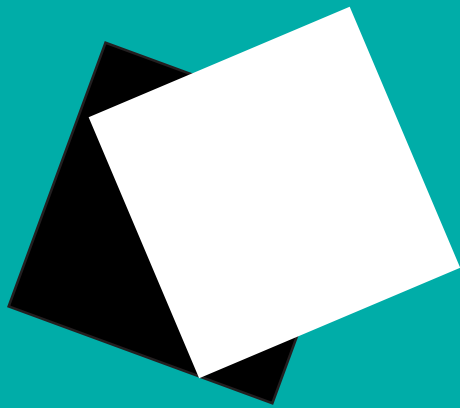




Oregon Teen
Pregnancy
Prevention
Action
Agenda

Guide to
Curriculums

Review Panel Members



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Oregon Commission on Children and Families

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Oregon Department of Education

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Planned Parenthood of the Columbia Willamette

Jon McDaid, STARS Lead Worker, Department of Human Services

Brad Victor, HIV/STD Prevention Specialist, Oregon Department of Education

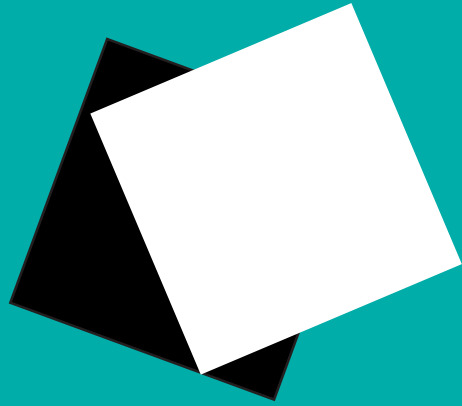


Overview

Over the past decade, significant research has been conducted on the impacts of sexuality education programs on the knowledge, attitudes, and behaviors of our youth. This research has made it possible for educators and other youth providers to become more selective in programs they use with youth and to increase their confidence that precious time with youth is used optimally. This manual provides information on comprehensive sexuality education programs that have evidence of success based on the literature. Educators and other youth providers are encouraged to use this resource to guide program selection. There are a multitude of curricula included to meet the diverse needs of different communities.



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To showcase programs with strong foundations in research, a panel of experts reviewed curricula and programs against a set of criteria that included:

- Ten elements essential to p. 3
effective sexuality education
- Impact on sexual risk behaviors commonly p. 8
recognized as key indicators of pregnancy
and disease prevention
- Alignment to Oregon laws and regulations..... p. 9

Curricula included in this manual were found to meet at least 75% of the criteria based on the review.

In 2001, Douglas Kirby and his associates issued a meta-analysis of effective sexual risk reduction programs entitled, “Emerging Answers: Research Findings on Programs to Reduce Teen Pregnancy.” In this study, he identified ten common elements present in sexuality education programs that demonstrated an impact on youth sexual risk behaviors.

1 Effective programs focus on reducing one or more sexual behaviors that lead to unintended pregnancy or HIV/STD infection. The program focuses narrowly upon a small number of specific behavioral goals, such as delaying the initiation of intercourse or using condoms or other forms of contraception; relatively little time is spent addressing other sexuality issues, such as gender roles, dating, and/or parenthood. Nearly every activity is directed toward these few behavioral goals.

2 Effective programs are based upon theoretical approaches that have been demonstrated to be effective in influencing other health-related risky behaviors. Theoretical approaches such as social cognitive theory (Bandura, 1986), social influence theory (McGuire, 1972), social inoculation theory (Homans, 1965), and the theory of reasoned action (Fishbein & Ajzen, 1975) underpin effective programs. These theories together incorporate the common theoretical constructs and address many individual sexuality-related antecedents.



Essential Elements

to Effective Sexuality Education

Essential Elements (cont.)



3 Effective programs give a clear message by continually reinforcing a clear stance on sexual risk behaviors. This particular characteristic appears to be one of the most important criteria that distinguished effective from ineffective curricula. Programs should not simply lay out the pros and cons of different sexual choices and implicitly let the students decide which was right



for them; rather, most of the curriculum activities are directed toward convincing the students that abstaining from sex, using condoms, or using other forms of contraception are the right choices. To the extent possible, it is important to use group activities to change group norms about what was the expected behavior.

4 Effective programs provide basic, accurate information about the risks of unprotected intercourse and methods of avoiding unprotected intercourse. Increasing knowledge is not the primary goal of effective sexuality education programs. However, effective programs provide basic information that students need to assess risks and avoid unprotected sex. Typically, this information is not detailed or comprehensive. Programs should provide a foundation emphasizing the basic facts needed to make behaviorally-relevant decisions. They should also provide information that would lead to changes in beliefs, attitudes, and perceptions of peer norms.

