during sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. If a partner refused to wear a condom, I would probably give in and have sex with him/her.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Not getting pregnant (or not getting a girl pregnant) is very important to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Refusing to have sex when you don't feel right about it shows self respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. I would be too embarrassed to ask a partner to use a condom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Now just a few more questions to answer.**

22. Have you ever had sex (sexual intercourse)?

- No
- Yes

23. The **last time** you had sex, did you/your partner use a condom?

- I have never had sex
- No, we did not use a condom
- Yes, we used a condom

24. In the **next 3 months**, if you have the chance to have sex with someone you like, will you have sex with them?

- I'm sure I won't have sex
- I think I won't have sex
- I think I will have sex
- I'm sure I will have sex

25. How likely are you and your partner to use a condom the next time you have sex?

- Very likely
- Somewhat likely
- Somewhat unlikely
- Not at all likely

26. How comfortable do you feel talking to your parent(s)/guardian(s) about sex and sexuality?

- Very comfortable
- Somewhat comfortable
- Not very comfortable
- Not comfortable at all

F.L.A.S.H.  
Grade 4  
2007 - 2008

POST

A. What is your date of birth? \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
month day year

B. Are you:

- Black
- White
- Hispanic
- Asian/Pacific Islander
- American Indian/Alaskan Native
- Multiracial
- Other: \_\_\_\_\_

C. Are you a:

- Boy
- Girl

D. What are the FIRST TWO (2) letters of your FIRST NAME? \_\_\_\_\_

**Please read each sentence below carefully. Put a check  in the box to show if each statement is true or false. If you don't know, it's ok to check "Don't know". (Check *only one box* for each sentence.)**

1. Puberty is the time when a child's body begins to change into an adult's body.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't know <input type="checkbox"/>
2. You have the right not to be touched on your private parts.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't know <input type="checkbox"/>
3. It is important to like yourself.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't know <input type="checkbox"/>
4. Most people who abuse kids are strangers.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't know <input type="checkbox"/>
5. Usually boys start puberty a little older than girls.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't know <input type="checkbox"/>
6. The private parts of your body are the parts covered by your bathing suit.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't know <input type="checkbox"/>

**Please read each sentence below carefully. Put a check  in the box to show if you agree or disagree with each sentence. (Check *only one box* for each sentence.)**

	Agree	Disagree
7. I know the difference between a "good" and a "problem" touch.	<input type="checkbox"/>	<input type="checkbox"/>
8. If you tell a grownup that you were abused and they don't help you, it is okay to tell another grownup.	<input type="checkbox"/>	<input type="checkbox"/>
9. It is okay for a kid to say "No" or "Stop" when anyone touches them in a bad or problem way.	<input type="checkbox"/>	<input type="checkbox"/>
10. It would be too hard for me to ask my parent(s)/guardian(s) a question about sex.	<input type="checkbox"/>	<input type="checkbox"/>

11. During the F.L.A.S.H. program, I learned

A Lot       A little       Nothing

**FOR FACILITATOR USE ONLY:**

**SCHOOL:** \_\_\_\_\_ **GRADE:** \_\_\_\_\_ **CLASSROOM:** \_\_\_\_\_

**DATE:** \_\_\_\_\_ **FACILITATOR:** \_\_\_\_\_

F.L.A.S.H.  
Grade 5  
2007 - 2008

POST

A. What is your date of birth? \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
month day year

B. Are you:

- Black
- White
- Hispanic
- Asian/Pacific Islander
- American Indian/Alaskan Native
- Multiracial
- Other: \_\_\_\_\_

C. Are you a:

- Boy
- Girl

D. What are the FIRST TWO (2) letters of your FIRST NAME? \_\_\_\_\_

**Please read each sentence below carefully. Put a check  in the box to show if each statement is true or false. If you don't know, it's ok to check "Don't know". (Check *only one box* for each sentence.)**

1. Using a condom during sex is a good way to keep from getting HIV.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't Know <input type="checkbox"/>
2. You have the right not to be touched on your private parts.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't Know <input type="checkbox"/>
3. Menstruation (having a "period") is a sign that a girl is able to become pregnant.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't Know <input type="checkbox"/>
4. Most people who abuse kids are strangers.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't Know <input type="checkbox"/>
5. Being forced to have sex is never okay.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't Know <input type="checkbox"/>
6. Ejaculation from the penis at night (or a "wet dream") is normal among boys during puberty.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't Know <input type="checkbox"/>
7. Coming up with alternative choices is one step in active decision-making.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't Know <input type="checkbox"/>

**Please read each sentence below carefully. Put a check  in the box to show if you agree or disagree with each sentence. (Check *only one box* for each sentence.)**

	Agree	Disagree
8. If I don't want to be touched, I can say "no" or "stop".	<input type="checkbox"/>	<input type="checkbox"/>
9. I make decisions based on what my parent(s)/guardian(s) tell me.	<input type="checkbox"/>	<input type="checkbox"/>
10. I would be too embarrassed to ask my parent(s)/guardian(s) a question about sex or sexuality.	<input type="checkbox"/>	<input type="checkbox"/>
11. I plan to wait until after I graduate from high school before having sex.	<input type="checkbox"/>	<input type="checkbox"/>

12. During the F.L.A.S.H. program, I learned ...

A Lot       A little       Nothing

13. The most important thing I learned during the F.L.A.S.H. program is:

\_\_\_\_\_

\_\_\_\_\_

**FOR FACILITATOR USE ONLY:**

**SCHOOL:** \_\_\_\_\_ **GRADE:** \_\_\_\_\_ **CLASSROOM:** \_\_\_\_\_

**DATE:** \_\_\_\_\_ **FACILITATOR:** \_\_\_\_\_

F.L.A.S.H.  
Grade 6  
2007 - 2008

POST

A. What is your date of birth? \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
month day year

B. Are you:

- Black
- White
- Hispanic
- Asian/Pacific Islander
- American Indian/Alaskan Native
- Multiracial
- Other: \_\_\_\_\_

C. Are you a:

- Boy
- Girl

D. What are the FIRST TWO (2) letters of your FIRST NAME? \_\_\_\_\_

**Please read each sentence below carefully. Put a check  in the box to show if each statement is true or false. If you don't know, it's ok to check "Don't know". (Check *only one box* for each sentence.)**

1. You can tell if someone has HIV by looking at them.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't Know <input type="checkbox"/>
2. Sex using a condom is called safer sex.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't Know <input type="checkbox"/>
3. A girl cannot become pregnant the first time she has sex.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't Know <input type="checkbox"/>
4. Most people who abuse kids are strangers.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't Know <input type="checkbox"/>
5. Sex between children and adults is always wrong.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't Know <input type="checkbox"/>
6. When I let someone else decide for me I'm making an active decision.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't Know <input type="checkbox"/>

**Please read each sentence below carefully. Put a check  in the box to show if you agree or disagree with each sentence. (Check *only one box* for each sentence.)**

	Agree	Disagree
7. If I don't want to have sex, I can say "no" or "stop".	<input type="checkbox"/>	<input type="checkbox"/>
8. I would be too embarrassed to ask my parent(s)/guardian(s) a question about sex or sexuality.	<input type="checkbox"/>	<input type="checkbox"/>
9. I plan to wait until after I graduate from high school before having sex.	<input type="checkbox"/>	<input type="checkbox"/>
10. Sex portrayed in the media (television, music, magazines) is not always safe, healthy or responsible sex.	<input type="checkbox"/>	<input type="checkbox"/>

11. During the F.L.A.S.H. program, I learned ...

A Lot       A little       Nothing

12. The most important thing I learned during the F.L.A.S.H. program is: \_\_\_\_\_

\_\_\_\_\_

**FOR FACILITATOR USE ONLY:**

**SCHOOL:** \_\_\_\_\_ **GRADE:** \_\_\_\_\_

**DATE:** \_\_\_\_\_ **FACILITATOR:** \_\_\_\_\_

# Making Proud Choices

## Grades 7 - 8

### 2007 - 2008

POST

A. What is your date of birth? \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
month day year

B. Are you:

- Black
- White
- Hispanic
- Asian/Pacific Islander
- American Indian/Alaskan Native
- Multiracial
- Other: \_\_\_\_\_

C. Are you a:

- Boy
- Girl

D. What are the FIRST TWO (2) letters of your FIRST NAME? \_\_\_\_\_

**Please mark if each statement is true or false by placing a check (☑) in the appropriate box. (Check *only one box* for each statement.)**

1. You can tell if someone has HIV by looking at them.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't Know <input type="checkbox"/>
2. A girl cannot become pregnant the first time she has sex.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't Know <input type="checkbox"/>
3. Sex between children and adults is always wrong.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't Know <input type="checkbox"/>
4. Teasing from your friends because you are a virgin is a form of peer pressure.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't Know <input type="checkbox"/>
5. Choosing not to have sex is the only 100% effective method of avoiding pregnancy and sexually transmitted infections.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't Know <input type="checkbox"/>
6. More than half of the kids my age have had sex.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't Know <input type="checkbox"/>
7. I know where I can go to get tested for HIV or sexually transmitted infections.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't Know <input type="checkbox"/>

**Read each statement below carefully and show your agreement or disagreement by placing a check (☑) in the appropriate box. (Check *only one box* for each statement.)**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
8. If I don't want to have sex with someone, I can say "no" or "stop".	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. It would be impossible for me to talk with my parent(s)/guardian(s) about sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I plan to wait until after I graduate from high school before having sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Sex portrayed in the media (television, music, magazines) is not always safe, healthy or responsible sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I know how to prevent pregnancy and sexually transmitted infections.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Having a baby is a good way for a teen to feel loved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. During the Making Proud Choices program, I learned ...

A Lot       A little       Nothing

15. The most important thing I learned during the Making Proud Choices program is: \_\_\_\_\_

\_\_\_\_\_

**FOR FACILITATOR USE ONLY:**

**SCHOOL:** \_\_\_\_\_ **GRADE:** \_\_\_\_\_ **CLASSROOM:** \_\_\_\_\_

**DATE:** \_\_\_\_\_ **FACILITATOR:** \_\_\_\_\_

# SAFER CHOICES

## Grades 9 - 12

### 2007 - 2008

POST

A. What is your date of birth? \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
month day year

B. Are you:

- Black
- White
- Hispanic
- Asian/Pacific Islander
- American Indian/Alaskan Native
- Multiracial
- Other: \_\_\_\_\_

C. Are you a:

- Male
- Female

D. What are the FIRST TWO (2) letters of your FIRST NAME? \_\_\_\_\_

FOR FACILITATOR USE ONLY:

SCHOOL: \_\_\_\_\_ GRADE: \_\_\_\_\_ CLASSROOM: \_\_\_\_\_

DATE: \_\_\_\_\_ FACILITATOR: \_\_\_\_\_

**Please indicate whether each of the following statements is true or false by placing a check in the appropriate box. (Check *only one box* for each statement.)**

1. Using a condom during sex reduces the risk of getting a sexually transmitted infection.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't Know <input type="checkbox"/>
2. You can get HIV from oral sex.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't Know <input type="checkbox"/>
3. To use a condom properly, you have to hold onto the rim of the condom when pulling out.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't Know <input type="checkbox"/>
4. Birth control pills provide some protection from sexually transmitted infections.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't Know <input type="checkbox"/>
5. Choosing not to have sex (even if a person has had sex before) is the safest choice.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't Know <input type="checkbox"/>
6. You can have HIV for many years and not even know it.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't Know <input type="checkbox"/>
7. Teens under 18 do not need parent/guardian permission to be treated for sexually transmitted infections at most health clinics.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't Know <input type="checkbox"/>
8. Making sure that there is room at the tip of the condom is important for proper use of a condom.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't Know <input type="checkbox"/>
9. I know where to go to get tested for HIV or a sexually transmitted infection.	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't Know <input type="checkbox"/>
10. A condom should be put on the man's penis during sex at the moment he is about to ejaculate (cum).	True <input type="checkbox"/>	False <input type="checkbox"/>	Don't Know <input type="checkbox"/>

**Read each statement below carefully and show your agreement or disagreement by placing a check in the appropriate box. (Check *only one box* for each statement.)**

