

## Minnesota Sexuality Education Resource Review Panel

Summary of Panel Review

**Review Date: September 2007**

### *Health, Growth and Development – Manual (2007)*

Curriculum

**Target Audience:** Stated Audience: 5<sup>th</sup> to 12<sup>th</sup> grade students who read at a second grade level or below.  
Recommended by panel: 5<sup>th</sup> to 8<sup>th</sup> grade students with emergent reading skills or students with other special needs.

**Cost:** \$59.95

**Distributor:** Program Development Associates

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**The Minnesota Sexuality Education Resource Review Panel 

<b>Does Not Recommend</b>
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 use of this curriculum for the following reasons and with the following reservations:**

#### **Review Summary:**

The *Health, Growth and Development* curriculum was developed for students in grades 5-12 who read at a second grade level or below. The text is adapted with Boardmaker® symbols and simplified language so struggling readers can understand the content. It incorporates full-color illustrations, on laminated, reusable pages. Intended for one-on-one, small group or full class instruction, the eleven lessons cover “personal hygiene, how the body changes during puberty, wellness, physiology, sexuality and good touch/bad touch.”

The panel does not recommend the *Health, Growth and Development* curriculum for the following reasons:

- It is unclear if the intended audience is students with disabilities beyond reading level. The information presented is too juvenile and introductory for the majority of 8<sup>th</sup> -12<sup>th</sup> grade students.
- Information is limited and excludes critical sexual health information.
- The format for the curriculum is confusing and does not employ a variety of teaching methods.

The panel recognizes the following positive aspects of the *Health, Growth and Development* curriculum

- Provides a valuable and consistent message regarding self-care and asking for help.
- Uses pictures and quizzes effectively to reinforce messages and share information.
- Addresses a need for curriculum for limited language learners regarding puberty and development.

Overall, the panel **does not recommend** the *Health, Growth and Development* curriculum. Panel members conclude that for the stated audience this resource was too basic. The narrow focus on limited puberty topics did not provide a broad basis to promote sexual health and development and was missing important health/development information.

*Health, Growth and Development & Instructors Manual (2007)*

Assessment Criteria	Mean Score	Comments
<b>Accuracy of Information</b> - 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.	3	<ul style="list-style-type: none"> <li>▪ Accurate but very introductory and basic information on development.</li> <li>▪ Missing important information (e.g. no discussion of menstruation protection, female masturbation, and sex).</li> </ul>
<b>Focus</b> - 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	<ul style="list-style-type: none"> <li>▪ Focused on understanding developmental changes, but nothing about protection, sex, or STI's</li> </ul>
<b>Messages</b> - Delivers and consistently reinforces a clear message, e.g., states message multiple times in multiple ways.	2.9	<ul style="list-style-type: none"> <li>▪ Clear messages regarding self-care and asking for help.</li> <li>▪ Messages reinforced with pictures and quizzes.</li> </ul>
<b>Addresses Social Pressures</b> - Includes activities that address social pressures that influence sexual behavior.	2.6	<ul style="list-style-type: none"> <li>▪ Included some very basic, sometimes unclear, information on good vs. bad touch and telling or asking somebody for help.</li> <li>▪ Acknowledges that people may feel shy or embarrassed to discuss puberty concerns, but that this is also normal.</li> </ul>
<b>Communication Skills</b> - Provides examples of and practice with being assertive, using negotiation and refusal skills, making decisions, etc.	2.8	<ul style="list-style-type: none"> <li>▪ Stresses and reinforces the importance of telling someone. Although lacks an emphasis on assertiveness skills.</li> <li>▪ Quizzes include some practice. Could have used more ways to practice saying “no” and negotiation skills.</li> </ul>
<b>Teaching Methods</b> - Employs a variety of teaching methods designed to involve participants and have them personalize the information.	.9	<ul style="list-style-type: none"> <li>▪ Only employs a single teaching method. No variety. Do not know how it would be taught as a lesson plan.</li> <li>▪ Very redundant with quizzes. Depending on audience it may be suitable.</li> </ul>
<b>Appropriateness for Audience</b> - Incorporates behavioral goals, teaching methods, and materials that are appropriate to the age, sexual experience, and culture of the students (as stated by publisher.)	2.4	<ul style="list-style-type: none"> <li>▪ Audience is ill-defined. It seems like many topics are avoided and if audience is a 12<sup>th</sup> grader who simply reads at a 2nd grade, the simplicity of the material would be offensive.</li> <li>▪ Quizzes and worksheets reinforce readers using same pictures and words.</li> <li>▪ Unsure if the material is aimed at people with cognitive disabilities.</li> </ul>
<b>Multicultural Perspective</b> - This resource is most appropriate for the following audiences.		<ul style="list-style-type: none"> <li>▪ Would only use with 9-12 graders if they had disabilities.</li> <li>▪ Persons/youth with cognitive delay and disability who are pre-puberty.</li> </ul>
<b>Teacher-Friendly</b> - Is well organized with clear, thorough instructions or discussion guide. Minimal assembly or preparation time required.	2	<ul style="list-style-type: none"> <li>▪ This is a book you can open up and read, but there is no guide for discussion or follow-up.</li> <li>▪ Instructor would have to have strong sexuality education experience as well as experience working with disabilities.</li> <li>▪ Need more age-appropriate information.</li> </ul>
<b>Facilitation Skills Required</b> - How knowledgeable and skilled must the facilitator be to use this resource effectively?		<ul style="list-style-type: none"> <li>▪ Facilitator would need strong content knowledge and group skills.</li> </ul>
<b>Presentation Quality</b> - How appealing is the product (e.g. visual quality, sound quality, graphics, etc.)?	2.6	<ul style="list-style-type: none"> <li>▪ Messages, pictures and graphics not always clear.</li> </ul>
<b>Overall Recommendation</b>		<ul style="list-style-type: none"> <li>▪ <b>Recommend Highly – 0</b></li> <li>▪ <b>Recommend –1</b></li> <li>▪ <b>Reject - 9</b></li> </ul>