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Alignment of TEKS Objectives Reducing the Risk

Reducing the Risk

Curriculum Overview

Reducing the Risk (RTR) is a 16-session evidence-based program that emphasizes two key skills: sexual activity refusal skills and sexual activity delay tactics. The curriculum allows students to assess their sexual risk, learn how to communicate with partners, make decisions, plan how they would refuse or what protections to have in place, and delay sexual activity.

Program Components

Students

- Grade Coverage: Designed for 9th graders, but can be used for 14–18-year-olds
- Lessons:
 - 16 in-person classes
 - 45-60 minutes/class
 - Conducted 2-3 times per week by a trained sexual health educator
- Learning activities include roleplay, skills practice, lectures, worksheet activities, and group brainstorming
- Lesson topics include assessing sexual risk, communicating with partners, making decisions, and how to refuse and/or delay sexual activity

Teacher and School Staff

- The program includes materials for one classroom of 30 students: a teacher's guide, activity kit, student workbooks, *STD Facts for Teens*, *HIV Facts for Teens* and *Birth Control Facts for Teens* pamphlets, and an optional LGBTQ supplement. ETR offers virtual training of educators, which includes live training sessions, intersession activities, and a practice teaching session.

Program Logistics

- Where to purchase: <https://www.etr.org/ebi/programs/reducing-the-risk/>
- Cost:
 - Print Bundle: \$999.00
 - Digital Bundle (3 years): \$1199.00
 - Training of Educators: \$999.00
- Format:



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- Print bundle includes a teacher's guide, 30 student workbooks, an activity kit, and online access to a PowerPoint support tool.
- Digital bundle includes a digital teacher's guide, a license to print or download 30 student workbooks, PDF versions of the activity kits posters, and online access to a PowerPoint support tool
- Program contact info:
 - Author: Richard P. Barth, University of Maryland
 - Program help request: <https://www.etr.org/ebi/about-us/program-support-help-request/>

Summary of Evaluation Findings

In a randomized control trial (RCT) of 150 classrooms across three states (Kelsey et al., 2016), adolescents who participated in RTR exhibited greater knowledge of pregnancy and STI risks and more positive attitudes towards using protection during sex. However, in this trial, RTR was not successful in producing behavioral changes.

In another RCT of 1,448 Kentucky adolescents, Barbee et al. (2016) found that participants of RTR reported fewer sexual partners and greater birth control use 3- and 6-months post-intervention.

Key references:

Barbee, A. P., Cunningham, M. R., Van Zyl, M. A., Antle, B. F., & Langley, C. N. (2016). Impact of two adolescent pregnancy prevention interventions on risky sexual behavior: A three-arm cluster randomized control trial. *American Journal of Public Health, 106*, S85–S90. <https://doi.org/10.2105/AJPH.2016.303429>

Kelsey, M., Blocklin, M., Layzer, J., Price, C., Juras, R., & Freiman, L. (2016). Replicating reducing the risk: 12-month impacts of a cluster randomized controlled trial. *American Journal of Public Health, 106*, S45–S52. <https://doi.org/10.2105/AJPH.2016.303409>

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Table 1. Program Overview

Lesson	Activity
1A: Abstinence, Sex and Protection: Pregnancy Prevention Emphasis	I. Introduce Curriculum and Model Roleplay, Version 1
	II. Pregnancy Risk Activity, Parts 1 and 2
	III. Model Roleplay, Version 2
	IV. Lesson Summary
1B: Abstinence, Sex and Protection: HIV Prevention Emphasis	I. Introduce Curriculum and Model Roleplay, Version 1
	II. HIV Risk Activity
	III. Personalizing Risks
	IV. Model Roleplay, Version 2
	V. Lesson Summary
2: Abstinence: Not Having Sex	I. Review Previous Lesson
	II. Communicating About Abstinence
	III. Facts About Abstinence
	IV. Reasons That Many Teens Don't Have Sex
	V. Lesson Summary
3: Refusals	I. Review Previous Lesson
	II. Talk to Your Parent/ Trusted Adult
	III. Introduce Refusals
	IV. Demonstrate Roleplays
	V. Lesson Summary
4: Using Refusal Skills	I. Refusals Quiz
	II. Difficult Refusals
	III. Demonstrate Roleplay