5 Effective programs included activities that address social pressures on sexual behavior. These activities take a variety of forms. Examples include discussing situations that might lead to sex or “lines” that are typically used to get someone to have sex, how to overcome social barriers to using condoms (e.g., embarrassment about buying condoms), addressing peer norms about having sex or using condoms. Additionally, addressing media influences (e.g., how sex is used to sell products and how television shows often suggest that characters frequently have unprotected intercourse but never experience the negative consequences) has also been found to be effective in impacting sexual risk-taking behavior.

6 Effective programs provide modeling and practice of communication, negotiation, and refusal skills. Programs should provide information about skills, model effective use of skills, and then provide some type of skill

Essential Elements (cont.)

rehearsal and practice (e.g., verbal role-playing and written practice). Skill-building can include different ways to say no to sex or unprotected sex, how to insist upon the use of condoms; how to use body language that reinforce the verbal message, how to repeatedly refuse sex or insist on condom use, how to suggest alternative activities, and how to help build the relationship while refusing unprotected sex. Starting with easier scenarios in role playing and then moved to more challenging scenarios seems to be prevalent in effective curricula.

7 Effective programs employ a variety of teaching methods designed to involve the participants and have them personalize the information.

Instructors best reach students through active learning methods of instruction, not through didactic instruction. Students should be involved in numerous experiential classroom and home-work activities: small group discussions, games or simulations, brainstorming, behavioral

rehearsal (role-playing), written rehearsal, verbal feedback and coaching, locating contraception in local drugstores, visiting or telephoning family planning clinics, and interviewing parents. In addition to these experiential activities, peer educators or videos with characters (either real or acted) who resembled the students and with whom the students could identify can be used. All of these activities keep the students more involved in the program, get them to think about the issues, and help them personalize the information, that is, to apply it to their own lives.

8 Effective programs incorporate behavioral goals, teaching methods, and materials that are appropriate to the age, sexual experience, and culture of the students.

Programs for younger youth, before they engage in intercourse, focus upon delaying the onset of intercourse. Programs designed for older students, some of whom had engaged in intercourse, emphasize

that students should avoid unprotected intercourse, either by not having sex or by using contraception and disease prevention methods if they do have sex. And programs for higher-risk youth, many of whom are already sexually active, emphasize the importance of using condoms and avoiding high-risk situations.



Essential Elements (cont.)



The curricula included in this guide were evaluated against these elements and results are included on the matrix.

9 Effective programs last a sufficient length of time to complete important activities adequately.

In general, it requires considerable time and multiple activities to change the multiple antecedents of sexual risk-taking behavior. Thus, the short programs that last only a couple of hours do not appear to be effective, while longer programs that implement multiple activities have a greater effect. More specifically, effective programs tend to fall into two categories: those that last 14 or more hours and those that last a fewer number of hours but are implemented in small group settings with a leader for each group. The latter type must be able to involve the youth more completely, tailor the material to each group, and cover more material and more concerns more quickly in each group. These types do not work in traditional classroom settings.

10 Effective programs select teachers or peers who believe in the program they are implementing and are provided quality training.

Adequate training ranges from approximately six hours to three days. In general, the training is designed to give teachers and peers information on the program as well as practice using the teaching strategies included in the curricula (e.g., conducting role-playing exercises and leading group discussions). Some of the teachers in these effective programs also receive coaching and/or follow-up training to improve the effectiveness of their teaching.

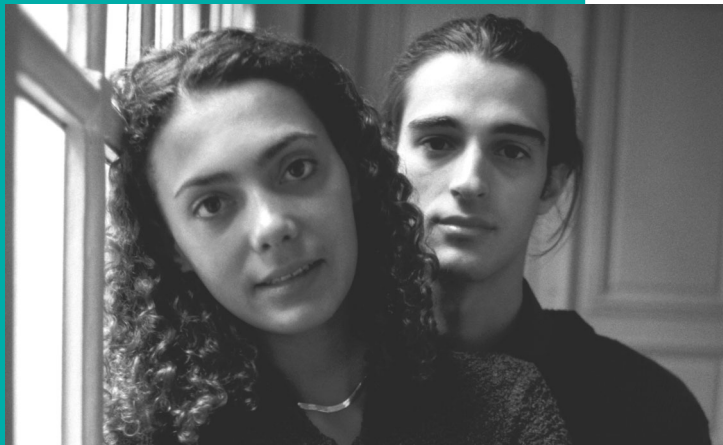
Elements of Effective Sexual Risk Prevention Programs



Curriculum Name	ELEMENT #1	ELEMENT #2	ELEMENT #3	ELEMENT #4	ELEMENT #5	ELEMENT #6	ELEMENT #7	ELEMENT #8	ELEMENT #9	ELEMENT #10
Be Proud! Be Responsible!	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Becoming a Responsible Teen (BART)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Decision to Survive	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Focus on Kids	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Get Real About AIDS	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Making a Difference	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Making Proud Choices	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Our Whole Lives	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Power Moves	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Reducing the Risk	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Safer Choices	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Sex Can Wait	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Wise Guys	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Sexual Risk Behaviors

Recognized as Key Indicators of Pregnancy and Disease Prevention



The adolescent sexual health community generally identifies four key behaviors that have a significant impact on the risk of teen pregnancy, HIV and other sexually transmitted infections. These behaviors include:

1. Intent to delay of the initiation of intercourse (for elementary level youth).
2. Delay of the initiation of intercourse.
3. Increased condom or contraceptive use.
4. Reduced number of sexual partners.