	Strongly Agree	Agree	Disagree	Strongly Disagree
11. Having sex without a condom is a sign of trust in a relationship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I could talk openly with a partner about using protection during sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I would have sex with someone even when I really don't want to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I don't need to use a condom when having sex with someone I'm in a steady relationship with.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I could convince a partner to use a condom even if he/she didn't want to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Using a condom during sex is more trouble than it is worth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. It would be insulting if my partner insisted we use a condom during sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. If a partner refused to wear a condom, I would probably give in and have sex with him/her.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Not getting pregnant (or not getting a girl pregnant) is very important to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Refusing to have sex when you don't feel right about it shows self respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. I would be too embarrassed to ask a partner to use a condom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Now just a few more questions to answer.**

22. Have you ever had sex (sexual intercourse)?

- No  
 Yes

23. The **last time** you had sex, did you/your partner use a condom?

- I have never had sex  
 No, we did not use a condom  
 Yes, we used a condom

24. In the **next 3 months**, if you have the chance to have sex with someone you like, will you have sex with them?

- I'm sure I won't have sex  
 I think I won't have sex  
 I think I will have sex  
 I'm sure I will have sex

25. How likely are you and your partner to use a condom the next time you have sex?

- Very likely  
 Somewhat likely  
 Somewhat unlikely  
 Not at all likely

26. How comfortable do you feel talking to your parent(s)/guardian(s) about sex and sexuality?

- Very comfortable  
 Somewhat comfortable  
 Not very comfortable  
 Not comfortable at all

**Please tell us what you think about the Safer Choices program.**

27. The Safer Choices program was (*CHECK ONE*)

- Very Helpful                       Somewhat Helpful                       Not Helpful

28. During the Safer Choices program, I learned (*CHECK ONE*)

- A Lot                                       A little                                       Not Much

29. Would you recommend the Safer Choices program for other students? (*CHECK ONE*)

- Yes     Maybe     No

30. Which of the following topics would you like to learn more about? (*Choose all that apply*)

- Ways to prevent pregnancy  
 Ways to say no  
 Ways to resist peer pressure  
 Building healthy relationships  
 My body and how it works

31. Feel free to give us ideas on how we can make the program better: \_\_\_\_\_

\_\_\_\_\_

## Observer Form

School: \_\_\_\_\_ Classroom Teacher: \_\_\_\_\_  
 Curriculum: \_\_\_\_\_ Grade Level: \_\_\_\_\_  
 Facilitator: \_\_\_\_\_ Session Number: \_\_\_\_\_  
 Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

<b>Did the facilitator...</b>			
1. ...Invite the students to ask questions?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
2. ...Provide accurate answers to all of the students' questions?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
2a. <i>If no</i> , please tell us which questions were not answered or were answered inaccurately:			
3. ...Check with students to make sure they understood the material?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
4. ...Cover all of the topics in the lesson:	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
4a. <i>If no</i> , please tell us which topics were not covered:			
5. ...Begin on time?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
6. ...End on time?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
7. ...Run out of time?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
8. ...Have to spend more than a few minutes managing behavior problems?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
<b>Did the students...</b>			
10. ...Ask questions?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
11. ...Participate in discussions when prompted?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
12. ...Seem to have difficulty understanding any of the topics?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
12a. <i>If yes</i> , which topics?			
13. If this is a <i>first</i> session, was the pre-test given to students before the lesson began?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
13a. <i>If so</i> , about how much time (in minutes) did the students need to complete the pre-test? _____ minutes			
14. If this is a final session, was the post-test given to students immediately following the lesson?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
14a. <i>If so</i> , about how much time (in minutes) did the students need to complete the post-test? _____ minutes			
Please provide any additional comments you may have regarding this session.			

## Facilitator Reflection Form

School: \_\_\_\_\_ Classroom Teacher: \_\_\_\_\_

Curriculum: \_\_\_\_\_ Grade Level: \_\_\_\_\_

Facilitator: \_\_\_\_\_ Session Number: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

<b>Did you...</b>		
1. ...Feel comfortable discussing all of the topics included in the lesson?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
1a. <i>If no</i> , which topics were you uncomfortable discussing? (please indicate which topics)		
2. ...Manage to cover all of the topics that are in today's lesson?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2a. <i>If no</i> , which topics were you unable to cover? (please indicate which topics)		
3. ...Get any questions from students for which you did not know the answer?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3a. <i>If yes</i> , please list the question(s).		
4. ...Get any questions from students that you were uncomfortable answering?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4a. <i>If yes</i> , please list the question(s).		
5. ...Invite students to ask questions?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
6. ...Check with students to see if they understood the material that you were presenting?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
7. ...Have enough time to get through the entire lesson?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
7a. <i>If no</i> , how much time do you think you need for this lesson?		
8. Did you make any modifications to the lesson plan for this session?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
8a. <i>If yes</i> , please explain:		

9. Did you have any unanticipated problems or challenges during this session?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
9a. <i>If yes</i> , please explain.		
10. Are there any changes that could be made which would make implementing this lesson easier for you?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
10a. <i>If yes</i> , please explain.		
11. Do you feel as if you received all of the training that you need to effectively implement this lesson?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
11a. <i>If no</i> , please explain.		

12. If this is a <i>first</i> session, was the pre-test given to students before the lesson began?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
12a. <i>If so</i> , about how much time (in minutes) did the students need to complete the pre-test? _____ minutes			
13. If this is a final session, was the post-test given to students immediately following the lesson?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
13a. <i>If so</i> , about how much time (in minutes) did the students need to complete the post-test? _____ minutes			

Please provide any additional comments you may have regarding this session.
---

## Classroom Teacher Survey

School: \_\_\_\_\_

Grade Level: \_\_\_\_\_

Curriculum: \_\_\_\_\_

Today's Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Please indicate your level of agreement with the following statements:	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The facilitator appeared comfortable presenting the curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Students seemed to be attentive and interested during the sessions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Students asked questions during the sessions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The facilitator provided answers to all of the students' questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The facilitator checked with students to make sure they understood the material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The material was age-appropriate for the students in my classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The curriculum should continue to be incorporated into the classroom setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Classroom order was maintained while the facilitator was in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The benefits of the program outweigh the burden of interrupting class time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. With training, I would feel comfortable delivering the curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Please provide additional comments regarding any of the items above in the space provided.*

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**A few additional questions follow. Please respond in the space provided. If additional room is needed please continue on the back of this page (clearly label which item's response is continued).**

11. How much of the time were you present while the facilitator was in your class?  
 All of the time     Most of the time     A small portion of the time     Not at all

12. What did you like best about the curriculum?

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13. What did you like least about the curriculum?

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14. In general, how have students responded to the curriculum? \_\_\_\_\_

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15. Do you have any suggestions to improve the program? \_\_\_\_\_

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**Thank you for taking the time to provide your feedback.**

## Sexuality Education Teacher Survey

Please take a few minutes to complete this survey about the responsible sexuality training you received last year and your thoughts about teaching the sexuality education curricula. Your responses will be kept confidential. The results from this survey will only be reported in aggregate form so that no individual's responses will be identified.

Today's Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

<b>1. How would you rate the responsible sexuality training you received last year?</b>	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
a. Clarity of training objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Organization of presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Adequacy of time to cover curriculum material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Opportunity to practice delivering curriculum material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Responsiveness to your training needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Overall quality of training to prepare you to deliver the sexuality education curricula.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Please rate your ability to teach the following topics.</b>	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
a. Female reproductive anatomy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Male reproductive anatomy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Decision-making skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Pregnancy prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Prevention of HIV/STDs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Sexual abuse prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Puberty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Gender roles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Sexual orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Dating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Resources in the community (e.g., HIV or STD testing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. How comfortable are you in discussing the following topics with students?</b>	<b>Very comfortable</b>	<b>Somewhat comfortable</b>	<b>Not at all comfortable</b>	
a. How HIV/STDs are transmitted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. Condom use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c. Male reproductive anatomy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d. Female reproductive anatomy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e. Sexual intercourse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
f. Delaying sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>3. How comfortable are you in discussing the following topics with students?</b>	<b>Very comfortable</b>	<b>Somewhat comfortable</b>	<b>Not at all comfortable</b>	
g. Sexual abuse/inappropriate touch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
h. Puberty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
i. Sexual orientation/homosexuality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
j. Dating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>4. Please indicate your level of agreement with the following statements:</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
a. Sexuality education should continue to be incorporated into the classroom setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The benefits of offering sexuality education outweigh the burden of interrupting class time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. In general, I feel comfortable delivering sexuality education in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**5. What additional training or support do you need in order to effectively deliver the responsible sexuality curricula?** \_\_\_\_\_

**6. Please provide the following information about yourself:**

**a. Gender:**     Female     Male

**b. Race/Ethnicity:**

- Black
- White
- Asian/Pacific Islander
- Native American/Alaskan Native
- Multiracial
- Other (specify: \_\_\_\_\_)

**c. Are you Hispanic?**     Yes     No

**d. What grade(s) do you teach?** \_\_\_\_\_

**e. Have you had any prior experience teaching sexuality education?**

- Yes     No

**f. If you answered "Yes" to the previous question, how much prior experience have you had teaching sexuality education?**

- Less than 1 year
- 1 year
- 2 years
- More than 2 years

**g. Which responsible sexuality curricula were you trained to teach? (Check all that apply.)**

- All About Life     F.L.A.S.H.     Making Proud Choices     Safer Choices

**CMSD Survey  
For Parents of Children in Grades K-6**

**Today's Date:** \_\_\_\_/\_\_\_\_/\_\_\_\_

<b>1. What is your gender?:</b> <input type="checkbox"/> male <input type="checkbox"/> female	<b>2. What is your race/ethnicity?:</b> <i>(fill in all that apply)</i> <input type="checkbox"/> African American <input type="checkbox"/> Native American/Pacific Islander <input type="checkbox"/> Asian <input type="checkbox"/> White <input type="checkbox"/> Latino (what? _____) <input type="checkbox"/> Other (what? _____)		
<b>3. For your child(ren) in grades Kindergarten through 6 only, please write their school and grade:</b> first child's school _____ Grade _____ next child's school _____ Grade _____ next child's school _____ Grade _____ next child's school _____ Grade _____			
<b>Please answer questions 4 &amp; 5 about your child who is in a grade between Kindergarten and 6<sup>th</sup> ONLY. If you have more than one child in grades Kindergarten through 6, answer 'yes' if the statement is true for any of your children.</b>			
<b>4. During the current school year...</b>	<b>Yes</b>	<b>No</b>	<b>I don't know</b>
a. My child's school offered sex education in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I received a letter from the school with information about sex education taught in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I know that I can choose whether or not I want my child to learn about sex education in the classroom at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. My child learned about sex education in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. My child asked me a question about something they learned during sex education in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I had a discussion with my child about sex or a related topic like puberty or protection from sex abuse because of what they learned in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>5. Do you think your child (or children) should receive information about the following sex education topics in school?</b>	<b>Yes</b>	<b>No</b>	<b>I don't know</b>
a. sexual growth and development (puberty)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. respect for body/self	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. knowledge of HIV/AIDS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. resisting peer pressure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. sexual abuse prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. healthy relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. discussions about families and gender roles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6. Are you aware of any changes made over the past year or so to policies or procedures about providing sex education in school?</b> <input type="checkbox"/> Yes... <i>If so, what was the policy about?</i> _____ <input type="checkbox"/> No <input type="checkbox"/> I don't know			
<b>7. How important do you think it is for schools to be involved in providing sex education to students?</b>			
<b>Very Important</b> <input type="checkbox"/>	<b>Somewhat Important</b> <input type="checkbox"/>	<b>Not Very Important</b> <input type="checkbox"/>	<b>Not Important At All</b> <input type="checkbox"/>
<b>8. Please provide any suggestions you have for improving the school's efforts to increase awareness of responsible sexual behavior among students.</b> _____ _____ _____			

**Thank you!**

**CMSD Survey  
For Parents of Children in Grades 7-12**

Today's Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

<b>1. What is your gender?:</b> <input type="checkbox"/> male <input type="checkbox"/> female	<b>2. What is your race/ethnicity?: (fill in all that apply)</b> <input type="checkbox"/> African American <input type="checkbox"/> Asian <input type="checkbox"/> Latino (what? _____) <input type="checkbox"/> Native American/Pacific Islander <input type="checkbox"/> White <input type="checkbox"/> Other (what? _____)			
<b>3. For your child(ren) in grades 7 through 12 only, please write their school and grade:</b> first child's school _____ Grade _____ next child's school _____ Grade _____ next child's school _____ Grade _____ next child's school _____ Grade _____				
<b>Please answer questions 4 &amp; 5 about your child who is in a grade between 7<sup>th</sup> and 12<sup>th</sup> ONLY. If you have more than one child in grades 7 through 12, answer 'yes' if the statement is true for any of your children.</b>				
<b>4. During the current school year...</b>		<b>Yes</b>	<b>No</b>	<b>I don't know</b>
a. My child's school offered sex education in the classroom.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I received a letter from the school with information about sex education taught in the classroom.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I know that I can choose whether or not I want my child to learn about sex education in the classroom at school.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. My child learned about sex education in the classroom.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. My child asked me a question about something they learned during sex education in the classroom.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I had a discussion with my child about sex or a related topic like puberty or protection from sex abuse because of what they learned in the classroom.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>5. Do you think your child (or children) should receive information about the following sex education topics in school?</b>		<b>Yes</b>	<b>No</b>	<b>I don't know</b>
a. sexual growth and development (puberty)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. pregnancy prevention		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. prevention of sexually transmitted diseases including HIV/AIDS		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. proper use of condoms and other methods of birth control		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. ways to avoid high risk sexual behaviors (don't have sex at an early age, or with multiple partners, or when using drugs or alcohol, don't have unprotected sex)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. healthy relationships		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. discussions about families and gender roles		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6. Are you aware of any changes made over the past year or so to policies or procedures about providing sex education in school?</b>				
<input type="checkbox"/> Yes...If so, what was the policy about? _____ <input type="checkbox"/> No <input type="checkbox"/> I don't know				
<b>7. How important do you think it is for schools to be involved in providing sex education to students?</b>				
Very Important <input type="checkbox"/>	Somewhat Important <input type="checkbox"/>	Not Very Important <input type="checkbox"/>	Not Important At All <input type="checkbox"/>	
<b>8. Please provide any suggestions you have for improving the school's efforts to increase awareness of responsible sexual behavior among students.</b> _____ _____ _____				

Thank you!