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	IV. Roleplay in Small Groups
	V. Lesson Summary
5: Delay Tactics	I. Review Class 4
	II. Introduce Delay Tactics
	III. Demonstrate and Practice Roleplay
	IV. Quiz and Skills Review
	V. Lesson Summary
6: Avoiding High-Risk Situations	I. Discuss Homework
	II. Signs of Sex and Caution Mini-Lecture
	III. Handling Risky Situations
	IV. Protection: True or False? Round 1
	V. Lesson Summary
7: Getting and Using Protection-I	I. Ways to Prevent Pregnancy- Lecture
	II. Shopping Information Homework
	III. Lesson Summary
8: Getting and Using Protection-II	I. Condom Demonstration
	II. Visit or Call a Clinic
	III. How Will You Avoid Pregnancy?
	IV. How Is STI/HIV Prevented?
	V. Lesson Summary
9: Knowing and Talking About Protection: Skills Integration-I	I. Protection: True or False? Round 2
	II. Demonstrate and Practice Roll Play
	III. Demonstrate and Practice Roll Play
	IV. Lesson Summary
10: Skills Integration-II	I. Review Refusals

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	II. Generating Alternatives
	III. Roleplay in Small Groups
11: Skills Integration-III	I. My favorite Cousin
	II. Roleplay in Small Groups
12: Preventing HIV and Other STIs	I. Facts About STI, Including HIV
	II. Assign Homework
	III. Lesson Summary
13: HIV Risk Behaviors	I. Risk Continuum
	II. Personal Risks
	III. Lesson Summary
14: Implementing Protection from STI and Pregnancy	I. The Steps to Protection
	II. Roleplays
	III. Lesson Summary
15: Sticking with Abstinence and Protection	I. Review "Shopping Information" and "Visit or Call a Clinic" Homework
	II. Sticking with Abstinence and Protection
16: Skills Integration	I. Review HIV Homework
	II. Chris and Pat
	III. Roleplay in Small Groups
	IV. "I Learned" Statements

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TEKS Objectives

- Coverage of the Texas Education Agency’s Texas Essential Knowledge and Skills, Reproductive and Sexual Health objectives is provided in the following pages. Table 1 (above) indicates the lessons and activities of the RTR program. Table 2 (below) indicates the percentage of TEKS coverage across all lessons for Health I and Health II, respectively.
- Definitions:
 - “Full TEKS coverage” indicates that the entire student expectation (SE) is explicitly covered, as written, in the curriculum.
 - “Partial TEKS coverage” indicates that at least one aspect of the SE is not covered or not explicitly covered in the curriculum.
- TEKS coverage was determined by consensus from two reviewers with relevant subject-matter knowledge. The full review protocol and a detailed review document for each curriculum is available upon [request](#).

**Table 2. Health TEKS Objectives, Reproductive & Sexual Health Strand
Full or Partial Coverage – All Lessons**

Level 1 (9th – 12th Grade, Health I)	64%
Level 2 (9th – 12th Grade, Health II)	60%

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High School (9th – 12th Grade, Health I – One-Half Credit) Reproductive and Sexual Health TEKS Objectives Review

Table 3a. (18) Reproductive and sexual health--healthy relationships, Health I.

TEKS Objectives	TEKS Coverage (All Lessons)		Notes
	Full	Partial	
(18) Reproductive and sexual health--healthy relationships. The student understands the characteristics of healthy romantic relationships. The student is expected to:			
(A) analyze how friendships provide a foundation for healthy dating/romantic relationships	X		
(B) identify character traits that promote healthy dating/romantic relationships and marriage	X		
(C) describe how a healthy marriage can provide a supportive environment for the nurturing and development of children			Instructor must cover this Student Expectation (SE).

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Table 3b. (19) Reproductive and sexual health--personal safety, limits, and boundaries, Health I.

TEKS Objectives	TEKS Coverage (All Lessons)		Notes
	Full	Partial	
(19) Reproductive and sexual health--personal safety, limits, and boundaries. The student understands how to set and respect personal boundaries to reduce the risk of sexual harassment, sexual abuse, and sexual assault. The student is expected to:			
(A) describe the characteristics of sex trafficking such as grooming, controlling behavior, exploitation, force, fraud, coercion, and violence			Instructor must cover this SE.
(B) analyze the characteristics of harmful relationships that can lead to dating violence			Instructor must cover this SE.
(C) analyze healthy strategies for preventing physical, sexual, and emotional abuse			Instructor must cover this SE.
(D) analyze how a healthy sense of self and making and respecting decisions about safe boundaries and limits promote healthy dating/romantic relationships	X		
(E) explain and demonstrate how refusal strategies can be used to say "no" assertively to unhealthy behaviors in dating/romantic relationships	X		
(F) examine factors, including alcohol and other substances, that increase sexual risk and that affect setting, perceiving, respecting, and making decisions about boundaries	X		
(G) examine and discuss influences and pressures to become sexually active and why it is wrong to violate another person's boundaries and manipulate or threaten someone into sexual activity	X		

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(H) explain the importance of reporting to a parent or another trusted adult sexual harassment, sexual abuse, sexual assault, and dating violence involving self or others

Instructor must cover this SE.

