



Welcome to the RTRworks! Project Information Packet. Thanks for your interest in this project and in the *Reducing the Risk: Building Skills to Reduce Pregnancy, STD & HIV (RTR)* curriculum. We hope that the following will give you the information you need to answer your questions and help you make an informed decision about participating in the project. You can select the page/s you would like to print, or print out the complete packet.

Included in this packet you will find...

- Page 1: **Welcome Note**
- Page 2: **RTRworks! Project Participant Agreement (PA)** which outlines the terms and conditions of the project, including what is expected of participants and what will be provided to the participants in this study. **Complete the form and fax it to Lorraine Carrara at 831-439-9651.** We must receive your completed PA (signed by you and your supervisor) in order for you to be included in this project.
- Pages 3: **RTRworks!! Project Fact Sheet** which outlines information about the project in an easy-to-read one page format. You can print out this page to share with other teachers or administrators.
- Page 4: **RTR Curriculum Fact Sheet** which provides information about this evidence-based curriculum for you to refer to or share with others.
- Pages 5-9: **Partial Class 10–Synopsis, Preparation and Materials, Outline of Activities and Role Play Activity** along with corresponding student workbook pages.
- Pages 10-14: **Partial Class 16–Synopsis, Preparation and Materials, Outline of Activities and “Chris and Pat” Activity** along with corresponding student workbook pages.

If you have any questions or thoughts you'd like to share with us, project personnel are also happy to speak with you. Call us on our toll-free number at 1-877-316-7036 or email us at [rtrworksproject@etr.org](mailto:rtrworksproject@etr.org). We look forward to hearing from you!

# ETR Associates

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## The RTRworks! Project Participant Agreement

This agreement is entered into between Education Training Research Associates (ETR) and \_\_\_\_\_, hereinafter referred to as "Educator." The information contained in this agreement will not be shared with anyone outside of the RTRworks! Project.

### ETR and the Educator agree as follows:

1. The Educator shall participate in the activities associated with the RTRworks! Project as follows:
  - Use training materials (Teacher's Guide and online training\*) for the *Reducing the Risk (RTR)* curriculum;
  - Implement the *RTR* curriculum with students in 8<sup>th</sup> – 12<sup>th</sup> grade in Fall 2010;
  - Complete a survey prior to and after implementing the *RTR* curriculum;
  - Make entries in lesson logs after each of the lessons;
  - Submit all surveys and lesson logs to ETR in a timely manner.
  - With advance notice of at least 2 weeks, some teachers will be asked to submit a schedule of their *RTR* classes and will be observed implementing one of the lessons from the *RTR* curriculum, or will participate in a telephone interview.
  - Some teachers will be asked to audiotape 4 key lessons.
2. ETR will provide the educator:
  - A \$450 stipend, upon submission of completed lesson logs (\$25 each), pre-test and post-test (\$25 each.) *The stipend will be paid in compliance with the district policy.*
  - A copy of the *RTR* curriculum;
  - A set of student workbooks (in Spanish or English) for one class;
  - An *RTR* activity kit including 5 lesson-reinforcement posters, 3 traffic light posters, 15 risk behavior cards and 40 color-coded role play cards.

The Educator may withdraw from the RTRworks! Project at any time without penalty, and will receive a prorated stipend according to the number of lesson logs and surveys submitted (refer to the payment schedule described in #2 above).

**Educator:** *I understand and agree to the terms outlined in this agreement.*

Educator Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone/s: \_\_\_\_\_ Email: \_\_\_\_\_

Educator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Administrator/Principal:** *I support the educator's participation in this project.*

Administrator Name and Title: \_\_\_\_\_

Administrator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**ETR Signature:** \_\_\_\_\_ Date: \_\_\_\_\_

**\*Only half the participants will have access to the online training as part of the study.**

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# The RTRworks! Project

- Fully funded by the National Institutes of Health (NIH), National Institute on Mental Health (NIMH.)
- Will develop and evaluate **online training for educators** to support the delivery of the *Reducing the Risk* curriculum completely and with fidelity.
- Educators will be randomly assigned to one of **two training groups** in which they will receive: 1) **web-based** training or 2) **self-directed** training using the materials supplied with the curriculum.
- Teaching of the 16-lesson *RTR* curriculum will take place in the **fall of 2010**.



## Reducing the Risk (*RTR*) curriculum:

- An evidence-based (proven effective through research), sexual risk-taking prevention curriculum for high school students (and effective for 8<sup>th</sup> graders.)
- A skills-based curriculum that has been proven to **increase** abstinence, **delay** the onset of intercourse and **reduce** the rate of unprotected sex among high-school-age youth. *RTR* has been successful in helping teens avoid unplanned pregnancy and STD.
- Motivates and supports students to actually **change their high-risk behaviors**.
- *RTR* effectively addresses three crucial teen pregnancy, STD and HIV risk factors: 1) lack of knowledge, 2) negative social pressures, and 3) lack of skill.