Each curriculum addresses different behaviors depending upon the age and sexual experience of the audience. Information on the target audience for each curriculum is included in the full description.

The curricula included in this guide were evaluated against these elements and results are included in the matrix.

Research Findings & Alignment to State Laws and Requirements



Curriculum Name	Behavioral Impact				State Laws & Requirements	
	Increases behavioral intent to delay intercourse	Delays the onset of intercourse	Increases likelihood of condom/contraceptive use	Reduces number of sexual partners	Meets criteria of ORS 336-455	Meets criteria of OAR 581-022-1440
Be Proud! Be Responsible!	NA	No	Yes	Yes	No	Yes
Becoming a Responsible Teen	No	Yes	Yes	Yes	No	Yes
Decision to Survive	No	No	No	No	Yes	Yes
Focus on Kids	NA	No	Yes	No	Yes	Yes
Get Real About AIDS	NA	No	Yes	No	No	Yes
Making a Difference	NA	Yes	NA	NA	Yes	Yes
Making Proud Choices	NA	NA	Yes	Yes	Yes	Yes
Our Whole Lives	No	No	No	No	Yes	Yes
Power Moves	NA	No	No	No	Yes	Yes
Reducing the Risk	NA	Yes	Yes	No	Yes	Yes
Safer Choices	NA	No	Yes	No	No	Yes
Sex Can Wait	Yes	Yes	No	No	Yes	No
Wise Guys	NA	No	No	No	Yes	Yes

NA = Not applicable to intended audience.



Alignment to Oregon Laws & Regulations

There are two key policies that govern sexuality education in the state of Oregon. The first is a state law that outlines what must be included in a public school sexuality education program.

ORS 336.455 Human sexuality education courses; criteria.

(1) Course material and instruction for all human sexuality education courses that discuss human sexuality in public elementary and secondary schools shall enhance students' understanding of sexuality as a normal and healthy aspect of human development. Course instruction shall be appropriate for the age of the pupils and satisfy the following criteria:

- (a) Be comprehensive.
- (b) As an integral part of the health education curriculum, include information about responsible sexual behaviors and hygienic practices that eliminate or reduce the risks of pregnancy, exposure to human immunodeficiency virus, hepatitis B and other infectious or sexually transmitted diseases and shall be designed to allay those fears concerning the risks that are scientifically groundless.

(c) Promote abstinence for school age youth and mutually monogamous relationships with an uninfected partner for adults as the safest and most responsible sexual behavior. However, abstinence shall not be taught to the exclusion of other material and instruction on contraceptive and disease reduction measures. Human sexuality education courses shall acknowledge the value of abstinence while not devaluing or ignoring those young people who have had or are having sexual intercourse.

(d) Include a discussion of the possible emotional, physical and psychological consequences of preadolescent and adolescent sexual intercourse and the emotional, physical and psychological consequences of unintended pregnancy. Pupils shall be provided with statistics based on the latest medical information regarding both the possible side effects and health benefits of all forms of contraceptives,



Alignment to Oregon Laws & Regulations (cont.)

ORS 336.455 Human sexuality education courses; criteria (cont.)

including the success and failure rates for prevention of pregnancy.

(e) Stress that sexually transmitted diseases are serious possible hazards of sexual contact. Pupils shall be provided with statistics based on the latest medical information regarding the efficacy of contraceptives in preventing human immunodeficiency virus infection and other sexually transmitted diseases.

(f) Advise pupils of the laws pertaining to their financial responsibility for their children.

(g) Advise pupils of the circumstances in which it is unlawful under ORS 163.435 and 163.445 for persons 18 years of age or older to have sexual relations with persons younger than 18 years of age to whom they are not married.

(h) Teach that no form of sexual expression is acceptable when it physically or emotionally harms oneself or others and teach pupils not to make unwanted physical and verbal sexual advances, how to decline unwanted sexual advances or accept the refusal of unwanted sexual

advances. Pupils shall be taught that it is wrong to take advantage of or to exploit another person. Materials and information shall be presented in a manner sensitive to the fact that there are students who have experienced sexual abuse.