## Public Health Officials/Other Key Stakeholders Interview Guide

### **Instructions for Interviewers**

Explain the format of the interview. *Explain the type of interview you are conducting and its nature. If you want them to ask questions, specify if they're to do so as they have them or wait until the end of the interview.*

Indicate how long the interview usually takes.

Tell interviewees how to get in touch with you later if they want to.

Ask if they have any questions before you get started with the interview.

**General Themes to be Discussed.** *Explain that the following main points will be addressed in the interview. Please note that the specific questions to be asked will depend upon how the conversation moves and you will likely have to ask additional "probing" questions in addition to those proposed below.*

*Level of Awareness/Understanding of the Initiative*

*Level of Support for the Initiative*

*Feasibility for Full Implementation of Initiative*

*Other*

### **Immediately After the Interview**

Verify that the tape recorder captured the entire session.

Review your written notes. *Clarify any incomplete phrases that may be difficult to remember later, ensure pages are numbered to maintain an order to notes, fill out any notes that don't make sense, etc.*

Process adapted from Carter McNamara, MBA, PhD

### Level of Awareness/Understanding of Initiative

**I'd like to begin by asking about your level of awareness and/or understanding of the District's Responsible Sexuality initiative.**

**1. How aware are you of CMSD's Responsible Sexuality initiative? What, if anything, have you heard about the initiative?**

***IF KNOWLEDGABLE ASK:***

**2. How has information about the initiative been communicated outside the District?**

**3. How grounded in the needs of school aged children in Cleveland do you consider this initiative to be?**

Level of Support for the Initiative

I'd like to switch gears and talk about your level of support for the initiative.

1. How would you characterize your level of support for the initiative? Would you say that you are very supportive, not very supportive, or somewhere in the middle? Please explain. How do you think your level of support compares to the level of support given by other public health officials?

Feasibility for Full Implementation of the Initiative

I would like to move on to discuss your thoughts about the feasibility for full implementation of the initiative in CMSD.

1. Currently, the curricula are being taught by a combination of outside agencies and trained CMSD teachers. I understand that the intent is to eventually have the curricula taught only by CMSD teachers. What, if any, do you see as the major barriers/obstacles/challenges to full implementation of this initiative in CMSD? Please explain.
2. What do you think is the best approach to overcoming these barriers/obstacles/challenges?

Other Information

1. Is there anything else you would like to tell us about your thoughts related to this issue?

## Elected Officials (and their representatives) Interview Guide

### **Instructions for Interviewers**

Explain the format of the interview. *Explain the type of interview you are conducting and its nature. If you want them to ask questions, specify if they're to do so as they have them or wait until the end of the interview.*

Indicate how long the interview usually takes.

Tell interviewees how to get in touch with you later if they want to.

Ask if they have any questions before you get started with the interview.

**General Themes to be Discussed.** *Explain that the following main points will be addressed in the interview. Please note that the specific questions to be asked will depend upon how the conversation moves and you will likely have to ask additional "probing" questions in addition to those proposed below.*

*Level of Awareness/Understanding of the Initiative*

*Level of Support for the Initiative*

*Feasibility for Full Implementation of Initiative*

*Other*

### **Immediately After the Interview**

Verify that the tape recorder captured the entire session.

Review your written notes. *Clarify any incomplete phrases that may be difficult to remember later, ensure pages are numbered to maintain an order to notes, fill out any notes that don't make sense, etc.*

Process adapted from Carter McNamara, MBA, PhD

### Level of Awareness/Understanding of Initiative

**I'd like to begin by asking about your level of awareness and/or understanding of the District's Responsible Sexuality initiative.**

- 1. How did you first hear about this initiative? How well informed do you consider yourself to be about the initiative?**
- 2. How do you get most of your information about the initiative?**

Level of Support for the Initiative

I'd like to switch gears and talk about the level of support that exists for the initiative.

1. **Would you say that this initiative has broad support among policy makers and political leaders in Cleveland? Why or why not? What do you think could be done to increase the level of support for this initiative among policy makers and political leaders in Cleveland?**

Other Information

1. **How would you characterize the expectations within the Mayor's office for this initiative?**

**Is there anything else you would like to tell us about your thoughts related to this issue?**

## CMSD Board Members Interview Guide

### **Instructions for Interviewers**

Explain the format of the interview. *Explain the type of interview you are conducting and its nature. If you want them to ask questions, specify if they're to do so as they have them or wait until the end of the interview.*

Indicate how long the interview usually takes.

Tell interviewees how to get in touch with you later if they want to.

Ask if they have any questions before you get started with the interview.

**General Themes to be Discussed.** *Explain that the following main points will be addressed in the interview. Please note that the specific questions to be asked will depend upon how the conversation moves and you will likely have to ask additional "probing" questions in addition to those proposed below.*

*Level of Awareness/Understanding of the Initiative*

Level of Support for the Initiative

Feasibility for Full Implementation of Initiative

Other

### **Immediately After the Interview**

Verify that the tape recorder captured the entire session.

Review your written notes. *Clarify any incomplete phrases that may be difficult to remember later, ensure pages are numbered to maintain an order to notes, fill out any notes that don't make sense, etc.*

Process adapted from Carter McNamara, MBA, PhD

### Level of Awareness/Understanding of Initiative

**I'd like to begin by asking about the level of awareness and/or understanding within the School Board of the District's Responsible Sexuality initiative.**

- 1. How aware of the Responsible Sexuality initiative do you think that most CMSD administrators and Board members are?**
- 2. How has information about the initiative been communicated to Board members?**
- 3. Do you recall if the initiative has been discussed in any Board meetings that you've attended? Could you describe the focus of the discussions?**

### Level of Support for the Initiative

**I'd like to switch gears and talk about your level of support for the initiative.**

- 1. In general, how would you characterize your impressions of the initiative? Are they mostly positive, mostly negative, or mixed? Please explain. How do you think your impressions compare to those of other CMSD administrators and board members?**

Feasibility for Full Implementation of the Initiative

**I would like to move on to discuss your thoughts about the feasibility for full implementation of the initiative in CMSD.**

- 1. Currently, the curricula are being taught by a combination of outside agencies and trained CMSD teachers. I understand that the intent is to eventually have the curricula taught only by CMSD teachers. What, if any, do you see as the major barriers/obstacles/challenges to full implementation of this initiative in CMSD? Please explain.**
- 2. What do you think is the best approach to overcoming these barriers/obstacles/challenges?**

Other Information

- 1. Is there anything else you would like to tell us about your thoughts related to this issue?**

## **CMSD Administrators & Staff (including teacher's union reps) Interview Guide**

### ***Instructions for Interviewers***

Explain the format of the interview. *Explain the type of interview you are conducting and its nature. If you want them to ask questions, specify if they're to do so as they have them or wait until the end of the interview.*

Indicate how long the interview usually takes.

Tell interviewees how to get in touch with you later if they want to.

Ask if they have any questions before you get started with the interview.

**General Themes to be Discussed.** *Explain that the following main points will be addressed in the interview. Please note that the specific questions to be asked will depend upon how the conversation moves and you will likely have to ask additional "probing" questions in addition to those proposed below.*

*Level of Awareness/Understanding of the Initiative*

Level of Support for the Initiative

Feasibility for Full Implementation of Initiative

Other

### **Immediately After the Interview**

Verify that the tape recorder captured the entire session.

Review your written notes. *Clarify any incomplete phrases that may be difficult to remember later, ensure pages are numbered to maintain an order to notes, fill out any notes that don't make sense, etc.*

Process adapted from Carter McNamara, MBA, PhD

### Level of Awareness/Understanding of Initiative

**I'd like to begin by asking about the level of awareness and/or understanding of the Responsible Sexuality initiative within the District.**

- 1. How aware of the Responsible Sexuality initiative do you think that most CMSD administrators and Board members are?**
- 2. How grounded in the needs of school aged children in Cleveland do you consider this initiative to be?**

### Level of Support for the Initiative

I'd like to switch gears and talk about your level of support for the initiative.

1. How would you characterize your level of support for the initiative? Would you say that you are very supportive, not very supportive, or somewhere in the middle? Please explain. How do you think your level of support compares to the level of support given by other public health officials, CMSD administrators as well as CMSD board members?
2. Would you say that this initiative has broad support among policy makers and political leaders in Cleveland? Why or why not? What do you think could be done to increase the level of support for this initiative among policy makers and political leaders in Cleveland?

### Feasibility for Full Implementation of the Initiative

I would like to move on to discuss your thoughts about the feasibility for full implementation of the initiative in CMSD.

1. Currently, the curricula are being taught by a combination of outside agencies and trained CMSD teachers. I understand that the intent is to eventually have the curricula taught only by CMSD teachers. How feasible do you think this plan is? Please explain.
2. What, if any, do you see as the major barriers/obstacles/challenges to full implementation of this initiative in CMSD? Please explain. What do you think is the best approach to overcoming these barriers/obstacles/challenges?