## Who can participate?

- High school teachers (Grades 8 – 12) throughout the USA and Territories.

## What are the incentives?

- Participating teachers will receive a **\$450 stipend**.
- Participating teachers will receive **\$200 worth of materials** including a free copy of the *RTR* curriculum/teacher's guide, student workbooks (in Spanish or English), and an Activity Kit comprised of posters and activity cards.
- This is an opportunity to conduct a **free pilot** of an effective sexual risk-taking prevention curriculum and keep the curriculum to teach for years to come.

## What is expected of participants?

- Teachers will deliver the *RTR* curriculum in their classrooms using the teacher's guide provided.
- Half of the teachers will also use supplemental online support while they deliver the curriculum. (The other half will have access to the online support after teaching the course.)
- Teachers will fill out a questionnaire before teaching and after completing the curriculum.
- Teachers will complete short lesson logs after teaching each lesson.
- Involvement in additional optional survey and observation activities will earn teachers additional financial incentives.

## To learn more about the project:

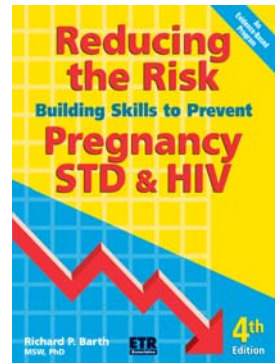
- Visit the project website at [www.etr.org/rtrworksproject/](http://www.etr.org/rtrworksproject/)
- Call the toll free number: 1-877-316-7036
- Email us at [rtrworksproject@etr.org](mailto:rtrworksproject@etr.org)

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# ***Reducing the Risk:*** ***Building Skills to Prevent Pregnancy, STD & HIV*** **Curriculum Fact Sheet**



## **Overview**

***Reducing the Risk (RTR)*** is an evidence-based sexual risk-taking prevention program for high school (grades 9-12)

- Includes 16 sequential lessons
- Teaches refusal strategies and delay tactics
- Addresses risk-assessment, communication, decision-making and planning skills
- Based on Social Learning Theory, Social Influence Theory, and Cognitive-Behavioral Theory
- ***RTR*** is recognized by:
  - ✓ CDC — Compendium of HIV Prevention Interventions
  - ✓ National Campaign to Prevent Teen & Unplanned Pregnancy — Emerging Answers 2007
  - ✓ National Campaign to Prevent Teen & Unplanned Pregnancy — What Works 2008
  - ✓ National Education Association (NEA) — Health Information Network
  - ✓ Promising Practices Network (PPN) — Programs That Work

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## **Goal**

***Reducing the Risk*** teaches information and skills 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
- Youth should always use protection if they do have sex

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## **Components**

***Reducing the Risk*** materials include:

- **Teacher's Guide** — complete 16-lesson curriculum, including synopsis and detailed steps of activities, time and materials needed, student worksheets, role play scripts, and teacher notes on birth control methods, sexual risk behaviors and prevention
- **Student Workbooks** — all student activity sheets and homework assignments (available in Eng. & Sp.)
- **Activity Kit** — includes 5 lesson-reinforcement posters, 3 traffic light posters to help students assess risk behaviors, 15 risk behavior cards, and 40 color-coded role play cards

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## **Results**

***Reducing the Risk*** 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 by 24%
- Reduced the rate of unprotected intercourse at 18 month follow-up by 40%
- Increased knowledge about abstinence, contraception, pregnancy risk and STD prevention
- Increased parent-child communication about abstinence and birth control

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***RTR* is published by: ETR Associates**

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# Skills Integration—II

## Synopsis

Lesson 10 provides students with further opportunities to practice the skills they are learning to help them say no and to make decisions about protection. In addition to partially scripted role plays, students are presented with “situations” in which they must decide as a group how to handle difficult predicaments.

## Preparation and Materials

- ▶ Review Appendix A, How to Use Role Plays.
- ▶ Make 4 copies each of **Situation A** and **B** (Group Handouts 10.1 and 10.2).
- ▶ Copy classroom set of **Two Hours to Kill** (Role Play 10.3) and **A Small Party** (Role Play 10.4).
- ▶ Copy classroom set of **Observer Checklist** (Form 10.5).
- ▶ *Optional:* Have ready *Refusals* and *Delaying Tactics* posters and *Role Play* cards from the Activity Kit.