(i) Validate through course material and instruction the importance of honesty with oneself and others, respect for each person's dignity and well-being, and responsibility for one's actions.

(j) Assist students in the development and practice of effective communication skills, the development of self-esteem and the ability to resist peer pressure.

(k) Encourage family communication and involvement and help students learn to make responsible decisions.

(2) Any course in any public elementary and secondary school, the main purpose of which is to teach human sexuality education or human immunodeficiency virus education, or both, shall emphasize that abstinence from sexual contact is the only method that is 100 percent effective



Alignment to Oregon Laws & Regulations (cont.)



The curricula included in this guide were evaluated against the criteria in the policies and results are included on the matrix.

ORS 336.455 Human sexuality education courses; criteria (cont.)

against unintended pregnancy, sexually transmitted diseases and human immunodeficiency virus when transmitted sexually. Abstinence is to be stressed, but not to the exclusion of other material and instruction on contraceptive and disease reduction measures. Such courses are to acknowledge the value of abstinence

while not devaluing or ignoring those young people who have had or are having sexual intercourse.

(3) Nothing in this section prohibits instruction in sanitation, hygiene or traditional courses in biology. [1993 c.775 s.1

The second key policies that govern sexuality education in the state of Oregon is a state board of education policy that requires instruction on HIV/AIDS and hepatitis and outlines content that must be included in a public school program.

OAR 581-22-1440. Infectious Diseases Including Acquired Immune Deficiency Syndrome (AIDS), Human Immunodeficiency Virus (HIV), Hepatitis B and C.

(1) Each school district shall teach an age-appropriate plan of instruction focusing on infectious diseases, including Acquired Immune Deficiency Syndrome (AIDS), Human Immunodeficiency Virus (HIV), and Hepatitis B and C as an integral part of health education and other subjects, throughout its elementary, middle, and

senior grade levels. In addition, the plan shall provide for instruction, at least annually, for all students grades 6-12 on AIDS, HIV, and hepatitis B and C.

(a) The plan of instruction required by this rule shall be developed cooperatively by parents, teachers, school administrators, local health department staff, other community representatives, and persons from the medical community who are knowledgeable of the latest scientific information and effective education strategies.

OAR 581-022-1440. Infectious Diseases Including Acquired Immune Deficiency Syndrome (AIDS), Human Immuno-deficiency Virus (HIV), and Hepatitis B (cont.)

(b) Local school boards shall approve the plan of instruction and require that it be reviewed and updated biennially in accordance with new scientific information and effective education strategies.

(c) Any parent may request that his/her child be excused from that portion of the instructional program required by this rule under the procedures set forth in ORS 336.035(2) or OAR 581-022-0415.

(2) The plan of instruction shall include information and skills-based teaching strategies:

(a) that promote abstinence for school-age youth and mutually monogamous relationships for adults as the safest and most responsible sexual behaviors;

(b) designed to allay those fears concerning HIV which are scientifically groundless;

(c) about contraceptive and other disease reduction measures which

reduce the risk of exposure to HIV, Hepatitis B and other infectious diseases;

(d) about responsible sexual behaviors which may reduce or eliminate exposure to HIV and other sexually transmitted infections;

(e) about the high risks of contracting HIV, Hepatitis B and C and other infectious diseases through sharing of needles or syringes for injecting drugs including steroids, for tattooing, and body-piercing; and

(f) is culturally and gender sensitive.

(3) Each school district shall designate a staff person as the district infectious disease/HIV prevention contact person to facilitate communication between the Mental Health and Addiction Services, Department of Human Services, Health Services, Oregon Department of Education, and district teaching staff regarding up-to-date information, staff development needs, effective educational strategies and other opportunities.

Alignment to Oregon Laws & Regulations (cont.)



The Curricula



In addition to the best practices assessment of these curricula, this manual includes more detailed information on each program. For each curriculum, you will find a brief description, evaluation results, grade and age levels of participants, appropriate settings for implementation, number of lessons, cost, ordering information, and resources for teacher/facilitator training.

This guide is meant to provide basic information about effective curricula and to be a starting point for educators and youth service providers.

Be Proud! Be Responsible!

Description: *Be Proud! Be Responsible!* contains six highly interactive lessons that emphasize the importance of making responsible sexual choices through activities that address the risks of unprotected intercourse, problem solving, communication skills, and using condoms correctly. The leader's guide contains activity scripts, student handouts, posters, and activity cards.

Evaluation Results: *Be Proud! Be Responsible!* increased the use of condoms, reduced the number of partners, and reduced incidences of anal intercourse among sexually active youth at three-month follow-up.

Grade levels: Grades 7-12.

Setting/Target Audience: Community agencies and schools – Evaluation target population included African-American, Latino, and White males and females in urban schools and community agencies.

Number of Lessons: Six lessons.