### Other Information

1. Is there anything else you would like to tell us about your thoughts related to this issue?

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*Evaluation of Responsible Sexual Behavior Education in the Cleveland  
Metropolitan School District, 2007-2008*

**APPENDIX B**

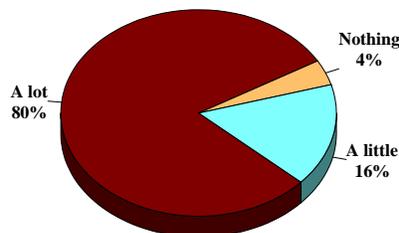
**Survey Item Analysis by Grade**

## Survey Results: Fourth Graders

Knowledge Questions	Percent who answered correctly			
	Comparison Group (n = 152)		Intervention Group (n = 138)	
	Pre-test	Post-test	Pre-test	Post-test
Puberty is the time when a child's body begins to change into an adult's body. <i>(percent who said true)</i>	69%	80%*	77%	94%***
You have the right not to be touched on your private parts. <i>(percent who said true)</i>	80%	93%**	95%	93%
It is important to like yourself. <i>(percent who said true)</i>	78%	72%	72%	88%**
Most people who abuse kids are strangers. <i>(percent who said false)</i>	15%	22%	22%	41%***
Usually boys start puberty a little older than girls. <i>(percent who said true)</i>	37%	36%	36%	54%**
The private parts of your body are the parts covered by your bathing suit. <i>(percent who said true)</i>	76%	84%	86%	96%**
Overall percent correct	60%	64%**	65%	78%***

Skill Questions	Percent who gave desired response			
	Comparison Group (n = 152)		Intervention Group (n = 138)	
	Pre-test	Post-test	Pre-test	Post-test
It would be too hard for me to ask my parent(s)/guardian(s) a question about sex. <i>(percent who said disagree)</i>	42%	34%	36%	37%

### How much did you learn during the FLASH program?



n = 128

\* Difference is statistically significant at  $p < .05$

\*\* Difference is statistically significant at  $p < .01$

\*\*\* Difference is statistically significant at  $p < .001$

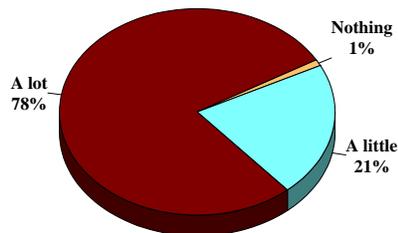
## Survey Results: Fifth Graders

Knowledge Questions	Percent who answered correctly			
	Comparison Group (n = 156)		Intervention Group (n = 136)	
	Pre-test	Post-test	Pre-test	Post-test
Using a condom during sex is a good way to keep from getting HIV. <i>(percent who said true)</i>	65%	72%	74%	87%**
You have the right not to be touched on your private parts. <i>(percent who said true)</i>	79%	94%***	96%	96%
Menstruation (having a “period”) is a sign that a girl is able to become pregnant. <i>(percent who said true)</i>	40%	50%*	51%	72%***
Most people who abuse kids are strangers. <i>(percent who said false)</i>	40%	41%	40%	57%**
Being forced to have sex is never okay. <i>(percent who said true)</i>	79%	84%	84%	88%**
Ejaculation from the penis at night (or a “wet dream”) is normal among boys during puberty. <i>(percent who said true)</i>	37%	40%	44%	77%***
Coming up with alternative choices is one step in active decision-making. <i>(percent who said true)</i>	34%	37%	39%	63%***
Overall percent correct	54%	60%**	62%	78%***

Skill Questions	Percent who gave desired response			
	Comparison Group (n = 156)		Intervention Group (n = 136)	
	Pre-test	Post-test	Pre-test	Post-test
If I don’t want to be touched, I can say “no” or “stop”. <i>(percent who said agree)</i>	97%	99%	99%	100%
I make decisions based on what my parent(s)/guardian(s) tell me. <i>(percent who said agree)</i>	90%	86%	88%	85%
I would be too embarrassed to ask my parent(s)/guardian(s) a question about sex or sexuality. <i>(percent who said disagree)</i>	44%	48%	46%	53%
Overall percent who gave desired response	77%	78%	78%	79%

Behavioral Intent Questions	Percent who gave desired response			
	Comparison Group (n = 156)		Intervention Group (n = 136)	
	Pre-test	Post-test	Pre-test	Post-test
I plan to wait until after I graduate from high school before having sex. <i>(percent who said agree)</i>	73%	77%	76%	79%
Overall percent who gave desired response	73%	77%	76%	79%

### How much did you learn during the FLASH program?



n = 125

\* Difference is statistically significant at  $p < .05$

\*\* Difference is statistically significant at  $p < .01$

\*\*\* Difference is statistically significant at  $p < .001$

## Survey Results: Sixth Graders

Knowledge Questions	Percent who answered correctly			
	Comparison Group (n = 121)		Intervention Group (n = 91)	
	Pre-test	Post-test	Pre-test	Post-test
You can tell if someone has HIV by looking at them. <i>(percent who said false)</i>	55%	69%*	67%	96%***
Sex using a condom is called safer sex. <i>(percent who said true)</i>	81%	82%	80%	89%*
A girl cannot become pregnant the first time she has sex. <i>(percent who said false)</i>	61%	58%	53%	76%**
Most people who abuse kids are strangers. <i>(percent who said false)</i>	61%	57%	60%	73%
Sex between children and adults is always wrong. <i>(percent who said true)</i>	79%	82%	84%	90%
When I let someone else decide for me I'm making an active decision. <i>(percent who said false)</i>	55%	64%	60%	71%
Overall percent correct	66%	68%	67%	82%***

Skill Questions	Percent who gave desired response			
	Comparison Group (n = 121)		Intervention Group (n = 91)	
	Pre-test	Post-test	Pre-test	Post-test
If I don't want to have sex, I can say "no" or "stop". <i>(percent who said agree)</i>	92%	97%	95%	99%
I would be too embarrassed to ask my parent(s)/guardian(s) a question about sex or sexuality. <i>(percent who said disagree)</i>	55%	67%**	67%	64%
Overall percent who gave desired response	73%	82%***	81%	81%

Behavioral Intent Questions	Percent who gave desired response			
	Comparison Group (n = 121)		Intervention Group (n = 91)	
	Pre-test	Post-test	Pre-test	Post-test
I plan to wait until after I graduate from high school before having sex. <i>(percent who said agree)</i>	74%	68%	65%	73%
Overall percent who gave desired response	74%	68%	65%	73%

Attitude Questions	Percent who gave desired response			
	Comparison Group (n = 121)		Intervention Group (n = 91)	
	Pre-test	Post-test	Pre-test	Post-test
Sex portrayed in the media (television, music, magazines) is not always safe, healthy or responsible sex. <i>(percent who said agree)</i>	72%	81%	81%	80%
Overall percent who gave desired response	72%	81%	81%	80%

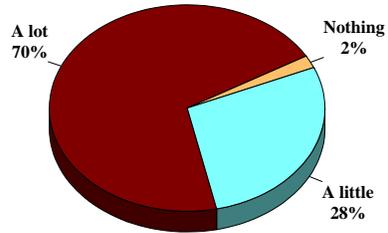
\* Difference is statistically significant at  $p < .05$

\*\* Difference is statistically significant at  $p < .01$

\*\*\* Difference is statistically significant at  $p < .001$

**Results of Sixth Graders (continued)**

**How much did you learn during the  
FLASH program?**



n = 89

## Survey Results: Seventh and Eighth Graders

Knowledge Questions	Percent who answered correctly			
	Comparison Group (n = 353)		Intervention Group (n = 283)	
	Pre-test	Post-test	Pre-test	Post-test
You can tell if someone has HIV by looking at them. <i>(percent who said false)</i>	78%	80%	79%	91%***
A girl cannot become pregnant the first time she has sex. <i>(percent who said false)</i>	77%	77%	78%	78%
Sex between children and adults is always wrong. <i>(percent who said true)</i>	75%	76%	76%	77%
Teasing from your friends because you are a virgin is a form of peer pressure. <i>(percent who said true)</i>	70%	70%	70%	82%***
Choosing not to have sex is the only 100% effective method of avoiding pregnancy and sexually transmitted infections. <i>(percent who said true)</i>	66%	70%	69%	82%***
More than half of the kids my age have had sex. <i>(percent who said false)</i>	12%	8%*	7%	9%
I know where I can go to get tested for HIV or sexually transmitted infections. <i>(percent who said true)</i>	72%	73%	74%	81%**
Overall percent correct	64%	65%	65%	72%***

Skill Questions	Percent who gave desired response			
	Comparison Group (n = 353)		Intervention Group (n = 283)	
	Pre-test	Post-test	Pre-test	Post-test
If I don't want to have sex with someone, I can say "no" or "stop". <i>(percent who said agree or strongly agree)</i>	94%	95%	95%	96%
It would be impossible for me to talk with my parent(s)/ guardian(s) about sex. <i>(percent who said disagree or strongly disagree)</i>	60%	57%	59%	59%
Overall percent who gave desired response	77%	76%	77%	77%

Behavioral Intent Questions	Percent who gave desired response			
	Comparison Group (n = 353)		Intervention Group (n = 283)	
	Pre-test	Post-test	Pre-test	Post-test
I plan to wait until after I graduate from high school before having sex. <i>(percent who said agree or strongly agree)</i>	59%	53%*	54%	57%
Overall percent who gave desired response	59%	53%*	54%	57%

Attitude Questions	Percent who gave desired response			
	Comparison Group (n = 353)		Intervention Group (n = 283)	
	Pre-test	Post-test	Pre-test	Post-test
Sex portrayed in the media (television, music, magazines) is not always safe, healthy or responsible sex. <i>(percent who said agree or strongly agree)</i>	78%	79%	77%	84%*
Having a baby is a good way for a teen to feel loved. <i>(percent who said disagree or strongly disagree)</i>	92%	90%	90%	89%
Overall percent who gave desired response	85%	85%	84%	87%

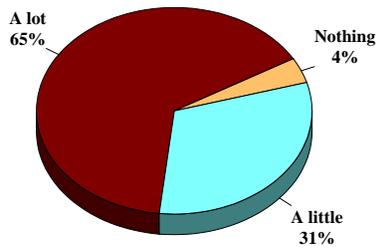
\* Difference is statistically significant at  $p < .05$

\*\* Difference is statistically significant at  $p < .01$

\*\*\* Difference is statistically significant at  $p < .001$

## Survey Results: Seventh and Eighth Graders (continued)

### How much did you learn during the Making Proud Choices program?



n = 274

## Survey Results: Ninth – Twelfth Graders

Knowledge Questions	Percent who answered correctly			
	Comparison Group (n = 969)		Intervention Group (n = 782)	
	Pre-test	Post-test	Pre-test	Post-test
Using a condom during sex reduces the risk of getting a sexually transmitted infection. <i>(percent who said true)</i>	90%	86% <sup>***</sup>	85%	92% <sup>***</sup>
You can get HIV from oral sex. <i>(percent who said true)</i>	72%	72%	74%	90% <sup>***</sup>
To use a condom properly, you have to hold onto the rim of the condom when pulling out. <i>(percent who said true)</i>	46%	52% <sup>***</sup>	50%	78% <sup>***</sup>
Birth control pills provide some protection from sexually transmitted infections. <i>(percent who said false)</i>	82%	81%	80%	85% <sup>**</sup>
Choosing not to have sex (even if a person has had sex before) is the safest choice. <i>(percent who said true)</i>	86%	89% <sup>*</sup>	90%	94% <sup>***</sup>
You can have HIV for many years and not even know it. <i>(percent who said true)</i>	93%	90% <sup>*</sup>	90%	95% <sup>***</sup>
Teens under 18 do not need parent/guardian permission to be treated for sexually transmitted infections at most health clinics. <i>(percent who said true)</i>	46%	48%	48%	72% <sup>***</sup>
Making sure that there is room at the tip of the condom is important for proper use of a condom. <i>(percent who said true)</i>	66%	71% <sup>**</sup>	70%	92% <sup>***</sup>
I know where to go to get tested for HIV or a sexually transmitted infection. <i>(percent who said true)</i>	75%	74%	75%	92% <sup>***</sup>
A condom should be put on the man's penis during sex at the moment he is about to ejaculate (cum). <i>(percent who said false)</i>	77%	74% <sup>*</sup>	73%	80% <sup>***</sup>
Overall percent correct	74%	74%	74%	87% <sup>***</sup>

Skill Questions	Percent who gave desired response			
	Comparison Group (n = 969)		Intervention Group (n = 782)	
	Pre-test	Post-test	Pre-test	Post-test
I could talk openly with a partner about using protection during sex. <i>(percent who said agree or strongly agree)</i>	91%	92%	91%	94% <sup>*</sup>
I could convince a partner to use a condom even if he/she didn't want to. <i>(percent who said agree or strongly agree)</i>	86%	86%	87%	90% <sup>*</sup>
Overall percent who gave desired response	88%	89%	89%	92% <sup>**</sup>

Behavioral Intent Questions	Percent who gave desired response			
	Comparison Group (n = 969)		Intervention Group (n = 782)	
	Pre-test	Post-test	Pre-test	Post-test
I would have sex with someone even when I really don't want to. <i>(percent who said disagree or strongly disagree)</i>	89%	85% <sup>***</sup>	86%	90% <sup>**</sup>
If a partner refused to wear a condom, I would probably give in and have sex with him/her. <i>(percent who said disagree or strongly disagree)</i>	85%	84%	86%	88% <sup>*</sup>
Have you ever had sex (sexual intercourse)? <i>(percent who said no)</i>	45%	44%	46%	47%
The last time you had sex, did you/your partner use a condom? <i>(percent who said I have never had sex or yes, we used a condom)</i>	81%	84%	85%	85%
In the next 3 months, if you have the chance to have sex with someone you like, will you have sex with them? <i>(I'm sure I won't have sex or I think I won't have sex)</i>	48%	49%	49%	54%
How likely are you and your partner to use a condom the next time you have sex? <i>(percent who said very or somewhat likely)</i>	86%	87%	87%	89%
Overall percent who gave desired response	72%	72%	73%	75% <sup>***</sup>

