

A b s t r a c t

Thailand has sex education policy in terms of integrating sex education into health education curriculum since 1983, but the integrating activities needs to be clearly conducted. The national survey results of 1994 shown the males having sex before the age of 15, 92% of males had sex before marriage with 60% of them had unprotected sex, 64% of females had sex before marriage with 25% of them had unprotected sex. (Panza, 1997). These are big public health problems of Thailand. To strengthen schools' students to have safe sex is our biggest concern, so the project was designed to three different models of module through intra and extra curricula and aimed to control and prevent STD/AIDS transmission among teenagers.

Three different curriculum models have been developed each applying sex education into different student activities. The first model integrates sex education into a student club, the second integrates into boy scout activities and the third applies sex education into core subjects classes..

The results showed that the integrating sex education into core subjects classes, enhanced students to gain more correct self risk perception of HIV and motivated them to change their behavior and behavior intentions toward lower risk. Furthermore this approach is congruent with the policy of MOE in the "Eight Development Plan" period (1977 - 2001) and also has shown a promising results interns of sustainability and wider coverage than the other two models and the biggest possibility in applying the curricula to all schools in Thailand. The teachers participated in this project felt more concern and confident in teaching school students sex education. In addition, the parents mostly supported the integration of sex education to regular curricula. There is no time constraints in conducting sex education in school if sex education intentionally integrated into core subjects.

