

Minnesota Sexuality Education Resource Review Panel

Summary of Panel Review

Review Date: March 2006

Choices: The Good, The Bad, The Ugly (2002)

Video: 15 minutes

Target Audience: 12-22 years old

Cost: \$30.00

Distributor: Scenarios USA

80 Hanson Place, Brooklyn, NY 11217 • 1 (866) 414 1044 • www.scenariosusa.org

The Minnesota Sexuality Education Resource Review Panel **Recommends** the use of this video for the following reasons and with the following reservations:

Review Summary:

Choices: the Good, the Bad, and the Ugly depicts the lives and perspectives of three teenage boys. It is a realistic portrayal of the challenges of peer pressure, fatherhood and making choices about sex. The video is designed as a trigger for discussion, not as a source of factual information.

The video portrays three realistic, though unhealthy relationships, in which the partners have poor communication skills and unequal gender roles. All of the messages touched upon in the video are important, but at times, may be confusing for the intended audience. It focuses on the negative consequences of sex; it does not address sex within the context of a positive, committed relationship. It depicts peer pressure and poor communication, but does not demonstrate the skills necessary to communicate effectively or deal with these social pressures.

The panel indicates that adolescents, especially African American youth, will be able to relate to the video. The producers state that the video is intended for youth 12-22 years old, however, the panel recommends that it is more appropriate for high school aged youth. A prepared facilitator and more extensive discussion guide may be helpful for an in-depth discussion, but the video makes interesting and challenging discussions possible.

Overall, the panel **recommends** *Choices: the Good, the Bad, and the Ugly* as a realistic, up-to-date look at the relationship challenges teenagers face and as a good tool for starting discussions about communication and healthy relationships.

Choices: The Good, The Bad, The Ugly (2002)

| Assessment Criteria | Mean Score | Comments |
|--|-------------------|---|
| Accuracy of Information - Provides basic, accurate information about teen sexual health, e.g., risks of teen sexual activity, ways to avoid intercourse or use methods of protection against pregnancy and STDs, human growth and development, relationships, etc. | NA | <ul style="list-style-type: none"> ▪ Does not include many facts. Is a discussion starter about relationships. ▪ Shows relationships in gritty, real life way ▪ Questionable STI example (Herpes) |
| Focus - Focuses on ways to promote sexual health e.g., reducing one or more sexual behaviors that lead to unintended pregnancy or HIV/STD infection; understanding healthy physical/emotional development; developing healthy relationships, etc. | 2.7 | <ul style="list-style-type: none"> ▪ Focuses on relationships and communication. ▪ Too much focus on unhealthy relationships and negative consequences of sex; would be improved by examples of positive, healthy relationship. ▪ Addresses condom use to prevent sexually transmitted diseases and pregnancy. |
| Messages - Delivers and consistently reinforces a clear message, e.g., states message multiple times in multiple ways. | 3.5 | <ul style="list-style-type: none"> ▪ In an attempt to convey message that “sex can have serious negative consequences” video may convey message that “sex is negative”. ▪ Clearly demonstrates that lack of communication leads to negative consequences. ▪ Message may be confusing/mixed messages. |
| Addresses Social Pressures – Video demonstrates social pressures that influence sexual behavior. Guide includes activities that address social pressures that influence sexual behavior. | 4.0 | <ul style="list-style-type: none"> ▪ Shows relationship pressure/peer pressure; how people act differently around their friends ▪ Examples tend to be of boys as instigators and girls as passive. Could use more varied examples. ▪ Guide has Q & A but lacks other activities. |
| | 3.0 | |
| Communication Skills – Video provides examples of being assertive, using negotiation and refusal skills, making decisions, etc. Guide includes activities to practice assertive skills, negotiation and refusal skills, decision-making skills, etc. | 3.2 | <ul style="list-style-type: none"> ▪ Shows negative examples - facilitator would need to lead discussion on positive, alternative communication skills; discussion guide would help. ▪ Leaves room for good discussions. ▪ Shows realistic scenarios but not very complete examples. ▪ There was assertiveness but no healthy negotiation or refusal skills |
| | 2.8 | |
| Teaching Methods - Engages participants and helps them personalize information | 3.4 | <ul style="list-style-type: none"> ▪ Can be used to look at choices/healthy relationships. ▪ Could evoke good discussion. ▪ Kids can relate (perhaps, especially African American youth). |
| Appropriateness for Audience - Incorporates behavioral goals, teaching methods, and materials that are appropriate to the age, sexual experience, and culture of the students (as stated by publisher.) | 3.2 | <ul style="list-style-type: none"> ▪ Accurate depiction of youth, experiences and language. ▪ May be particularly good for African American youth. ▪ Would be most appropriate in small group setting. ▪ Recommended for high school audience (not for 12 year olds as stated on DVD). |
| Multicultural Perspective – This resource is most appropriate for the following audiences | | <ul style="list-style-type: none"> ▪ Appropriate for youth who are urban, suburban, multi-class, multi-race/ethnicities. ▪ Wonderful to see different sizes/shapes of women. |
| Teacher-Friendly - Is well organized with clear, thorough instructions or discussion guide. Minimal assembly or preparation time required. | 2.6 | <ul style="list-style-type: none"> ▪ More extensive discussion guide necessary. ▪ Good facilitator necessary for discussion and pre-post activities. ▪ Preparatory time necessary for facilitator. |
| Facilitation Skills Required - How knowledgeable and skilled must the facilitator be to use this resource effectively? | | <ul style="list-style-type: none"> ▪ Facilitator needs strong content knowledge and group leading skills. |
| Presentation Quality – How appealing is the product (e.g. visual quality, sound quality, graphics, etc.) ? | 4.4 | <ul style="list-style-type: none"> ▪ Good video quality ▪ Guide needs discussion questions and activities ▪ Very artistic use of scenes, up-to-date, realistic, appealing to teens |
| Overall Recommendation | | <ul style="list-style-type: none"> ▪ Highly Recommended - 1 ▪ Recommend – 8 ▪ Reject - 1 |