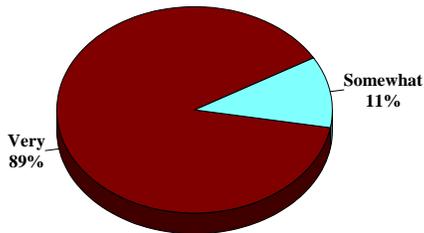
\* Difference is statistically significant at  $p < .05$ ; \*\* Difference is statistically significant at  $p < .01$ ;

\*\*\* Difference is statistically significant at  $p < .001$

## Survey Results: Ninth – Twelfth Graders (continued)

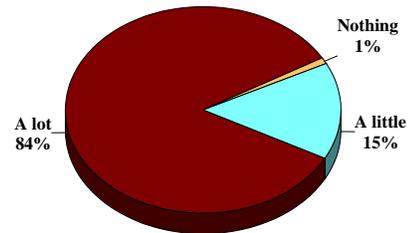
Attitude Questions	Percent who gave desired response			
	Comparison Group (n = 969)		Intervention Group (n = 782)	
	Pre-test	Post-test	Pre-test	Post-test
Having sex without a condom is a sign of trust in a relationship. <i>(percent who said disagree or strongly disagree)</i>	60%	59%	62%	65%
I don't need to use a condom when having sex with someone I'm in a steady relationship with. <i>(percent who said disagree or strongly disagree)</i>	88%	86%*	87%	88%
Using a condom during sex is more trouble than it is worth. <i>(percent who said disagree or strongly disagree)</i>	90%	88%	89%	90%
It would be insulting if my partner insisted we use a condom during sex. <i>(percent who said disagree or strongly disagree)</i>	90%	87%*	88%	92%**
Not getting pregnant (or not getting a girl pregnant) is very important to me. <i>(percent who said agree or strongly agree)</i>	89%	90%	90%	93%*
Refusing to have sex when you don't feel right about it shows self respect. <i>(percent who said agree or strongly agree)</i>	88%	88%	89%	91%
I would be too embarrassed to ask a partner to use a condom. <i>(percent who said disagree or strongly disagree)</i>	93%	92%	92%	95%*
How comfortable do you feel talking to your parent(s)/guardian(s) about sex and sexuality? <i>(percent who said very or somewhat comfortable)</i>	60%	63%	63%	64%
Overall percent who gave desired response	82%	82%	83%	85%***

**How helpful was the Safer Choices program?**



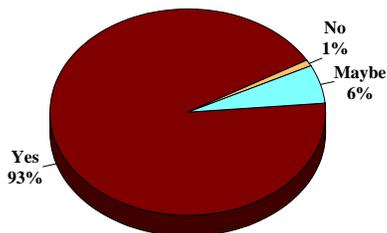
n = 765

**How much did you learn during the Safer Choices program?**



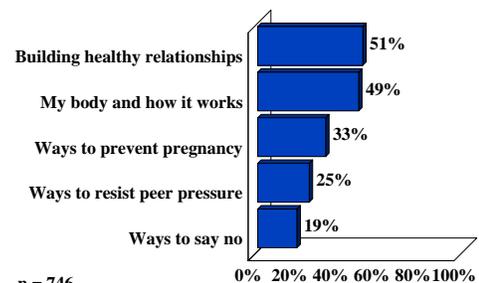
n = 746

**Would you recommend the Safer Choices program for other students?**



n = 763

**Which of the following topics would you like to learn more about?\***



n = 746

\*Students could choose more than one topic, hence percents add to more than 100%.

\* Difference is statistically significant at  $p < .05$   
 \*\* Difference is statistically significant at  $p < .01$   
 \*\*\* Difference is statistically significant at  $p < .001$

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*Evaluation of Responsible Sexual Behavior Education in the Cleveland  
Metropolitan School District, 2007-2008*

**APPENDIX C**

**Student Responses to Open-ended Questions**

**All About Life  
Grades 1 – 3  
Student Responses**

<i>What is the most important thing you learned in All About Life?</i>	
Grade 1=1 <sup>st</sup> grade 2=2 <sup>nd</sup> grade 3=3 <sup>rd</sup> grade	Response
<b>1</b>	<ol style="list-style-type: none"> <li>1. Don't let anybody touch your private parts.</li> <li>2. Say no and tell you mother.</li> <li>3. Say no and tell an adult.</li> <li>4. Keep people (strangers) out of your face.</li> <li>5. Tell your teacher if someone hits you.</li> <li>6. If your family hurts you tell your teacher.</li> <li>7. If someone in your family touches you tell your teacher.</li> <li>8. Your penis is not to be touched.</li> <li>9. If you fell uncomfortable, tell them to STOP.</li> <li>10. Yell and scream when someone touches you.</li> <li>11. Don't talk to strangers, they will trick you.</li> <li>12. Don't let people touch your privates.</li> <li>13. Never listen to strangers</li> <li>14. About telling someone if someone touches you</li> <li>15. Be nice to everyone and they might be your friend</li> <li>16. Help your friend; they might be your friend for life</li> <li>17. Don't push</li> <li>18. Don't go with strangers</li> <li>19. No punching</li> <li>20. Keep your hands, feet and objects to yourself</li> <li>21. If they tell you to keep it a secret, tell anyway</li> <li>22. Bad touch-good touch-do not hit</li> <li>23. Feelings-different kinds</li> <li>24. Families-help you</li> <li>25. Friends-are not mean to you</li> <li>26. Friends-are nice to you</li> <li>27. Good touch-bad touch-keep your hands to yourself</li> <li>28. Rules-be respectful</li> <li>29. Families protect you</li> <li>30. Do not hit; can be mean and hurtful</li> <li>31. People don't always like to be touched</li> <li>32. Say no when someone touches you in a bad place</li> <li>33. It's okay to touch someone on the head</li> <li>34. Different types of feelings</li> <li>35. Feelings-frustrated</li> <li>36. Books are important to learn to read</li> <li>37. Personal space-identified zone</li> <li>38. Families love and respect you</li> <li>39. Families love, respect and take care of you</li> <li>40. Good touch-bad touch-indifference</li> <li>41. Do not touch others private parts</li> <li>42. Need personal space</li> <li>43. How to be a great friend</li> <li>44. Growing up can be scary but we have answers</li> </ol>

	<p>45. Different types of feelings  46. Friends are kind  47. Friends share and be nice  48. Tell somebody if someone tries to touch your private parts  49. Families-they take care of children  50. Families-they're special; they're good; they have kind, loving hearts  51. Families are sweet and they are nice to you.  52. Families love you every day  53. No talking when teacher's talking  54. Friends-if you get mad at them, don't hit them  55. About private parts-not to let nobody hit them  56. No hitting no one  57. Don't let somebody you don't know try to trick you with candy  58. Say "no" if somebody tries to touch your private parts  59. You'll be sad if somebody stole your money  60. Treat people like they should be treated  61. People shouldn't touch your private parts  62. If someone is touching your private parts, you should tell them to stop  63. If someone messes with you tell an adult  64. How to say stop  65. If someone touches your private parts say stop  66. If someone tries to trick you with candy stomp on feet and run away  67. If someone messes with you, tell a grown up  68. If someone messes with you say no or fight back  69. My body is mine  70. If someone touches my privates I will call my mom  71. Sit down and raise your hand</p>
<b>1-2</b>	<ol style="list-style-type: none"> <li>1. About rules.</li> <li>2. Learned about families.</li> <li>3. How to be friends.</li> <li>4. Families love and protect you.</li> <li>5. Don't let anyone touch your private parts.</li> <li>6. Do not talk to strangers.</li> <li>7. Feeling.</li> <li>8. Strangers should not touch you.</li> <li>9. Be a good friend.</li> <li>10. Respect others.</li> </ol>
<b>2</b>	<ol style="list-style-type: none"> <li>1. It's good to know if somebody tries to touch you in your private parts, you know what to do.</li> <li>2. Follow the law and the rules.</li> <li>3. Don't touch nobody and no hitting.</li> <li>4. Rules- that they help the community stay safe.</li> <li>5. Families- my friend's family is Puerto Rican and my family is Puerto Rican.</li> <li>6. Say "please" and "thank you".</li> <li>7. Take turns.</li> <li>8. Be respectful.</li> <li>9. Adults can't touch people's private parts.</li> <li>10. Keep you hands, feet and objects to yourself.</li> <li>11. Feelings- happy, sad and mad. It's ok to be mad.</li> <li>12. Families- you should always love them.</li> <li>13. Families aren't the same.</li> <li>14. Loving- taking care of your mom if she's sick.</li> </ol>

15. To whom they should speak if they are asked to do something that parents have told them not to do.
16. How to call for help when needed.
17. "My body is mine" I can say "NO" or "STOP".
18. Never trust strangers.
19. Follow rules at home and in our community.
20. Rules keep us safe.
21. Good touch-bad touch-when touch is inappropriate
22. Feelings-don't hurt anyone's feelings; yours can be hurt also
23. Don't hit anyone as you won't get hit back
24. Families-people who love each other
25. Friends help each you with things like the dishes and reading
26. Feelings-don't take your feelings out on others
27. Friends play with each other may argue but not fight
28. Rules-don't get smart with the teacher
29. Families share with each other
30. Rules-be quiet when guests arrive
31. Families-be grateful for your family
32. Don't talk to stranger
33. Don't let strangers touch you
34. Rules-stop, listen, raise your hand
35. We have to take turns
36. Sometimes I feel happy
37. Don't try to help strangers find their cat
38. Use kind words
39. Be respectful to your parents, family and siblings
40. Do not touch anyone in the wrong spot
41. Follow rules-keeps you safe
42. Do not talk about people-hurts their feelings
43. Do not have friends who steal
44. Keep your hands and feet to yourself
45. Listen to your family members
46. Family members are special
47. Do not disrespect your parents, elders
48. Do not listen to your friends
49. All types of families
50. Do not talk to strangers
51. Rules are important to keep you safe. Don't steal

3

1. Friends and family.
2. Don't let anyone touch your private parts.
3. Family loves you.
4. Respect others and they respect you.
5. Loving your family.
6. Family loves you and protects you.
7. Don't talk to strangers.
8. Learn about feeling.
9. Strangers should not touch you.
10. Your family always loves you stays in you heart.
11. Inappropriate touching and bullying.
12. Stuff you don't do with strangers.
13. Don't drink beer.
14. Don't be a follower, be a leader.
15. Don't drink or smoke.
16. Don't open doors to strangers.
17. Uncle and aunts touch you say "stop!"
18. Don't fight with your friend.
19. If sisters boyfriend touches you, scream.
20. Never let anyone touch your privates except mother and doctor.
21. Don't betray your friends.
22. Nothing new.
23. Tell grownups if you are inappropriately touched
24. Don't take your anger out on others
25. Never keep bad secrets
26. Don't hit anyone
27. No spitting
28. No touching private parts
29. Talk to others/adults when you feel bad or you're having a bad day
30. Good touch-bad touch: when touch is inappropriate
31. Certain people are allowed to touch you and others are not allowed
32. Everyone is allowed their personal space
33. Friends trust each other
34. Families love and care for you
35. Treat others as you want to be treated
36. Raise your hand, say thank you
37. Tell if someone touches you
38. Sexual abuse not good
39. Stay away from strangers
40. Tell Mom if someone appears at door you don't know
41. Keep your hands to yourself
42. Don't talk to strangers
43. Don't let strangers touch your body
44. Don't let others touch you
45. 10. Good in school gets good things
46. 11. Don't let abuse happen

**3**

47. About foster parents-how they take care of you until your mom is ready
48. Personal space-when a person gets too close you feel uncomfortable
49. Sexual abuse-if someone hurts you, tell someone
50. The family-like how someone might adopt a child
51. Like rules-if we didn't have any, everyone would be fighting and get hurt
52. Laws are all over the community keeping people safe
53. About step-parents/families-how they take care of you
54. Like feelings-if someone says something mean, it hurts your feelings
55. People shouldn't touch you
56. The laws about touching people
57. Never let anyone touch you
58. Treat your friends nice
59. Keep hands and objects to yourself
60. Don't let a person touch you
61. You only should let your doctor touch your private parts
62. Only your mom or dad can kiss you

**F.L.A.S.H.**  
**Grade 5**  
**Student Responses to Open-ended Questions**

<b>The most important thing I learned during the F.L.A.S.H. program is:</b>	
<b>Topic Area</b>	<b>COMMENT</b>
<b>HIV/AIDS &amp; STDs</b>	You can get HIV and AIDS fast by anyone you know.
	About the HIV and AIDS.
	You can get HIV when you do sex.
	You can get HIV and AIDS and you can die.
	That you can get HIV.
	I learned about HIV
	How to prevent HIV.
	That HIV is a dangerous disease.
	About HIV and AIDS. I didn't know you could get something really bad.
	Keep from getting HIV.
	Was about sex, HIV, AIDS.
	How to not get HIV.
	Never have sex with someone who has HIV.
	HIV and AIDS, sex.
	I learned about HIV.
	About AIDS, HIV and the system.
	About HIV/AIDS.
	It was HIV.
	I learned about HIV and AIDS.
	HIV and AIDS because AIDS can kill you.
	If a girl has HIV and if you have sex and if you wear a condom you won't get HIV.
	One is HIV can lead to AIDS and kill you.
	Having HIV and learning what causes it.
	About HIV and AIDS.
	Is that if you do not have a condom you will have HIV.
	Getting HIV. You will not die and will not get hurt. You are still healthy.
	Don't share blood or needles because you can get HIV and can die with AIDS because they attack the immune system and the t cells.
	I thought the most important thing I learned during FLASH was about how to prevent AIDS and HIV.
	HIV and AIDS.
	Protection from HIV and AIDS.
	How to catch AIDS and HIV.
	HIV and AIDS.
	How do you get AIDS and HIV?
HIV and AIDS.	
About how to be protected from HIV and how to prevent it from happening to me.	

