



Reducing the Risk

Building Skills to Prevent Pregnancy, STD & HIV

Research, Evidence, Results

An Evidence-Based Program

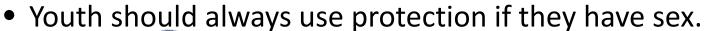


What Is RTR?

Reducing the Risk (RTR) is a skills-based curriculum designed to help teens prevent pregnancy and the transmission of STD, including HIV.

RTR delivers and reinforces these clear messages:

- Abstinence is the best and safest choice.
- Youth should avoid unprotected sex.







What Is RTR?

- RTR was developed for high school (9th & 10th grades).
- It also has been successfully implemented with middle school youth, particularly where there are high rates of pregnancy, drug use and STD.
- RTR teaches risk-assessment, communication, decisionmaking and planning skills, as well as refusal strategies and delay tactics.





How Effective Is RTR?

RTR is one of the first rigorously evaluated sexuality education curricula to have a measurable impact on behavior.

Rigorous evaluation of RTR has shown significant effects:

- Delayed the onset of intercourse among abstinent students.
- Reduced the rate of unprotected intercourse.
- Increased knowledge about abstinence, contraception, pregnancy risk and STD prevention.
- Increased parent-child communication about abstinence and contraception.
- Both parents and students reported that the curriculum made this communication easier.



U.S. Youth Sexual Risk Behaviors

2011 Youth Risk Behavior Survey (YRBS)

Among high school students (grades 9 - 12):

- 47.4% have had sexual intercourse
- 6.2% had sexual intercourse before age 13
- 15.3% have had four or more partners
- 33.7% were currently sexually active*
 - *Had sexual intercourse in the 3 months preceding the survey.



Why RTR Works

Activities are based on solid health behavior theories:

- Social Learning Theory
- Social Influence Theory
- Cognitive-Behavioral Theory

According to these theories, to reduce risk-taking behavior, people need to:

- Learn and personalize relevant information.
- Recognize social pressures and anticipate risky situations.
- Establish norms for positive behaviors.
- Learn and practice skills to act on information and cope with social pressures.



RTR Program Objectives

Students participating in RTR will be able to:

- Evaluate the risks and lasting consequences of becoming a teen parent or getting HIV or another STD.
- Recognize that abstaining from sex or using protection are the only ways to avoid pregnancy, HIV and other STD.
- Demonstrate effective communication skills for remaining abstinent or avoiding unprotected sex.



Skills and Information Taught in RTR

- Abstinence—not having sex
- Avoiding high-risk situations
- Knowing about, getting and using protection
- Preventing HIV and other STD
- HIV risk behaviors
- Sticking with abstinence and protection
- Refusal skills and delay tactics, practiced through roleplays
- * The more students effectively say no to sex, or to unprotected sex, the more likely they will be to use these skills in real life

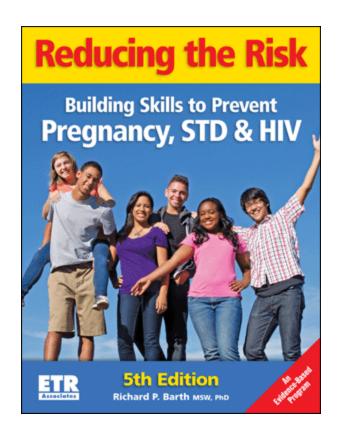


How RTR Works

- RTR has 16 classes, lasting 45 minutes each.
- Classes are designed to be taught over a 3-week period.
- Ideally, RTR should be included in a comprehensive health education program.



Teacher Guide







Teacher Guide

 Includes a synopsis of each activity, as well as approximate time and materials needed



Synopsis

Class 1 is an introduction to Reducing the Risk. The teacher models 2 versions of a role play to demonstrate refusal skills. Students participate in a 2-part "pregnancy risk" activity to personalize their vulnerability to pregnancy.

Preparation and Materials

- Review Introduction and Prior to Class 1 and assure yourself that the parent notification and permission is complete.
- ➤ Review Appendix A, "How to Use Role Plays."
- ▶ For ease of "performance," copy Lee and Lee #1A and #2A (Teacher Role Plays 1.1A and 1.4A) so that they are separate from the book.
- Cut out 6 paper squares, number them 1 to 6 and place them in a hat or other container.
- Make a copy of the Pregnancy Risk Chart (Teacher Reference 1.3A). Cut the chart into the 6 numbered strips as marked.
- ▶ Refer to Student Workbook for My Risks (Worksheet 1.2A).