Table 3c. (20) Reproductive and sexual health—anatomy, puberty, reproduction, and pregnancy, Health I.

TEKS Objectives	TEKS Coverage (All Lessons)		Notes
	Full	Partial	
(20) Reproductive and sexual health—anatomy, puberty, reproduction, and pregnancy. The student analyzes adolescent development, the process of fertilization, and healthy fetal development. The student is expected to:			
(A) analyze the importance of telling a parent or another trusted adult, obtaining early pregnancy testing, and seeking prenatal care if signs of pregnancy occur			Instructor must cover this SE.

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Table 3d. (21) Reproductive and sexual health--sexual risk, Health I.

TEKS Objectives	TEKS Coverage (All Lessons)		Notes
	Full	Partial	
(21) Reproductive and sexual health--sexual risk. The student understands that there are risks associated with sexual activity and that abstinence from sexual activity is the only 100% effective method to avoid risks. The student is expected to:			
(A) research and analyze the educational, financial, and social impacts of pregnancy on teen parents, the child, families, and society, including considering the effects on one's personal life goals		X	Instructor must research this topic, and must provide additional instruction on the educational, financial, and social impacts of pregnancy on the society.
(B) describe various modes of transmission of STDs/STIs	X		
(C) investigate and summarize the statistics on the prevalence of STDs/STIs among teens by referencing county, state, and/or federal data sources	X		
(D) describe signs and symptoms of STDs/STIs , including human papillomavirus (HPV), human immunodeficiency virus/acquired immunodeficiency syndrome (HIV/AIDS), chlamydia, syphilis, gonorrhea, herpes, and trichomoniasis, and identify that not all STDs/STIs show symptoms	X		
(E) analyze the importance of STD/STI screening, testing, and early treatment for sexually active people, including during yearly physicals or if there is a concern	X		
(F) analyze emotional risks that can be associated with sexual activity for unmarried persons of school age, including stress, anxiety, and depression			Instructor must cover this SE.

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(G) analyze the importance and benefits of abstinence from sexual activity as it relates to emotional health and the prevention of pregnancy and STDs/STIs	X		
(H) identify support from parents and other trusted adults and create strategies, including building peer support, to be abstinent or for return to abstinence if sexually active		X	Instructor must provide additional instruction on creating strategies, including building peer support, to be abstinent or for return to abstinence if sexually active.
(I) analyze the effectiveness and the risks and failure rates (human-use reality rates) of barrier protection and other contraceptive methods, including how they work to reduce the risk of STDs/STIs and pregnancy	X		
(J) explain the legal responsibilities related to teen pregnancy, including child support and acknowledgement of paternity			Instructor must cover this SE.

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Alignment of TEKS Objectives Reducing the Risk

High School (9th – 12th Grade, Health II – One-Half Credit) Reproductive and Sexual Health TEKS Objectives Review

Table 4a. (19) Reproductive and sexual health--healthy relationships, Health II.

TEKS Objectives	TEKS Coverage (All Lessons)		Notes
	Full	Partial	
(19) Reproductive and sexual health--healthy relationships. The student understands the characteristics of healthy romantic relationships. The student is expected to:			
(A) compare and contrast effective and ineffective methods of communicating emotions in healthy dating/romantic relationships and marriage	X		
(B) analyze behaviors in romantic relationships that enhance dignity and respect	X		
(C) examine how a healthy marriage can provide a supportive environment for the nurturing and development of children			Instructor must cover this SE.

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Table 4b. (20) Reproductive and sexual health--personal safety, limits, and boundaries, Health II.