	What HIV was.
	I learned how you can get AIDS.
	About what AIDS and HIV mean.
	About AIDS and how you can get AIDS and you can't get rid of it.
	How to protect myself from getting HIV.
	The most important thing I learned is about HIV.
	There are many ways you can get HIV.
	Anybody can get HIV and AIDS.
	Kids can contract AIDS too.
	HIV is the thing that causes AIDS.
	Having unprotected sex or sharing blood is a good way of getting AIDS.
	AIDS.
	To be safe, like not getting HIV or AIDS because maybe one day I'll want a kid and I don't want my kid to deal with the pills.
	That I did not know if you could get HIV from AIDS.
	HIV.
	I learned that if I am pregnant and have AIDS then I can give it to my baby.
	The most important thing is HIV/AIDS.
	About HIV. How you get it and what it is.
	How to get HIV.
	HIV is a deadly virus.
	Not using a condom during sex can cause you to get HIV.
	I learned about sex, AIDS, HIV.
	HIV, AIDS.
	You can't get rid of AIDS or HIV.
	The only way you could get HIV is during sexual acting.
	AIDS and HIV.
	Keep from getting HIV and AIDS.
<b>Abstinence/Delaying Sex</b>	It's okay to say no.
	I will not date anybody.
	That we should not have sex yet.
	Not to have sex before you graduate
	To mostly wait until I am 20 to have sex.
	To wait and have sex.
	I learned that to not have sex doesn't make me a bad person.
	Not to have sex until I'm 23.
	About sexuality and how to say no.
	Not even have sex.
	How not to have sex.
	Never have sex until you are grown.
	Not to have sex and get pregnant until I am out of high school and college.
	To not have sex until I am an adult, like 35.
	That I will wait till I'm 18 and graduate to have sex.
	To wait until I get 20 years old.

	Not to have sex at a young age.
<b>Puberty</b>	A lot of things and puberty.
	I learned about puberty and other stuff.
	About puberty.
	I learned about puberty.
	It's about puberty and periods, and important things.
	About puberty and having periods and having sex.
	About puberty.
	Puberty
	About puberty.
	Puberty.
	Puberty.
That everybody goes through puberty.	
<b>Safer sex</b>	Use a condom when you have sex.
	Not to have unprotected sex.
	To be safe when you are having sex.
	Never have sex without a condom
	Never have unprotected sex.
	To have sex with a condom.
	Always use a condom.
	Have protective sex.
	You should use a condom during sex.
	I need to have safe sex.
	Do not have unprotected sex.
	Use a condom during sex.
	I have protection during sex.
	Is that using a condom during sex is a good way to keep from getting HIV.
	To always use a condom during sex.
	To have safe sex.
	Use a condom.
	About HIV and condoms.
	That you can not touch others.
	So no when you don't want to be touched on your private parts.
	To use a condom with sex.
	Not to have sex without a condom and young age.
	To have safe sex.
To do the sex when I have the good old and use condom, if they have one too.	
To use a condom during sex.	
<b>Anatomy/Reproductive Health</b>	That a girl or a woman can get pregnant.
	About the girls body parts.
	The most important thing I learned is about your body.
	That after you get your period you can't get pregnant.
	That only girls can have babies.
That menstruation is a sign to let me know my girlfriend is not pregnant.	

	If you do sex with a 12 year old boy you could still get pregnant.
	When girls have a period it can be a sign of pregnancies.
<b>Safety</b>	Never go to a person you don't know.
	Also about more safety.
	I learned not to be touched on your private part.
	How to get away from a stranger.
	How to know when something is not right.
	Also, I learned how a person you know and you trust wants to have sex or play dirty with you.
	Is about sex and safety.
	If you don't want to get touched you say no.
	That most people are abused by people in the family.
	Get help if something is wrong.
	I learned that no one can touch your body unless it is one of your family.
	<b>Decision-making</b>
I learned that I can make decisions, and that these can be good decisions.	
To make good decisions.	
Making decisions.	
To always make decisions based on what my parents tell me.	
<b>Miscellaneous</b>	Everything about myself.
	About strangers.
	To know about your life.
	Sexual education.
	Everything.
	I've learned a lot.
	Everything, because you can learn so much.
	Nothing, because I don't remember if we did learn or we didn't learn.
	I learned above all that I can't do what I want.
	I learned in the FLASH program things about sex.
	I learned that diseases are bad for my body.
	What you have to go to we get older so I won't be scared.
	I learned about different families.
	I learned that sometimes I might feel weak and thinking different.

**F.L.A.S.H.**  
**Grade 6**  
**Student Responses to Open-ended Questions**

<b>The most important thing I learned during the F.L.A.S.H. program is:</b>	
<b>Topic Area</b>	<b>COMMENT</b>
<b>HIV/AIDS &amp; STDs</b>	How to stay safe from AIDS and HIV.
	That HIV is a bad disease.
	That you can't tell if a person has HIV, and where the baby comes out.
	Protecting myself from getting AIDS and having sex.
	About the HIV and AIDS.
	That to use a condom during sex so you wont get HIV.
	You never know when a person has HIV or AIDS.
	The facts about HIV and how it effects your body.
	About HIV.
	HIV can be passed by having unprotected sex.
	How to stay safe of HIV.
	Is you can not always get AIDS if you're wearing a latex condom.
	How people get or catch HIV or any other disease that is catchable.
	How not to get HIV.
	About people that have HIV.
	About HIV and AIDS.
	HIV, AIDS, sexual education.
	That you can get HIV many different ways.
	I learned how HIV goes inside of you.
	How you get HIV.
	HIV.
	How people can catch HIV and how not to catch HIV.
	About HIV.
	That over four million people in the U.S. have HIV.
	HIV, AIDS, and the pie graph about strangers, family members having sex with kids.
	A lot about how to get AIDS.
	About HIV and AIDS.
	About HIV AIDS and sexual abuse.
	I learned a lot. The most important thing I learned is to have safe sex because you can catch AIDS or something.
	I learned a lot. The most important thing is be safe so you can't catch AIDS.
	About HIV and AIDS.
	HIV is spreading quickly.
HIV/AIDS can be passed through seminal and vaginal fluids.	
HIV/AIDS.	
A lot more about HIV or AIDS.	
Sex and how you can get HIV or AIDS.	
The main people catch AIDS.	

	Is how people catch HIV AIDS.
	You can not cure HIV.
	That you can get HIV different ways.
	That you can not get HIV by kiss or hugging or walking.
	How dangerous HIV/AIDS is.
<b>Safer Sex/ Condom Use</b>	To have safer sex.
	To always have safer sex, and that you can get HIV if you are not having safer sex.
	To have safer sex.
	Having safe sex and about diseases.
	Having safer sex by using a condom.
	To always use a latex condom when having sex.
	That having unprotected sex is not always safe.
	That sex with a condom is the safest sex.
	I learn about protected sex.
	To have safe sex.
	Do not have sex without protection.
	How not to have unsafe sex.
	Don't have sex without protection or don't have it at all.
	Using a condom while having sex is safe.
	I learned a lot. Never to have sex without a condom.
	If you use a condom sex is alright.
	Safe sex.
	How to have protected sex.
	Never have unprotected sex.
	Not to have safe sex without a condom or don't wear one if you want to have kids.
I learned that you have to be careful having sex.	
To wear a condom and ask for the girl's green card before I lay down with her.	
Safe sex.	
Always be protected before having sexual intercourse with your partner.	
<b>Abstinence/Delaying Sex</b>	Things I never heard of. Wait until you are grown to have sex.
	To wait until you are grown to have sex.
	That I shouldn't have sex.
	Don't have sex when you are a child.
	Say no if you don't want to have sex.
	Not to want to have sex.
	Wait to have sex.
	To wait after high school to have sexual intercourse.
	Not to have sex till the proper age so I won't get any STD's, especially AIDS.
	You don't have to have sex because your peers tell you to.
	Do not have sex
	Never to have sex
Never to have sexual intercourse as a child.	

<b>Reproductive Health/Anatomy</b>	I learned about the girls body parts.
	I learned the parts in a vagina and penis.
	There where the baby was I thought was in the stomach and it was lower.
	That a woman has so many eggs in her body.
	That a woman is born with eggs for a lifetime.
	Sperm can travel into the vagina fast.
	That a boy starts puberty faster than a girl.
	Sex Ed, HIV and the reproductive system.
	Things about my body.
	About how a baby is produced.
	The parts of a female (private).
	How babies are made
	That you are able to get pregnant.
	Learned about body parts.
	That if girls have sex for the first time she can become pregnant.
	About how you should never hit a male private part
	About pregnancy
The important thing I learned was pregnancy.	
<b>Sexual Abuse/Safety Issues</b>	Never let anyone touch you.
	Always protect your body from other people.
	Most people who sexually exploit children are not strangers.
	The most thing is 85% is your family.
	To never go anywhere near a stranger and using condoms is safer sex.
	Tell if someone touches me wrong.
	I learned a lot. Good touch, bad touch.
	That sex between children and adults is always wrong.
	If someone wants me to put something down I run away and say not and stop.
<b>Miscellaneous</b>	How I can do much better and how to do self esteem.
	Everything.
	About my body.
	How to be safe during doing things when I get older.
	To always be careful.
	Nothing. I already knew everything.
	I learned more than I used to know.
	How I can do much better in school.
	I learned that FLASH is a good program.
	To be careful with my decisions.
	I need to slow down.
	Before you make a big decision think about what's going to happen if you do it.
	That you know when a person wants to have sex.
	Don't let people do passive decision.

**Making Proud Choices**  
**Grades 7 & 8**  
**Student Responses to Open-ended Questions**

<b>The most important thing I learned during the Making Proud Choices program is:</b>	
<b>Topic Area</b>	<b>COMMENT</b>
<b>HIV/AIDS &amp; STDs</b>	I learned that HIV turns into AIDS.
	The sexually transmitted diseases.
	About STD's.
	How to avoid STD's and HIV.
	How HIV/AIDS happens.
	Condoms prevent STD's and pregnancy.
	Information on HIV and STD's.
	About HIV, AIDS, and STD's.
	Sexually transmitted infections.
	About more things about HIV and AIDS I didn't know.
	Not to get transmitted infections because they are hard to lose.
	You can get HIV without protection.
	Is about HIV and STD.
	That I know that you can not tell if a person has an STD just by looking at them.
	On the first time you have sex you can get HIV.
	STD's.
	There is a STD name gonorrhea.
	Avoid getting STD's.
	How to not catch STD's.
	How to prevent STD's.
	Having unprotected sex can lead to pregnancy and STD's.
	People can catch STD, AIDS, and HIV for having sex.
	How to avoid getting STD's.
	That STD's are more serious than I thought.
	About how you might get STD and HIV.
	How to get tested by HIV, or herpes.
	About STD' and how many people have them.
	Most STD's are curable.
	About STD's.
	How to prevent STD.
	How to prevent a HIV.
	I learned how you could get warts on your penis.
	I learned that you can have pubic lice.
How to avoid HIV.	
That you can catch a STD from having sex.	
I learned about the different STD's.	
HIV/AIDS and how you can get it and what happens when you do get it.	
How to prevent STD.	
By having sex from the back you can get STD.	