Outline of Activities

Activity	Time	Materials		
Introduce Curriculum and Model Role Play, Version 1	10 min.	□ Lee and Lee #1A (Teacher Role Play 1.1A)		
Pregnancy Risk Activity, Parts 1 and 2	25 min.	□ My Risks (Worksheet 1.2A) □ Pregnancy Risk Chart (Teacher Reference 1.3A)		
Model Role Play, Version 2	10 min.	□ Lee and Lee #2A (Teacher Role Play 1.4A)		
Lesson Summary	5 min.	□ None		



Teacher Guide

Class 1A • Abstinence, Sex and Protection: Pregnancy Prevention Emphasis

Detailed steps for each activity

Activities

12

Introduce Curriculum and Model Role Play, Version 1

Tell students that today is the beginning of a program that will give them skills
to keep from getting pregnant or from getting someone pregnant. To introduce
the skills they'll be learning, you're going to do a 1-person play. The dialogue of
the play might now, or in time, be familiar to them.

The play is called **Lee and Lee**. Tell students you'll be playing Lee and also her boyfriend—who is, amazingly, also named Lee. (Ask students to hold their applause until the end!) See **Lee and Lee #1A** (Teacher Role Play 1.1A). As necessary, change the names of the characters or the language in this role play to work for your students.

After performing the role play, resume your role as teacher and ask students their reaction to the way Lee and Lee discussed having sex and the risk of pregnancy.

Include the following questions in the discussion:

- · Is this the way many couples decide whether or not to have sex?
- · Why didn't Lee stick to the decision not to have sex?
- · What makes it difficult to say no?
- 3. Tell students that even though they may know how to avoid pregnancy, and want to, it's not always easy to say no to sex or use protection. It takes knowledge and skills. The story of Lee and Lee shows that many young people don't have either the knowledge or the skills.

Every year, almost 800,000 teens become pregnant.

Yet, pregnancy is preventable. Tell students this unit helps them do something about the problem of unplanned teen pregnancies. They will learn they can avoid pregnancy by practicing the skills to abstain or use protection.

In the next few weeks, students will act out situations that they may face outside the classroom. After role-playing in class and completing assignments as homework, they will be better prepared to be sure that real-life encounters do not lead to unwanted sex or pregnancy.

This program uses a specific definition of abstinence: abstinence means choosing not to do any sexual activity that carries a risk for pregnancy or STD/HIV.



Teacher Guide

Class 5 • Delay Tactics

Quiz 5.4

Student worksheets

1.	Write 3 delay actions you could use or alternatives you could suggest if you were alone with your boyfriend or girlfriend and wanted to avoid sex.
to	ad the situations below and write the refusal or delay response you would use handle the situation. Decide whether to use a refusal or a delay statement and clude an alternative action.
2.	Your girlfriend or boyfriend has been drinking and tries to talk you into going for a ride. You don't think you should go but you don't want to get into an argument. You say and do:
	Refusal or delay:
	Alternative action:
3.	You're at home with your girlfriend or boyfriend. Your parents will be gone for several hours. You don't want to have sex, but your girlfriend or boyfriend begins to kiss you and tries to take off your dothes. You say and do:
	Refusal or delay:
	Alternative action:



Teacher Guide

Class 9 • Knowing and Talking About Protection: Skills Integration I

Role Play 9.2

Roleplay scripts

An Important Discussion

Setting the Stage:

Two friends are leaving campus at the end of the day, discussing their feelings about using condoms.

Friend: You know, I just hate using condoms!

You: Shhh. People can hear us.

riend: Do you want me to use the word "rubber" instead?

You: You can use the word "condom." I just get embarrassed talking about

those things...I don't like them either.

Friend: I just don't like to stop what's going on. You lose something. And...I like

the way it feels without it. It feels more...well, natural.

You: Yeah, I know what you mean. But you know what we've learned in class.

If you're having sex, condoms are the best protection against pregnancy

and STD.

Friend: I guess you're right. I'll just have to change my attitude and be sure we

use them. My life's pretty good now. I want to keep it that way.

You: That's how I feel. This way, we can do everything we're planning to do in

high school and then afterward.



112

Teacher Guide

Class 7 • Getting and Using Protection—I

 Teacher background on birth control methods, HIV risk behaviors and prevention - Information for Teachers

Ways to Prevent Pregnancy Teacher Notes

Categories of Birth Control Methods

Methods that aren't reliable or don't work at all: withdrawal, douching, hoping and rhythm do not work as birth control methods.

- Withdrawal: When a couple has sex, the man takes his penis out of the woman's vagina before he ejaculates (comes) so that his sperm doesn't go into her body. Withdrawal can't be counted on to prevent pregnancy because the man has a few drops of semen on the end of his penis as soon as it becomes erect. Even if he withdraws before he ejaculates, sperm can get into the woman's body and make her pregnant or transmit an STD, including HIV. Additionally, couples shouldn't rely on withdrawal since it requires them to interrupt sex exactly when they don't want to.
- Douching: After having sex, the woman immediately washes out her vagina
 hoping to wash out and kill the sperm. Sperm travel very quickly and some
 will already have moved through the cervix and into the uterus by the time the
 woman is able to douche. Once the sperm are inside, it's too late.
- Hoping: Hoping you won't get pregnant or believing that "It can't happen to me"
 doesn't work. Sometimes people think that if they have sex once and don't get
 pregnant, they can't get pregnant. However, just because a woman doesn't
 get pregnant the first time, or the twentieth time, doesn't mean she won't get
 pregnant the next time.
- Rhythm: A woman keeps track of her past menstrual cycles and tries to figure out the days when she is least likely to become pregnant—the "safe" days to have sex.