# Outline of Activities

Activity	Time	Materials
Review Refusals	5–10 min.	□ <i>Refusals and Delaying Tactics</i> posters (optional)
Generating Alternatives	15–25 min.	□ <b>Situation A</b> (Group Handout 10.1) □ <b>Situation B</b> (Group Handout 10.2)
<b>Role-Play in Small Groups</b>	15–25 min.	□ <b>Two Hours to Kill</b> (Role Play 10.3) □ <b>A Small Party</b> (Role Play 10.4) □ <b>Observer Checklist</b> (Form 10.5) □ <i>Refusals and Delaying Tactics</i> posters and <i>Role Play</i> cards (optional)

## Activities

### Review Refusals

Have students recall behaviors of effective refusals—that is (1) use the word no, (2) repeat no, (3) suggest an alternative, (4) use body language to send a nonverbal no, and (5) build the relationship.

*Optional:* Review the skills students have learned, using the *Refusals* and *Delaying Tactics* posters from the Activity Kit.

### Generating Alternatives

1. Tell students this activity will have them consider an important part of refusals—suggesting an alternative.
2. Divide class into 4 mixed-sex groups. Give **Situations A** and **B** (Group Handouts 10.1 and 10.2) to each group. Give 1 person in each group the situation sheet and ask him or her to record the alternatives the group discusses.
3. Give groups a couple of minutes to read the situations and then list as many alternatives as they can for each. Explain that the goal is to think of as many options as they can and to look at the situation from as many points of view as possible.
4. Have a volunteer from each group present their suggestions regarding **Situation A** to the class. Reinforce the number of options provided by the class—having a lot of options in mind will help them find ways to live up to their decisions not to have unprotected sex. If one idea doesn't work, they can always try another.

When discussing **Situation B**, “withdrawal” and “finding something similar to a rubber around the house” should, of course, be discouraged. Being able to think imaginatively is a step toward avoiding confrontations and situations that ruin relationships and can lead to pregnancy or infection with HIV or another STD.

## Role-Play in Small Groups

1. Suggest to students that the alternatives they have just suggested could be used in the next role plays, **Two Hours to Kill** (Role Play 10.3) and **A Small Party** (Role Play 10.4).
2. Have the groups stay together and hand out both role plays. Again, instruct students to alternate the roles in the unscripted parts. Make sure each student has the chance to be in the unscripted role. Have students use the **Observer Checklist** (Form 10.5). Walk around and facilitate student-to-student feedback.

*Optional:* Pass out a set of *Role Play* cards to each group. Ask each member to take 1 card. Review each role with the whole group.

- Student Role Player #1: Read lines.
- Student Role Player #2: Respond to lines.
- Student Observer #1: Set the stage for the role play, and use **Observer Checklist** (Form 10.5).
- Student Observer #2: Use **Observer Checklist** (Form 10.5) and lead small-group discussion using the guidelines on the back of the card.

## Two Hours to Kill

### Setting the Stage:

You are at your boyfriend's (girlfriend's) house after school. You aren't ready to have sex and you've said so. You know no one will be home for 2 hours. You are kissing and touching and your boyfriend (girlfriend) lets you know he (she) wants to have sex. You do not want to.

**Person 1:** It's OK to have sex when you love each other.

**Person 2:**

**Person 1:** We don't get many chances to be alone.

**Person 2:**

**Person 1:** You're not worried about getting pregnant or infected, are you?

**Person 2:**

**Person 1:** OK then, we'll use a condom.

**Person 2:**

**Person 1:** I just feel so close to you. That's why I want to have sex.

**Person 2:**

**Person 1:** If you loved me as much as I love you, you'd do it.

**Person 2:**

**Person 1:**

**Person 2:**

## A Small Party

### Setting the Stage:

You've been going out with someone for 6 months and care for this person very much. There's going to be a small party at a good friend's house where you can be alone. Your partner asks you to get some protection before the party. You're not ready to have sex. Your partner says:

**Partner 1:** I guess you don't really care about me.

**Partner 2:**

**Partner 1:** I feel like a fool asking you. I never thought you'd act like this.

**Partner 2:**

**Partner 1:** Are you starting to see someone else?

**Partner 2:**

**Partner 1:** Well, I thought you'd really want to do it.

**Partner 2:**

**Partner 1:** What if I got the protection?

**Partner 2:**

**Partner 1:** This takes the fun out of going to the party.

**Partner 2:**

**Partner 1:** I guess it's not so important, right now.

**Partner 2:**



# Skills Integration—IV

## Synopsis

Through a discussion about sticking with choices and practice with a final role-playing situation, Class 16 provides an opportunity for students to extend skills learned for abstinence or avoiding unprotected intercourse.

## Preparation and Materials

- ▶ Review Appendix A, “How to Use Role Plays.”
- ▶ Copy a classroom set of **A Love Story** (Handout 16.1) and **Being Careful on the Couch** (Role Play 16.3).
- ▶ For each student, copy **Chris and Pat** (Worksheet 16.2).
- ▶ Write the incomplete “I Learned” statements (p. 200) on the board.
- ▶ For each student, copy **Observer Checklist** (Form 16.4).
- ▶ *Optional:* Have ready *Refusals* and *Delaying Tactics* posters and *Role Play* cards from the Activity Kit.