That AIDS is a sneaky disease.
How to prevent HIV, AIDS, and other sexually transmitted diseases
That two people that have HIV/AIDS have to use a condom.
How to prevent transmitted infectors.
Avoid transmitted diseases.
What to use to prevent getting sexually transmitted infections when having sex.
About STD's.
That some sexually transmitted diseases can not be cured.
About sexually transmitted infections.
How to prevent STD's and how you can get them. I also found out steps of using protection.
About the STD that is going around.
HIV and AIDS are not contagious unless you have sex.
That having unsafe sex can cause STD's and infections.
Use condoms to prevent HIV or any other viruses.
You can get HIV by sharing needles.
That you may not know when someone has STD's.
About how you can get STI (sexually transmitted infection).
You can get HIV by having sex.
That herpes is a viral disease.
I think I know all the diseases.
That you never go to do sex with a person that has HIV.
I learned the different diseases and how to get them.
All the diseases.
The different types of infections.
Even if you have sex with one person you can still get HIV or STD.
How to stay safe from diseases.
How to prevent sexual diseases.
That you can't tell if someone has STD's or not.
I learned the different diseases and how to get them.
That there's lots of ways of getting infections.
Catching any kind of diseases.
Sexually transmitted disease can be passed through oral sex.
How to prevent diseases.
Diseases.
What to do if I get an STD.
That you can get a disease from kissing and there are a lot of diseases in the world, and they are being passed around by mainly teens our age.
How to prevent STD's, HIV and AIDS.
HIV and AIDS and STD's.
You can get AIDS, HIV, or pregnant by having sex without a condom.
Having sex can be very bad and you can easily catch something.
How to prevent diseases.
You can get all these different diseases by having unprotected sex.

	That you have to watch who you have sex with because you can get diseases the first time if you have sex with the wrong person.
	If you have sex in HIV your baby, get harm.
	I learned the diseases you could get by doing sex and that sex is not going to make your life happy.
	I learned about disease.
	To not have sex or if you've already graduated and have a boyfriend go to the doctor before having sex to see if any of you have STD's.
	I learned more things about HIV AIDS.
<b>Safer Sex/ Condom Use</b>	Always use protection.
	To always wear a condom.
	To not have any unprotected sex, or any at all.
	Cause she is teaching us not to have unprotected sex.
	That having sex without protection is not healthy.
	How to use a condom.
	How to use a condom correctly.
	How to have safe sex.
	To check the expiration date on a condom.
	To always use protection.
	How to have safe sex.
	Where to get protection.
	How to put on condoms the right way.
	I learned when ever you have sex, wear a rubber.
	Don't have sex without a condom.
	How to use a condom properly.
	What the best condom is to use.
	Use a condom as you can't get STD and having a baby.
	How to be safe during sex.
	That if I put the condom on wrong you could have disease or have a baby.
	That if you rupture a condom in the wrong way you could get the girl pregnant.
	Using condoms.
	Always protect yourself when you are having sex.
	Do not have unprotected sex.
	To not have unprotected sex.
	Not to have unprotected sex.
	To use protection.
	To have safe sex.
	Protection when having sex.
	To use a condom the right way.
Use protection when having sex.	
To not have unprotected sex.	
To use a condom every time I have sex.	
To always use a condom when I am having sex.	
To use a condom during sex.	
Wear a latex condom while having sex.	

	The importance of using a condom.
	Use a condom during sexual intercourse.
	Not to have sex or use protection.
	To use protection.
	To always use a condom.
	To wear a condom every time you have sex.
	Before having sexual relationships talk about disease and wear a condom.
	To use protection.
	If you choose to have sex use protection.
	To use protection when I have sex.
	Protect yourself every time you have sex.
	How to have safe sex and prevent infections.
	That use a condom when you have sex.
	How to do sex safely.
	That sex isn't always safe.
	To have safe sex and be careful.
	That a condom is not 100% safe.
	That never have sex without a condom and don't have sex without one.
	Ways to prevent STD's and pregnancy.
	That having sex without protection I can get a disease or get pregnant at a young age.
	How to prevent STD's and getting someone pregnant.
	Unprotected sex, condoms, protected sex, AIDS, HIV.
	How to prevent pregnancy and sexually transmitted infections.
	About how you should get protected about sex and to wait.
	To always use a condom to prevent STD and pregnancy.
	To use a condom when you have sex.
	Protection sex is the best way.
	Not having unprotected sex.
	Don't have sex unprotected.
	Use protection.
	How to use a condom.
	To strap up.
	Always to wear condoms.
	Never have sex without protection because there are lots of diseases out there.
	To protect yourself.
	To be protected.
	To have safer sex.
	How to use a condom.
	I learned when I have sex to have protection.
	Always have unprotected sex or don't have sex at all.
	Having unprotected sex is not safe only with one person.
	The right way to put on a condom.

	About protection.
	Wrap up or don't have sex at all.
	How to put on a condom.
	Learning how to put on a condom.
	That to be safe when you have sex, and the most important, when you have sex, wear a condom.
	To use a condom and have your partner tested.
	Not to have sex without a condom.
	How to have protected sex.
	Always use a condom when you have sex.
	Don't have sex without a condom.
	That using a condom is only 98% effective against STD's.
	That it's not always safe to have sex without a condom.
	To have protected sex or not to have sex at all.
	Safe sex.
	Always have safe sex with a latex condom and spermicide with it.
	To wear a condom.
	Use of condom and sperm.
	To always use a condom when having sex.
	To always wear a condom.
	Use condoms.
	Not to have a condom in a hot place because they mess up.
	Not to have unprotected sex.
	To have protected sex.
	How to protect more.
	Not to have sex or use a latex condom.
	That you can get a disease from someone by having unprotected sex of any kind.
	How to prevent not having unprotected sex.
	Always use a condom.
	Protect yourself every time you have sex and have the right condom.
	To always stay safe and use condoms.
	About sex, condoms and a lot of other stuff.
	There is no safe sex.
	Condoms don't always protect you!
	That you can put on a condom wrong. I didn't really know you can put on a condom wrong.
	You should always be safe when having sex.
	When you have sex wear a condom.
	One person has to use a condom.
	I learned that having unprotected sex isn't the right choice.
	Not even condoms can prevent pregnancy.
	That condoms can't prevent pregnancy.

	To always use protection.
	That to prevent pregnancy and sexual infections is to use a condom and not have sex.
	To be safe and protect yourself.
	Not to not use condom.
	The proper use of a condom.
	To not have sex or if you want to, use a condom.
	To say no if you don't want to have sex. If so, always use protection every time.
	That you should always be safe before having sex.
	You have to be sure and ready if you are going to have sex, and use protection
	To protect myself.
	How to protect myself from STD's and pregnancy.
	About how sex is either not protected or protected.
	I learned that sex isn't always safe.
	<b>Abstinence/Delaying Sex</b>
The safest sex is not having sex.	
That you should not have sex until you are ready.	
That abstinence is the only 100% way to stay safe.	
Having sex is bad between teens.	
That if you are not ready to have sex you should not do it.	
Not to have sex until I am grown.	
Not having sex ins the only way not to get STD.	
That I don't have to have sex and I will have a better life if I don't	
That be safe and don't have sex until you are 21 years old.	
Say not to do sex, and be safe. It is not good for a teen to have a baby because we're not prepared.	
Don't have sex until you are ready.	
Safe sex is no sex.	
One way not to get HIV is not having sex. That is 100%.	
To wait to have sex because it can give you STD's.	
Do not have sex.	
Is not having sex.	
That you need to be 18 or older to have sex and to have a baby.	
Not to have sex until you are ready.	
The best way to prevent pregnancy and STD's is to not have sex.	
That abstinence is the best way to prevent pregnancy.	
Not to have sex.	
If you don't want to say no.	
Not to have sex until I am married.	
Sex is not good to do and it will mess up your life.	
Not to get pregnant and don't have sex.	
Don't have sex until you're ready and if you do, use protection.	
Don't have sex at all.	
Abstinence is the best way to not get any STD's or pregnant.	
To never have sex unless I am ready and or have safe sex.	

	Don't have sex until you graduate and until you are settled. Also, to use protection so you wont get any transmitted diseases. Don't have sex. Keep your legs closed.
	I shouldn't have sex until I'm ready.
	Wait until the right time to have sex.
	Teenagers in a relationship should have abstinence.
	That the best thing you could do is not have sex.
	Not to have sex.
	Not to have sex until I make a good choice.
	Not to have sex without a condom.
	Don't have sex at a young age.
	You shouldn't have sex until ready to take consequences.
	Wait until you are ready to have sex.
	That you don't have to rush into sex. You can wait.
	To make wise choices and don't have sex.
	That abstinence is a good way to stay safe.
	That it is best if not have sex.
	That I can learn not to have sex early.
	To not have sex when I'm a teen.
	That the only safe way to don't get pregnant or don't get a disease is not having sex.
	That it's better not to have sex at all to prevent pregnancy and STD's.
	Waiting until you are married to have sex is very important.
	That the only 100% is not having sex at all.
	There is no 100% way to not get a disease, except for abstinence.
	Not to have sex so I won't get any disease.
	That I don't have to have sex to feel loved, or wanted.
	I learned what abstinence means.
	That if you keep to yourself until you are married you will most likely stay clean.
	Not to have sex.
	Having a baby is not going to make you feel well and the most important thing that avoiding the sex is better for your life.
	That you should not have sex
<b>Pregnancy/ Reproductive Health/Anatomy</b>	How twins are made.
	A girl can become pregnant the first time she has sex.
	Having babies.
	If a teen has a baby, she's not prepared. Her baby will come out premature or with a disability.
	I learned that women are born with a million eggs.
	Having a baby can be hard.
	I don't want a baby.
	The consequences of having a baby.
	That babies don't always turn out healthy.
	I learn that if a girl gets pregnant she does not get her period.
	That when you don't use a condom you get pregnant.

	That is a probability that I can get pregnant the first time I have sex.
	How bad and how life is when you really have a baby.
	How to avoid getting pregnant.
	You could get pregnancy the first time you have sex.
	That by taking birth control pills you wont get pregnant when you have sex.
	There is a big percent of having a baby when having unprotected sex.
	That you can become pregnant easily.
	I learned about how eggs developed in the vagina.
	That how to prevent from getting pregnant.
<b>Miscellaneous</b>	Nothing, because my parents told me everything.
	Anything on what consequences can I get.
	Nothing.
	A lot of stuff.
	Nothing I don't already know.
	It's important to get tested.
	That anything can happen if you are not careful.
	Just be safe. You can hurt someone because of your stupid mistake.
	That you should always wait to do things.
	To not be influenced by what your friends tell you.
	The dangerous things that could happen when you have sex.
	Sex is not good all the time.
	Nothing.
	To make good choices.
	It is very important to stay safe!
	About how to say no.
	When you say no or can not be forced having sex.
	Protecting myself from sex.
	Don't know.
	To think before having sex.
	To keep yourself safe.
	What oral sex is.
	People should not trust someone by their word.
	Everything was important.
	That making the right choices is better than making the wrong choices.
	All the wrong things that can happen if you have unprotected sex.
	To be careful when you have sex.
	That you can get a lot of things just by having sex.
	When you are going to have sex think before acting.
	Learning about safe and how it can affect you.
	You should not give into peer pressure or do anything you don't want to.
	That you have to make your own decisions to learn from your mistakes.
	Sex can be very dangerous.

	Doing the right thing and make good choices.
	Is to stay safe.
	I learned that just because they say things they are still a virgin.