TEKS Objectives	TEKS Coverage (All Lessons)		Notes
	Full	Partial	
(20) Reproductive and sexual health--personal safety, limits, and boundaries. The student understands how to set and respect personal boundaries to reduce the risk of sexual harassment, sexual abuse, and sexual assault. The student is expected to:			
(A) identify community resources to support individuals who have experienced sexual harassment, sexual abuse, sexual assault, dating violence, and sex trafficking			Instructor must cover this SE.
(B) evaluate the importance of reporting to a parent or another trusted adult sexual harassment, sexual abuse, sexual assault, and dating violence involving self or others			Instructor must cover this SE.
(C) discuss how refusal skills can be used to set limits and boundaries to avoid behaviors that increase sexual risk	X		
(D) analyze factors, including alcohol and other substances, that increase sexual risk and that affect setting, perceiving, respecting, and making decisions about boundaries	X		
(E) evaluate influences and pressures to become sexually active and why it is wrong to violate another person's boundaries and manipulate or threaten someone into sexual activity	X		

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Table 4c. (21) Reproductive and sexual health—anatomy, puberty, reproduction, and pregnancy, Health II.

TEKS Objectives	TEKS Coverage (All Lessons)		Notes
	Full	Partial	
(21) Reproductive and sexual health—anatomy, puberty, reproduction, and pregnancy. The student analyzes adolescent development, the process of fertilization, and healthy fetal development. The student is expected to:			
(A) analyze the significance of hormonal, physical, emotional, and social changes in males and females and their relationship to sexual health			Instructor must cover this SE.
(B) list factors such as heredity, environment, STDs/STIs, and the mother's health and nutrition that can affect fetal development from conception through birth			Instructor must cover this SE.
(C) describe the emotional changes that may occur during and after pregnancy, including postpartum depression, and identify resources for support and treatment			Instructor must cover this SE.

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Table 4d. (22) Reproductive and sexual health--sexual risk, Health II.

TEKS Objectives	TEKS Coverage (All Lessons)		Notes
	Full	Partial	
(22) Reproductive and sexual health--sexual risk. The student understands that there are risks associated with sexual activity and that abstinence from sexual activity is the only 100% effective method to avoid risks. The student is expected to:			
(A) analyze the options available to teenage parents such as parenting or the process of adoption and the legal rights of parties involved		X	Instructor must address legal rights of teenage parents.
(B) evaluate long-term or lifetime effects of bacterial and viral STDs/STIs, including infertility and cancer	X		
(C) identify community resources, minors' right to consent under certain circumstances, and the importance of parent or other trusted adult support for STD/STI testing and treatment		X	Instructor must identify a minors' right to consent under certain circumstances and the importance of parent or other trusted adult support.
(D) analyze the effectiveness and the risks and failure rates (human-use reality rates) of barrier protection and other contraceptive methods, including how they work to reduce the risk of STDs/STIs and pregnancy	X		
(E) identify the effectiveness of vaccines in preventing the transmission of the most common types of HPV, a virus that may cause genital warts and head and neck cancer, cervical cancer, anal cancer, or other cancers that may occur in males and females		X	Instructor must identify the effectiveness of HPV vaccines and must address that HPV can result in head and neck cancer, anal cancer, or other types of cancers in males as well as females.
(F) analyze the benefits of abstinence from sexual activity, including focusing on personal development and encouraging individuals to build healthy relationships not complicated by sexual involvement	X		

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(G) assess support from parents and other trusted adults and create strategies, including building peer support, to be abstinent or for return to abstinence if sexually active		X	Instructor must provide additional instruction on creating strategies, including building peer support, to be abstinent or for return to abstinence if sexually active.
(H) investigate and summarize legal aspects of sexual activity with a minor person, including the legal age of consent, statutory rape, aggravated sexual assault, sexual assault, and indecency with a child			Instructor must cover this SE.
(I) investigate and summarize current laws relating to sexual offenses such as sexual harassment, abuse, and assault			Instructor must cover this SE.

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Texas Education Code §28.004 Statutory Compliance

Texas Education Code §28.004 lays out requirements for human sexuality instruction. These requirements (see table 5) are reflected in the above TEKS Objectives and in our assessment of their coverage in this program.

Table 5. Texas Education Code §28.004 Statutory Compliance

Course materials and instruction must:

- (1) Present abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;
- (2) Devote more attention to abstinence from sexual activity than to any other behavior;
- (3) Emphasize that abstinence from sexual activity, if used consistently and correctly, is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases, infection with human immunodeficiency virus or acquired immune deficiency syndrome, and the emotional trauma associated with adolescent sexual activity;
- (4) Direct adolescents to a standard of behavior in which abstinence from sexual activity before marriage is the most effective way to prevent pregnancy, sexually transmitted diseases, and infection with human immunodeficiency virus or acquired immune deficiency syndrome; and
- (5) Teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates, if instruction on contraception and condoms is included in curriculum content.