Cost: The cost for the leader's manual, activity set, and video clips is \$95.00. The companion video, *The Subject is HIV*, is \$118.00.

Ordering information: Select Media, 1-800-707-6334

Training information: Brad Victor, Oregon Department of Education
255 Capitol Street, NE, Salem, Oregon 97310
503-378-3600, ext. 2712; brad.victor@state.or.us

Research Findings & Alignment to State Laws and Requirements:

- Increases likelihood of condom/contraceptive use
- Reduces number of sexual partners
- Meets criteria of OAR 581-022-1440

Meets all Elements of Effective Sexual Risk Prevention Programs



Becoming a Responsible Teen

Research Findings & Alignment to State Laws and Requirements:

- Delays the onset of intercourse
- Increases likelihood of condom/contraceptive use
- Reduces number of sexual partners
- Meets criteria of OAR 581-022-1440

Meets all Elements of Effective Sexual Risk Prevention Programs



Description: *Becoming a Responsible Teen* includes eight lessons that emphasize teaching refusal and negotiation skills, providing HIV/AIDS prevention information, correct condom use, and handling social and sexual pressures. Instruction is done in the backdrop of African-American history and culture. Directions for course preparation, obtaining parent permission, establishing ground rules, etc., are included in the manual. Specific guidelines for class activities, background information for teachers, and complete lecture notes are also included.

Evaluation Results: *Becoming a Responsible Teen* delayed the initiation of intercourse among youth who were not sexually active prior to participating in the program at a 12-month follow-up. Youth who were sexually active prior to participating in the program increased their overall use of STD and pregnancy prevention methods as long as 12 months after the intervention.

Grade levels: Grades 9-12.

Setting/Target Audience: Schools and Communities – Evaluation target population included African-American youth in rural settings.

Number of Lessons: Eight lessons (90 minutes).

Cost: The *Becoming a Responsible Teen* Facilitator's Manual sells for \$49.95.

Ordering information:

ETR Associates
PO Box 1830, Santa Cruz, CA 95061
1-800-321-4407
www.etr.org

Training information:

Brad Victor, Oregon Department of Education
255 Capitol Street, NE, Salem, Oregon 97310
503-378-3600, ext. 2712
brad.victor@state.or.us

Decision to Survive

Description: This curriculum is a companion piece to the American Red Cross' Basic HIV Program Fundamentals that addresses HIV and pregnancy prevention through the lens of Native American culture. Its attitude and skills development activities use the Circle of Life as a touchpoint and basis.

Evaluation Results: *Decision to Survive* has not yet undergone formal evaluation.

Grade levels: Grades 6-12.

Setting/Target Audience: Native American youth in a community or school setting.

Number of Lessons: Variable.

Cost: The cost for the leader's manual and activity set is \$89.95.

Ordering information:

American Red Cross
Tulsa Area Chapter
10151 East 11th Street
Tulsa, OK 74128
918-831-1100
www.tulsaredcross.org

Training information:

Brad Victor
Oregon Department of Education
255 Capitol Street, NE
Salem, Oregon 97310
503-378-3600, ext. 2712
brad.victor@state.or.us

Research Findings & Alignment to State Laws and Requirements:

- Meets criteria of
OAR 581-022-1440
and ORS 336-455

Meets all Elements of Effective Sexual Risk Prevention Programs



Focus on Kids

Research Findings & Alignment to State Laws and Requirements:

- Increases likelihood of condom/contraceptive use
- Meets criteria of OAR 581-022-1440 and ORS 336-455

Meets all Elements of Effective Sexual Risk Prevention Programs



Description: *Focus on Kids* is a community-based 8-session HIV/STD prevention program that gives youth the skills and knowledge they need to protect themselves from HIV and other sexually transmitted diseases. The curriculum uses fun, interactive activities such as games, role plays, discussion and community projects to convey prevention knowledge and skills. It covers topics and skills pertinent to teen pregnancy prevention such as: correct use of condoms; decision-making, refusal, communication and advocacy skills; abstinence; and sex and drug pressures faced by youth.

Evaluation Results: *Focus on Kids* increased condom use among sexually active youth at six-month follow-up.

Grade levels: Grades 5-10.

Setting/Target Audience: Community Agencies – Evaluation targeted African-American urban youth from 9-15 years old.

Number of Lessons: Eight lessons.

Cost: The leader's guide that contains activity scripts, background information, blackline masters and transparencies is \$29.95. The accompanying video, *What Kids Want to Know About Sex and Growing Up*, is \$59.95.

Ordering information:

ETR Associates
PO Box 1830
Santa Cruz, CA 95061
1-800-321-4407
www.etr.org

Training information:

Brad Victor, Oregon Department of Education
255 Capitol Street, NE, Salem, Oregon 97310
503-378-3600, ext. 2712
brad.victor@state.or.us

Get Real About AIDS

Description: *Get Real About AIDS* is an interactive and hands-on program with a strong emphasis on skills development. It includes functional information on HIV, opportunities for students to learn and practice skills to help them identify, avoid and manage risky situations. Students have the opportunity to explore their personal limits and personalize information.