The rhythm method may give a woman the sense she is "safe" when she is not. Since sperm live from 3 to 5 days, it can be easy for girls to get pregnant when they think they are safe—even during the menstrual period. No woman can really know what will happen in her next cycle. Illness, stress or fatigue can upset the hormone system and cause ovulation to occur at an irregular time. Young women are especially likely to have irregular cycles.



RTR Basic Set Components

The *Reducing the Risk* basic set includes everything required for one classroom of 30 students.

- 1 Teachers Guide
- 1 Activity Kit
- 30 Student Workbooks*
- 50 STD Facts for Teens pamphlet
- 50 HIV Facts pamphlet
- 50 Birth Control Choices pamphlet



*Also available:

- Spanish Student Workbooks
- Custom site licenses to reprint student workbooks
- Additional classroom sets of student workbooks



50 Pamphlets

STD Facts for Teens







50 Pamphlets

HIV Facts



How Do People Get HIV?

Sex



How It Happens

- NeV in semen, blood or veginal fluids passes between partners through the thin mucous membranes of the penis, agains, rectum or mouth, or through tiny cuts or open sons on those organs.
- This can happen during vaginal, anal or oral sex.

Protect Yourself

- Don't have sex. This is called abstinence.
 Abstinence is the best way to prevent sexual transmission of HIV.
- Be monogamous. This means have sex only with a lifetime partner who does not have HIV and who only has sex with you.
- Practice safer sex. This means don't allow a sex partner's semen, blood, menstrual blood or wignal secretions to enter your body. (See back pand for safer sex quicelines.)

Sharing Needles



How It Happens

- Needle is shared to inject drugs, vitamins or steroids, or for tattoos or piercing.
- Blood with HIV in it is left in the needle or syringe.
- When the equipment is used again, HM in blood is injected directly into the next person's body.

Protect Yourself

- . Don't share needles for any reason.
- . Don't inject drugs.
- if you inject drugs, don't share needles or works.
- If you share, clean works at least 3 times with water, 3 times with bleach and 3 times again with water before and after each use.

From Mother to Fetus or



Blood-to-Blood

Contact

How It Happens

 Blood with HM in it may pass from mother to fetus in the womb or to baby at birth.

How It Happens

Very rarely, this could happen from a blood

· Blood with HTV in it comes into contact

with blood or mucous membranes of

transfusion or organ transplant.

· HIV may pass to baby in breast milk.

Protect Yourself

- Consider taking the HIV test if you are pregnant or thinking about getting pregnant, and you, a see partner or someone you share needles with might be at risk.
- Pregnant women who test positive can take medication to greatly reduce the risk to the fetus.

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Protect Yourself

Avoid contact with someone else's blood.

- Blood and organs donated for transplant and semen at sperm banks are all tested for HIV.
- You may be able to donate your own blood ahead of time for any planned

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50 Pamphlets

Birth Control Choices

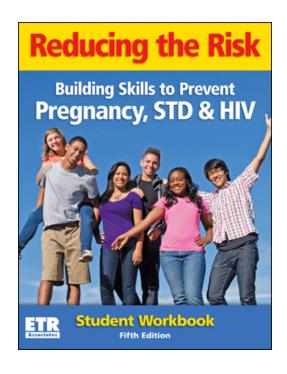


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Student Workbooks

- Available in both English and Spanish
- Custom site license also available



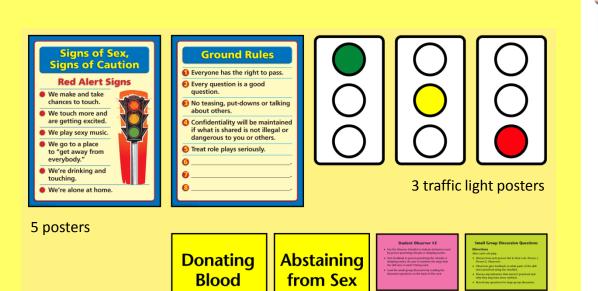




Activity Kit

Includes posters and activity cards to support several activities

Makes it easier and faster to prepare the lessons



15 risk behavior cards

40 roleplay cards



RTR Recognition and Endorsments

- OAH Teenage Pregnancy Prevention:
 Replication of Evidence-Based Programs 2010
- CDC Compendium of HIV Prevention Interventions
- National Campaign to Prevent Teen and Unplanned Pregnancy — Emerging Answers 2007 and What Works 2008
- National Education Association (NEA) Health Information Network
- California Healthy Kids
 Research-Validated Programs
- Promising Practices Network (PPN)
 - Programs That Work ... and more





Reducing the Risk

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