# Outline of Activities

Activity	Time	Materials
Review HIV Homework	5–10 min.	<input type="checkbox"/> <b>How HIV Would Change My Life</b> (Homework 12.2) previously completed
<b>Chris and Pat</b>	15–25 min.	<input type="checkbox"/> <b>A Love Story</b> (Handout 16.1) <input type="checkbox"/> <b>Chris and Pat</b> (Worksheet 16.2)
Role-Play in Small Groups	20–25 min.	<input type="checkbox"/> <b>Being Careful on the Couch</b> (Role play 16.3) <input type="checkbox"/> <b>Observer Checklist</b> (Form 16.4) <input type="checkbox"/> <i>Refusals and Delaying Tactics</i> posters, <i>Role Play</i> cards (optional)
“I Learned” Statements	5–15 min.	<input type="checkbox"/> Incomplete statements on the board.

## Activities

### Review STD Homework

Using their completed homework **How HIV Would Change My Life** (from Class 12), ask students to volunteer any ways that an STD infection would (1) require them to act differently, (2) harm them, or (3) make their lives more difficult.

### **Chris and Pat**

1. Introduce this activity by explaining to students that they will read a story about 2 young people who care about each other, then answer questions on a worksheet. Pass out **A Love Story** (Handout 16.1) and **Chris and Pat** (Worksheet 16.2). Tell students to think about the following as they listen to the story:
  - Chris and Pat’s reasons *for* having sex
  - their reasons for *not* having sex
  - what Chris and Pat *can do to make sure they don’t have sex*

- 2.** Read the story aloud or have a student read it while the rest of the class follows along. Then have students answer questions 1 through 4 on **Chris and Pat** (Worksheet 16.2). After students have had a chance to answer the questions, review several answers to questions and write several students' responses on the board. Discuss responses as needed.
- 3.** Explain to students that the last 2 questions on the worksheet are not about Chris and Pat, but about themselves. Have students complete these 2 questions based on what they think they would say or do. If time allows, ask students to share responses that may not have been discussed in class. Collect the copies of **A Love Story** (Handout 16.1) for use with other classes.

## A Love Story

Chris and Pat are sophomores. They've been going out for 8 months and have a very special relationship. They spend a lot of time together and trust each other. They tell each other everything. In many ways, they are best friends.

At the beginning, they decided they didn't want to have sex. They haven't talked about it a lot but Chris believes it's worth it to save sex for marriage. Chris loves Pat a lot, but worries that their relationship would change if they have sex. Pat knows and respects Chris's feelings.

They haven't actually made love, though they do kiss and touch each other a lot and have gotten close to going all the way. Lately, Pat has been hearing that many of their friends are having sex. Pat feels a little jealous. Pat worries about "falling behind" other kids the same age and doesn't want to be a virgin forever.

So Pat has been putting some pressure on Chris to have sex, and they've started talking about it more. Pat is confused. On the one hand, Pat respects Chris's feelings and doesn't want to talk Chris into doing something Chris doesn't want to do. On the other hand, Pat doesn't think it's that important to wait for marriage. Their relationship has become a little tense. They argue more and Pat's talking more to other people and spending less time with Chris.

Chris worries about losing Pat and talked to a friend about these concerns. The friend said, "So what's the big deal? Having sex isn't that big a thing. You know everybody is doing it." Chris knows that isn't true but sometimes *feels* like the only one who isn't. "Maybe it isn't all that special," Chris thinks. "But, then again, maybe it is." Chris would like to talk to a parent about it, but doesn't know how Mom or Dad would react. So Chris feels pretty lost and doesn't know what to do.

Chris and Pat still spend some time together, and one Saturday night they go to the movies. After the movie, they decide to go back to Chris's house to talk. When they get there at around 10 o'clock, they find out that Chris's parents have gone to a party and won't be back till much later. So Chris and Pat are alone in the house.

## Chris and Pat

**Directions:** After hearing the story of Chris and Pat, answer the first 4 questions. Don't answer questions 5 and 6 until the teacher tells you to.

1. Describe 1 important reason that Chris might not want to have sex.

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2. Describe 2 things that Chris can say or do to delay having sex.

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3. Describe 1 reason why Pat would be better off waiting until Chris is ready.

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4. Describe 2 things Pat can do to help wait until Chris is ready.

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5. Describe 1 reason that *you* might not want to have sex. "I might not want to have sex because..."

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6. Describe 2 things that *you* can say or do to delay having sex until you are ready.

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