Evaluation Results: *Get Real About AIDS* demonstrated an increase in condom use and a reduction in the number of sexual partners among sexually active youth six months after the intervention.

Grade levels: Grades 9-12 research-based, effective; 4-8 also available.

Setting/Target Audience: Schools – Evaluation target population included African-American, Latino, Asian and White males and females in rural, suburban, and urban schools.

Number of Lessons: 14 lessons

Cost: The *Get Real About AIDS* kit that contains a curriculum guide, four videos, and activity materials is \$495.000.

Ordering information:

AGC United Learning
1560 Sherman Avenue, Suite 100
Evanston, Illinois 60201
1-800-323-9084
www.agcunited.com

Training information:

Brad Victor, Oregon Department of Education
255 Capitol Street, NE, Salem, Oregon
97310
503-378-3600, ext. 2712
brad.victor@state.or.us

Research Findings & Alignment to State Laws and Requirements:

- Increases likelihood of condom/contraceptive use
- Meets criteria of OAR 581-022-1440

Meets all Elements of Effective Sexual Risk Prevention Programs



Making a Difference

Research Findings & Alignment to State Laws and Requirements:

- Delays the onset of intercourse
- Meets criteria of OAR 581-022-1440 and ORS 336-455

Meets all Elements of Effective Sexual Risk Prevention Programs

Description: *Making a Difference* contains 8 highly interactive lessons that emphasize the importance of making responsible sexual choices and postponing intercourse through activities that address the risks of early intercourse, problem solving, goal-setting, and communication skills. The leader's guide contains activity scripts, student handouts, posters, and activity cards. The program can be led by adults or peer leaders. The program contains no direct information about condoms and contraceptives, though it encourages facilitators to answer related questions from youth as they arise.

Evaluation Results: *Making a Difference* delayed the onset of intercourse among non-sexually active youth and delayed the next act of intercourse among previously sexually active youth at 12-month follow-up.

Grade levels: Grades 6-8.

Setting/Target Audience: Community agencies and schools – Evaluation target population included African-American, Latino, and White males and females in urban communities.

Number of Lessons: Six lessons.

Cost: The cost for the leader's manual, blackline masters and activity set is \$89.95.

Ordering information:

Select Media
1-800-707-6334

Training information:

Brad Victor, Oregon Department of Education
255 Capitol Street, NE, Salem, Oregon 97310
503-378-3600, ext. 2712
brad.victor@state.or.us



Making Proud Choices

Description: *Making Proud Choices* contains 8 highly interactive lessons that emphasize the importance of making responsible sexual choices through activities that address the risks of unprotected intercourse, problem solving, communication skills, and using condoms correctly. The leader's guide contains activity scripts, student handouts, posters, and activity cards. The curriculum can be led by adults or peer leaders.

Evaluation Results: *Making Proud Choices* increased the use of condoms and reduced the number of partners among sexually active youth at 12-month follow-up.

Grade levels: Grades 6-8.

Setting/Target Audience: Community agencies and alternative schools – Evaluation target population included African-American, Latino, and White males and females in urban community agencies.

Number of Lessons: Eight lessons.

Cost: The cost for the leader's manual, blackline masters and activity set \$89.95.

Ordering information:

Select Media
1-800-707-6334

Training information:

Brad Victor, Oregon Department of Education
255 Capitol Street, NE, Salem, Oregon 97310
503-378-3600, ext. 2712
brad.victor@state.or.us

Research Findings & Alignment to State Laws and Requirements:

- Increases likelihood of condom/contraceptive use
- Reduces number of sexual partners
- Meets criteria of OAR 581-022-1440 and ORS 336-455

Meets all Elements of Effective Sexual Risk Prevention Programs



Our Whole Lives

Research Findings & Alignment to State Laws and Requirements:

- Meets criteria of
ORS 336-455 and
OAR 581-022-1440

Meets all Elements of Effective Sexual Risk Prevention Programs

Description: *Our Whole Lives* is a K-12 comprehensive sexuality education program that focuses on the development of healthy relationships, communication skills, safer sexual practices, and examining sexuality as an integral part of wellness and personhood. Developed and published by the Unitarian Universalist Association and the United Church Board for Homeland Ministries, the curriculum includes interactive activities, handouts and scripts for each lesson or workshop.

Evaluation Results: *Our Whole Lives* has not undergone a formal evaluation.

Grade levels: Grades K-12.

Setting/Target Audience: Churches, Communities, and Schools – the program has been successfully implemented in all of these settings.