**Safer Choices  
Grades 9 - 12  
Student Responses to Open-ended Questions**

<b>Feel free to give us ideas on how we can make the program better:</b>	
<b>TOPIC AREA</b>	<b>COMMENT</b>
<b>More Time/Longer Program</b>	You could make it better by putting more time into it.
	Well, you can let the teachers from the program stay more longer than 5 days.
	Come more.
	Come for two periods.
	It was fun but I wish we had more time.
	Make it a class.
	Have the sessions longer.
	Do the sessions for more than one day. That way you can teach more things in depth than just cram it into one session.
	Expand the program for the entire school year.
	Make it longer.
	It is a wonderful program already, but I would make it longer.
	I love this program. I just wish we had more time.
	I like it and I think it should be a class in high school.
	Having a longer program (but that's the school's fault).
	You should probably extend the program
	Extend the program so that more topics can be covered.
	More topics.
	Make it longer.
	More time.
	Make the program longer or permanent in schools.
	We need more time.
	Go to every school.
	It was excellent. I wish it lasted longer. It can help many people.
	Come more often. We only have three days to learn. You should come more often or stay longer.
	More days with Safer Choices.
	Make the program days longer.
	More days to cover the topics.
	The program should last at least 5 days.
	More time to watch videos.
	More meeting dates.
	Longer
	Come for a week, not for 3 days.
	Longer class time.
	It should be maybe a little longer.
I think you guys should stay longer.	
It could be lengthened (maybe 1 week long).	
Longer than 3 days and talk about more.	
You should have the lessons longer so we could learn more and	

	make it a class.
	Have the program longer.
	Have fun teaching and come longer.
	I think that you should go to other schools so students can learn a lot more about sex.
	It's already great. I think it should last longer than 3 days.
	Maybe we can do this for two weeks and work more on anatomy. This, so it is a can do project, like draw or make a model of the body. Thank you for all the help!
	There should be a class for each school permanently.
	Have the program more often to keep teens updated on STD's and other sex related problems.
	You should teach at our school for more days.
	The program should be extended.
	An idea would be to install a permanent program in the high schools.
	Should be taught in every school.
<b>Topics/Type of Material</b>	More descriptive demonstrations.
	You're doing a great job as it is but talking about abortion would better it.
	The one I listed above about peer pressure.
	Talk a bit more on the reproduction anatomy.
	Talk more about pregnancy.
	Teach more about how to use a condom properly.
	The program should be able to show kids how to say no in situations like peer pressure.
	Passing out more information that will explain.
	Show us more information on the diseases and affects on people's physical condition.
	Just talking a lot more about the situation.
	Getting a little more deeper into how to say no.
	Give more information about resisting peer pressure.
	The program should be more in-depth about the signs that indicate that someone has an STD.
	It was good. We need to see how a condom goes on a penis. A wooden one.
	Give more details about the body and how the pregnancy works.
	You should teach about why having sex before marriage is not pleasing to God.
	Give even more information. I feel that this was only the basic of sex and its consequences.
	Do demonstrations on how to use certain birth control.
	Don't make too many jokes about it. This is serious.
	Be more serious.
	Setting aside time to have the program so that teachers do not have an issue with other schedules.
	By asking what we think, I guess.

	<p>You could make the program better by letting the kids know that sex is not everything they're looking for and how to prevent from having sex and also to build a better relationship.</p> <p>To build a good relationship and proper condom use.</p> <p>Have different brochures for more information.</p> <p>Sexuality, sexual identity.</p> <p>Focus a little more on pressure.</p> <p>I think that it would be good if you tell me more about peer pressure and ways to prevent pregnancy.</p> <p>Talking about pregnancy.</p> <p>If you passed out information packets on sex.</p> <p>Everything was good. I would just like to know exactly how things should look on bodies.</p>
<b>Guest Speakers</b>	<p>AIDS come in to speak to students.</p> <p>Bring people that went through the stuff.</p> <p>The way you could probably make the program better is maybe having people who have been through some of those things (peer pressure, pregnancy) come talk to students about it and how they dealt with it.</p> <p>Bring kids in about our age.</p> <p>By having teens that are our age to talk to us.</p> <p>Have people come in and talk to us with HIV or other diseases.</p> <p>Maybe if you have people that have a STD or HIV or maybe</p> <p>People that really have HIV to speak to students.</p> <p>Have someone who has had an STD to come in.</p> <p>You can bring in people who are our age to talk to us.</p> <p>Bring people with an STD who can talk to us.</p> <p>The program could be better if there were kids-teens who had sex and suffered the outcome.</p> <p>Bring people to us in person and talk about their life story; if they have STD's or living with AIDS.</p>
<b>Condom distribution</b>	<p>Passing out condoms.</p> <p>Give out condoms.</p> <p>Give away condoms to random people.</p> <p>Hand out free condoms.</p> <p>Pass out condoms.</p> <p>Should pass out condoms for kids.</p> <p>You should give out condoms to make the program better.</p> <p>Give away free condoms</p> <p>You can give out condoms to the students who can't go out and get them.</p> <p>Give out condoms.</p> <p>I think the program is good but I think you should give out condoms.</p> <p>At the end you can give condoms as a gift for attending the program.</p> <p>Bring condoms that you can give out.</p>

	Give out condoms.
	Give out contraceptives.
	To give out free condoms.
	You could pass out condoms.
	Give out condoms.
	Free condoms.
	Give bags with birth control stuff in it and more.
	Give free condoms.
	Give free condoms.
	Give condoms and good ones, not the cheap ones.
	Start to give out condoms.
	Give out condoms.
<b>Need for more activities or interaction</b>	We should get to interact more.
	You should have the students be more involved.
	Let us act out scenes.
	More interactions with the class.
	Do more activities.
	Having people get more involved.
	Doing hands-on things so we can enjoy it more.
	We can have the kids participate in showing how to work with things.
	Need more activities
	More activities.
	Have more games because it's fun and it's helpful.
	Have more activities, and help more people say no.
	Do more interactive things.
	Make it more interactive.
	Have more acting scenarios.
	Sometimes, act out some scenarios for saying no to sex.
	Acts (scenes).
	Field trips.
	Get us more involved.
	Make it as fun as you can.
Make it more fun and more details.	
Make the work more fun.	
More hands on experiences.	
Having students to have hands on.	
<b>Visual Aids</b>	See more movies.
	Use a lot of visual aides.
	Show a diagram of certain situations.
	Have pictures of the STD's and how they look.
	Videos.
	None, other than giving visual aid for sex (only for mature type students).
	Have a newer movie. Thanks!
	I think next time you should show pictures of STD's to scare us.
I think that they should show pictures of STD's.	

	By having videos and tapes to watch.
	Need to watch more movies.
	Better movies.
	A better movie to watch.
	Show scary pictures of diseases. It will scare the kids.
	Show graphic pictures.
	Have documentaries on people with HIV/AIDS.
	It would be nice to see pictures of the STD's.
	Show pictures of the diseases.
	Have pictures.
	The teacher should show more images of viruses.
	More video use.
	Better selection of videos.
	I think more graphic images and studies to learn more about your body and how it works.
	By bringing in displays and showing how to have sex.
	Ways to make the program better is having diagrams.
	It's fine like it is...Maybe a more updated video.
<b>Evaluation</b>	Don't need to take test 3 times.
	No more tests.
	Too many surveys about our personal business.
	No more tests!
	Don't use 3 test.
	We don't need to take the test three times.
	Not taking two tests.
	Should only take test twice; at beginning and at end.
	Not giving or giving test before and after the program begins.
	Less surveys.
	Not to have more than one pre-test.
	Do not give two pre-tests.
	Don't really need two pre-tests.
	Don't have the pretest two times.
	Don't give three tests.
	Don't give the same test 3 times.
<b>Incentives</b>	Remember to bring the candy!
	Bring candy.
	Give out bags with everything in it.
	Snacks.
	Give more candy.
	Small prizes for answering questions makes students raise their hands.
	Food.
	Keep it coming and give away more freebies. Other than that , keep up the good work.

<b>HIV/STI testing</b>	Having some testing.
	Give people an HIV or AIDS test.
	Have the van that gets students tested for all five days.
	You could probably actually take students out for a field trip to get test. That would help perfectly.
<b>Miscellaneous</b>	Have more than one person to teach the program.
	Maybe have the class divided (male/female). Then have same sex teachers, because talking with Mr. Gray was very, very uncomfortable, and weird!
	A lot of the topics covered I have known about from talking with my parents.
	Having talk sessions. People talking about their sex lives. Have them after school for anyone and sex partners, but only for teens.
	Tell us the ideas slowly so that I can understand it a little better.
	Make up days.
	We have two people here. One of them is funny, the other is not. It helped me a lot. PS-you have to make it more interesting.
	To make the program better is to have everyone take this class no matter how old you are. And another thing is that you learn a lot of new stuff that you have never known before, like I did.
	No, because I wasn't here to learn anything.
	Go through it slower than how you usually go through it.
	Not scare the pants off kids even though it's the right thing to do with the information.
	Teach it in private time, or away from schools.
	You can talk to girls and boys (ones you think that don't care).
	The program would be better if the people could be more into it and talk with the students more openly.
	The program should go into more details and get personal if they feel strongly about helping us be safe.
	Tell the truth about people.
	Talk more about us. Feel free to open up more.
I actually feel I knew most of this stuff from previous years.	
Open discussions.	
Make _____ the teacher for all students. She's great.	
<b>No suggestions for improvement</b>	You have a great program. Keep doing what you do.
	NA
	Nothing. It was good enough.
	You all are doing just fine.
	The program is OK. I don't have any ideas.
	Nothing. The program is perfect.
	The program is very well.
	It was good as it was. It helped me learn a lot.
	Just keep doing what you all are doing.
	None.
N/A.	

This was great.
Have no ideas yet.
No ideas.
None...one more time! Great!
NA
It's good the way it is.
I have no clue.
You all do good just the way you are.
Well, I feel the program is great now.
Fine as is.
No ideas. I think it was great.
Actually, I feel the program is fine. Like it is a good job.
None, it was good.
No ideas. I think it was great.
NA
The program is great.
None. It's a great program.
I think the safer choices program is fine as it is.
It is already great now. This is one of the best programs I've been in.
You're doing very good.
No tips.
I can't really think of any ideas.
No ideas.
I don't know.
You don't have to make the program better. It is perfect just the way it is.
I have no ideas.
It's already good for me.
I loved this program with Mayce.
None. Great job. It really helped.
Don't have none but keep up the good work.
You're cool. It's cool just the way it is.
No comment.
The program is already great the way it is now.
Keep up the good work.
Kris was the best teacher I have had.
You all are doing just fine on your ideas to teach about sex.
Don't change anything.
I liked the program the way it was.
It was very good.
It's better how you guys got it.
It was great.
N/A.
You guys pretty much got it.
I think the program was very helpful and will help people to be more cautious and safe.

It don't need nothing. I liked it.
No ideas.
It's fine the way it is.
I think the program is all right.
There are no ideas for me to give you. You are doing fine.
N/A.
Keep up the good work.
No comment. The program was already good.
The program is just fine. It is very informative. Thank you.
I don't know. It was great.
N/A.
N/A.
I don't know.
The program was excellent. It doesn't need to get any better. I learned a lot this week.
It was a good program. No improvement is needed.
Everything's in order to me.
Just keep doing what you are doing. The program is great!
N/A.
It's absolutely fine.
I feel that the program is just fine.
The program was great. I have not ideas on how to make it better.
Good job. Very informative.
Great advice/issues.
None. It's fine. I just knew a lot already.
Stop making us do this test 3 times.
I really don't know now. You guys did it OK.
None.
It's already good.
Nothing. It is fine the way it is.
It's cool as it is. Keep doing what you are doing.
No idea.
The program is already good enough.
Nothing really.
There is no way that I can think of to make this program better.
It is good just like it is.
There is no way to make it better. It is good the way it is.
No, that's good.
You all are good.
None.
None, it is good now.
Love it.
It's great.
I really don't have any ideas on how you can make the program better, because to me, the program didn't have anything wrong with it.
None at all.

It's okay the way it is.
To me I think it is already better and people can learn a lot by participating.
Don't know, it's already great.
N/A. Very energetic and easy to understand.
Have none. It's great!
I like this program.
It's a great program. I have no ideas.
Just fine.
Anything.
You guys are doing a great job.
It's perfect the way it is.
I don't have any ideas.
It was very helpful and I learned a lot.
Keep doing what you guys are already doing.
It was great.
Send _____ to everyone. She is so awesome. I learned a lot from her.
I like it the way it is.
You already did well.
It's already great.
N/A.
You are so awesome. Thanks for the experience.
Nothing. Doing a great job!
I believe that _____ was great. Her character and personality was awesome. She treated us like young adults and provided us with lots of helpful information.
It was great. I like everything we did.
I feel that it's great. They don't need to better it.
It was a fun program and Ms. _____ was very nice.
Awesome program.
_____ did a very good job because she made it funny.