

1 Overview of the intervention

1.1 TIDieR Checklist

The Template for Intervention Description and Replication (TIDieR) checklist

Name and brief description:

If I Were Jack is an evidenced-based, user-informed educational resource designed to prevent unintended pregnancy by increasing adolescents' intentions to avoid unprotected sexual intercourse. It is a gender-transformative intervention especially designed to provoke critical reflection on the gendered norms of teenage pregnancy and encouraging males to share reproductive responsibility while not excluding female perspectives. In development since 2012, with a further optimisation phase in 2017, it has involved sustained communication and co-design with target groups, including pupils, teachers and parents, along with a wide range of stakeholders across the four nations of the UK and Ireland. A cluster RCT and transferability to assess its acceptability and feasibility and cost of delivery was published in 2018².

Why? Rationale of essential elements:

If I Were Jack is built on an innovative set of programme components which previous research has identified as contributors to effective Relationships and Sexuality Education (RSE). These include:

1. Activities targeting theoretically informed behavioural and psycho-social correlates of risk behaviour including knowledge, attitudes, perceptions of risk, peer and gender norms, self-efficacy in communication and intention to avoid sexual risk-taking behaviour. In addition, the intervention focuses on positive sexual choices, noted in the logic model as increasing the view that sexual activity and pregnancy can be a positive experiences when ready. Intervention activities are focussed on helping young people think for themselves on how current or future relationships can be consensual, equitable and pleasurable. For example, young people are invited to consider what sexual readiness is and how it can be communicated in different relationship scenarios and offer advice to each other on a fictional student helpline.
2. Gender-transformative theory and male engagement to address gender inequalities in sexual and reproduction health responsibility: The intervention invites young people to engage in young men's perspectives while equally inviting young adolescents to challenge gender inequalities associated with male sexual desire and female reproductive responsibility. It is designed to promote joint responsibility in preventing an unintended pregnancy and planning for safe and pleasurable sexual relationships when ready for both sexes. A central way of achieving this aim is through addressing masculinities in the opening interactive film, described further below. The interactive film depicts the scenario of an unintended pregnancy in a young man's life. Students engage with questions of masculinities and have to answer questions about how they might feel or act. For example, Jack, the lead protagonist, states, "I know it is her body and her choice". However, Jack also acknowledges that he is involved too and acknowledges that he may need support himself to help cope with this difficult situation alongside his girlfriend. Young men and women are invited to consider what they might do if they were in Jack's shoes which vary from responses representing 'restrictive' or patriarchal masculinities to 'gender-equitable masculinities'. Examples of restrictive masculinities are "Do I just want to clear off and pretend it never happened?" and statements he imagines his friends might say, such as "At least you know you are not firing blanks; "It's her problem, not yours." Examples of more gender-equitable masculinities depicted are when Jack goes along with his girlfriend to a counselling session at her request, and is shown as being supportive of her decision-making; thinking aloud about how she might be feeling; and depicting him engaging alone in working out the pros and

cons of pregnancy outcome options and the potential implications for both of them. Follow-up classroom materials also focus on “pause, rewind” activities and help students to consider for themselves how to avoid this situation. The classroom activities. It encourages communication and behavioural skills among adolescent boys and girls to discuss contraception and consent, to know how to obtain safe contraception and to know how to seek help in the event of an unintended pregnancy. Activities and associated teacher training encourage students to think how intimacy, sexual relationships, and future parenthood are not negative experiences, but something to look forward to and can be pleasurable when one is ready.

3. While a central focus is on engaging men and provoking discussion about the role of masculinities in gender-equality in sexual and intimate relationships, a careful balance is attempted throughout the programme not to exclude adolescent girls’ perspectives. Young people are invited to the challenge of putting themselves in Jack shoes as part of the interactive film, but are also asked to think about what Emma [Jack’s girlfriend] might be thinking as the story unfolds. By encouraging adolescent boys and girls to put themselves in Jack shoes, this ‘thinking like the other sex’ exercise is designed to show how gender ideologies are not necessarily fixed to one sex or the other; but rather that they are relational and malleable. In the classroom activities, young people get to discuss and probe, in their own terms, male privilege in society as well as how broader social norms such as social class and religious based norms influence sexuality and relationships. The limitation of the heterosexual focus on unintended pregnancy is acknowledged as part of programme delivery. However, the broader lessons of safe, consensual and gender-equitable relationships to diverse sexualities is also introduced throughout the programme, while also not making claims to adequately address all RSE needs.
4. Integration of interactive media- using an age-appropriate and culturally relevant interactive video drama (IVD). Participants are asked to engage in anticipatory thinking on their own and imagine he/she is Jack, a young man who discovers his girlfriend is unintentionally pregnant. Participants are asked to make decisions about what they would do if I were Jack, what I would say to my girlfriend, what I think she might be feeling; what my friends might say, what my parent s might say, how I might seek help; what do I think about pregnancy outcome options; and how I could help prevent an unintended pregnancy occurring in my life. The interactive film was scripted, cast and produced n close consultation with young people and RSE experts. Bespoke versions of IVD were made, one for Northern Ireland (NI) and Scotland and one for England and Wales to enhance cultural identification with the IVD.
5. Engagement of adolescents by addressing the operation of gender and social class norms which may influence sexual relationships now or in the future in their lives through opportunities for reflection and communication. The planned classroom activities are designed to allow young people to engage in pro-social peer conversations in small groups to obtain information, practice communication scripts, imagine relationship scenarios.
6. Facilitating linkages with sexual and reproductive support services: Role modelling access to services (for males and females) in IVD; upskilling young people in finding local services and provision of information on local services (wallet cards of local services distributed).
7. Teacher training in relation to the intervention and teenage pregnancy by trained facilitators in a face to face one 90 minute session and the provision of detailed classroom lesson plans.
8. Parental engagement through dedicated online materials co-designed with parents and teachers for parents and sent out by school. In addition, there is and an optional pupil homework assignment for pupils to choose to do with parent/guardian or other carer.

What? A description of the materials:

- (i) Ninety-minute face-to-face training session for teachers provided by a trained facilitator.

(ii) The *If I Were Jack* opening interactive video drama (IVD) is a culturally sensitive (locally filmed in both NI and England) film intended to immerse teenagers in a story of a week in the life of Jack, a teenager who has just been told his girlfriend is pregnant.

(iii) Classroom materials for teachers containing detailed lesson plans for classroom-based and homework activities. Lesson plans provide pupils with opportunities to source sexual health information and provide a wallet card of local sexual and reproductive health services and are focussed on opportunities for peer discussion, skills practice, reflection and anticipatory thinking.

(iv) Online materials (brief animation videos) for parents/guardians texted by school to parents to inform them of the intervention and to involve them in the intervention.

(v) Information brochures and factsheets about the intervention and unintended teenage pregnancy for schools, teachers, teacher trainers, young people and parents.

Who? Delivery personnel:

Trained RSE teachers

How? Modes of delivery:

To be delivered during four or six consecutive RSE lessons in classroom settings (depending on normal class durations in differing jurisdictions). The IVD is to be delivered on individual computers/tablets with headphones or projected to the class with individual worksheets where technology is limited.

Where? Locations where intervention has occurred:

In second level schools in Northern Ireland, Scotland, Wales and England. In second-level schools in Ireland, using a further locally produced IVD. A version of the IVD has been delivered in South Australia by the RSE provider Shine. An Irish language version of the classroom materials (with an English language version of IVD) has been piloted in Irish-medium schools. An Irish language version of IVD is now being produced. The intervention has been delivered in faith-based as well as non-faith-based schools and in mixed sex as well as single sex schools.