Number of Lessons: There are K-1, 4-6, 7-9, and 10-12 modules. Number of lessons vary per module.

Cost: *Our Whole Lives* manuals range in cost from \$40 - \$75.

Ordering information:

Ann Hanson
Minister for Families, Children, and
Human Sexuality Advocacy
Justice and Witness Ministries
700 Prospect Ave.
Cleveland, OH 44115
216-736-3718
hanson2@ucc.org

Training information:

Ann Hanson
Minister for Families, Children, and
Human Sexuality Advocacy
Justice and Witness Ministries
700 Prospect Ave.
Cleveland, OH 44115
216-736-3718
hanson2@ucc.org



Power Moves

Description: *Power Moves* includes 12 lessons that use a situational learning approach to exploring information, limits and personal choices around staying free of HIV, STDs and unintended pregnancy. *Power Moves* is highly interactive and emphasizes skills development through extensive modeling and practice of negotiation and communication skills. The curriculum guide contains lesson scripts, teacher background information, blackline masters, and student handouts.

Evaluation Results: The evaluation is currently in progress.

Grade levels: Grades 9-12.

Setting/Target Audience: Youth in high risk situations – The curriculum was originally developed for use in juvenile detention centers and has been successfully used in other settings such as adolescent treatment, teen parent programs, adolescent mental health centers, alternative schools, and community diversion programs.

Number of Lessons: 12 lessons.

Cost: The Power Moves kit, which includes the teacher's manual, activity cards, and videos, is \$250.00.

Ordering information:

Rocky Mountain Center for Health
Promotion and Education
7525 West Tenth Avenue
Lakewood, Colorado 80214
303-239-6494
www.rmc.org

Training information:

Brad Victor, Oregon Department of Education
255 Capitol Street, NE, Salem, Oregon 97310
503-378-3600, ext. 2712
brad.victor@state.or.us

Research Findings & Alignment to State Laws and Requirements:

- Meets criteria of
OAR 581-022-1440
and ORS 336-455

Meets all Elements of Effective Sexual Risk Prevention Programs



Reducing the Risk

Research Findings & Alignment to State Laws and Requirements:

- Increases likelihood of condom/contraceptive use
- Delays the onset of intercourse
- Meets criteria of OAR 581-022-1440 and ORS 336-455

Meets all Elements of Effective Sexual Risk Prevention Programs



Description: *Reducing the Risk: Building Skills to Prevent Pregnancy, HIV and STD* includes 16 well-defined lessons which clearly emphasize teaching refusal statements, delay statements and alternative actions students can use to abstain or protect themselves from unintended pregnancy, STD and HIV. Directions for course preparation – obtaining parent permission, establishing ground rules, etc. – are included in the manual. Specific guidelines for class activities, background information for teachers, and complete lecture notes are also included.

Evaluation Results: *Reducing the Risk* delayed the initiation of intercourse among youth who were not sexually active prior to participating in the program at an 18-month follow-up. Youth who were sexually active prior to participating in the program increased their overall use of STD and pregnancy prevention methods as long as 18 months after the intervention.

Grade levels: Grades 7-12.

Number of Lessons: 16 lessons.

Setting/Target Audience: Schools – Evaluation target population included African-American, Latino, Native American and White students in rural and urban schools.

Cost: The *Reducing the Risk* Teacher's Manual sells for \$42.95 and comes with one Student Workbook. The Student Workbook is available in both English and Spanish. Sets of 5 sell for \$18.95. A *Reducing the Risk* Activity Kit is also available, which includes all the materials needed to successfully teach *Reducing the Risk* in the classroom. The Activity Kit sells for \$39.

Ordering information:

ETR Associates
PO Box 1830, Santa Cruz, CA 95061
1-800-321-4407
www.etr.org

Training information:

Brad Victor, Oregon Department of Education
255 Capitol Street, NE, Salem, Oregon 97310
503-378-3600, ext. 2712
brad.victor@state.or.us

Safer Choices

Description: *Safer Choices* is a schoolwide, multi-component approach to sexual risk prevention. It includes 20 well-defined lessons taught over two years (10 at each level), family involvement and education, use of peer educators, and community involvement. The curricular component teaches refusal and negotiation skills and alternative actions students can use to abstain or protect themselves from unintended pregnancy, STD and HIV. Directions for program preparation – enlisting family and community involvement, training peer educators, and changing the school environment, etc. – are included in the manual. The curriculum manual contains guidelines for class activities, background information for teachers, and complete lecture notes.

Evaluation Results: *Safer Choices* reduced the number of acts of unprotected intercourse and increased overall use of STD and pregnancy prevention methods up to 31 months after the intervention.

Grade levels: Grades 9-12.

Setting/Target Audience: Schools – Evaluation target population included African-American, Latino, Native American and White males and females in rural, suburban, and urban schools.

Number of Lessons: 20 lessons.

Cost: The *Safer Choices* kit that contains curriculum and peer leader guides, implementation manual, and activity kit costs \$189.00.

Ordering information:

ETR Associates
PO Box 1830, Santa Cruz, CA 95061
1-800-321-4407
www.etr.org

Training information:

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255 Capitol Street, NE, Salem, Oregon 97310
503-378-3600, ext. 2712
brad.victor@state.or.us

Research Findings & Alignment to State Laws and Requirements:

- Increases likelihood of condom/contraceptive use
- Meets criteria of OAR 581-022-1440

Meets all Elements of Effective Sexual Risk Prevention Programs



Sex Can Wait

Research Findings & Alignment to State Laws and Requirements:

- Increases behavioral intent to delay intercourse
- Delays the onset of intercourse
- Meets criteria of ORS 336-455

Meets all Elements of Effective Sexual Risk Prevention Programs



Description: *Sex Can Wait* includes 24 lessons that emphasize the importance of postponement of sexual intercourse and teach human growth and development, the impact of the individual, peer and family on values development, interpersonal communication, and disease prevention. Directions for course preparation – obtaining parent permission, establishing ground rules, etc. – are included in the manual. Specific guidelines for class activities, background information for teachers, and complete lecture notes are also included.

Evaluation Results: *Sex Can Wait* delayed the initiation of intercourse among youth who had not initiated intercourse when they received the program and reduced rates of recent intercourse among those sexually active before receiving the curriculum.

Grade levels: Grades 5-10.

Setting/Target Audience: Schools – Evaluation target population included African-American, Latino, Native American and White students in rural and urban schools.

Number of Lessons: 24 lessons.

Cost: The *Sex Can Wait* teacher's manual sells for \$59.95 per module (5th & 6th grades, 7th & 8th grades, and 9th & 10th grades). An entire set is \$140.00.

Ordering information:

ETR Associates
PO Box 1830
Santa Cruz, CA 95061
1-800-321-4407
www.etr.org

Training information:

Brad Victor, Oregon Department of Education
255 Capitol Street, NE, Salem, Oregon 97310
503-378-3600, ext. 2712
brad.victor@state.or.us

Wise Guys

Description: *Wise Guys* is a community-based intervention for adolescent males that focuses on preventing teen pregnancy through the development of self-responsibility. It includes 10 lessons that address personal and family values, the concept of masculinity, disease prevention, decision-making and goal setting.

Evaluation Results: *Wise Guys* improved knowledge and attitudes around postponement of sexual intercourse and contraceptive use. There were no behavioral impact findings.

Grade levels: Boys from 10-19 years old.

Setting/Target Audience: Community organizations – Evaluation target population included African-American, Latino, Native American and White students in an urban area.

Number of Lessons: 10 lessons.

Cost: *Wise Guys* costs \$150.00 for the manual only and \$310 for manual and training.

Ordering information:

Family Life Council of Greater Greensboro, Inc.
301 East Washington Street, Suite 204
Greensboro, NC 27401
336-333-6890

Training information:

Family Life Council of Greater Greensboro, Inc.
301 East Washington Street, Suite 204
Greensboro, NC 27401
336-333-6890

Research Findings & Alignment to State Laws and Requirements:

- Meets criteria of ORS 336-455 and OAR 581-022-1440

Meets all Elements of Effective Sexual Risk Prevention Programs



References

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Fishbein M., & Ajzen, I. (1975). *Belief, Attitude, Intention, and Behavior*. Reading, MA: Addison-Wesley.

Homans, G.C. (1965). Group factors in worker productivity. In H. Proshansky & L. Seidenbert (Eds.), *Basic Studies in Social Psychology*. New York: Holt, Reinhart & Winston.

Kirby, D. (2001). *Emerging Answers: Research Findings on Programs to Reduce Teen Pregnancy*. Washington, DC: National Campaign to Prevent Teen Pregnancy.

McGuire, W. (1972). Social Psychology. In P.C. Dodwell (Ed.), *New Horizons in Psychology*. Middlesex, England: Penguin Books.



Additional Assistance

Additional assistance is available on teen pregnancy prevention and effective program development through a variety of resources in Oregon:

Connie Carley
Oregon Commission on Children and Families
503-373-1283
www.ccf.state.or.us

Anjila Eldred
Oregon Department of Human Services
503-945-6737
<http://www.hr.state.or.us/tpp/>

Mary Gossart
Planned Parenthood Health Services of Southwestern Oregon
541-344-1611, ext. 13
www.pphsso.org

Shelagh Johnson
Education Department
Planned Parenthood of the Columbia Willamette
503-775-4931
www.ppcw.org

Brad Victor
Oregon Department of Education
503-378-3600, ext. 2712
www.ode.state.or.us



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www.hr.state.or.us/tpp



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