

## Minnesota Sexuality Education Resource Review Panel

Summary of Panel Review

Review Date: March 2008

### Michigan Model for Health, Healthy and Responsible Relationships: HIV, Other STIs and Pregnancy Prevention (2007)

Curriculum

**Target Audience:** Grades 9-12

**Cost:** \$50.00 plus shipping (non-Michigan price)

**Distributor:** Educational Materials Center

139 Combined Services Building, Central Michigan University, Mt. Pleasant, MI 48859•

1-800-214-8961•[www.emc.cmich.edu](http://www.emc.cmich.edu)

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

#### Review Summary:

The *Michigan Model for Health, Healthy and Responsible Relationships* curriculum was designed to meet Michigan's health education standards and grade level guidelines. The curriculum is abstinence-based. However, it provides three options for implementation, abstinence-only, abstinence-based with condoms as disease risk reduction, and abstinence-based with contraception, including condoms. The curriculum contains 22 lessons and a Service-Learning component.

The panel **recommends** the *Michigan Model for Health, Healthy and Responsible Relationships* curriculum for the following reasons:

- Provides mostly accurate information that builds throughout curriculum (minor inaccuracies noted).
- Consistently reinforces a strong abstinence message.
- Includes good information and activities on communication skills and social pressures.
- Incorporates a variety of interactive activities (1<sup>st</sup> half of curriculum).
- Focus on healthy relationships and sexual health messages within that larger frame.

The panel expressed the following concerns about the *Michigan Model for Health, Healthy and Responsible Relationships* curriculum:

- Missing important information on and acknowledgment of sexual violence.
- Information provided is specific to Michigan. Would require adaptation for use in another state.
- Facilitator would need to allot preparation time to read and absorb all the material provided. More appropriate for school-based setting. Relied heavily on lecture and worksheets in 2<sup>nd</sup> half of curriculum.
- Includes sex negative messages instead of promoting sexual health.
- Not "teen-friendly." Missing youth voice. "Should have engaged young people in the development."
- Information, scenarios, and examples did not include same sex relationships.
- Visually not appealing. Graphics and pictures are poor.

Overall, the panel **recommends** the *Michigan Model for Health, Healthy and Responsible Relationships* curriculum with reservations. The panel recommended or highly recommended the first half of the curriculum (lessons 1-11). However, the panel reported that the second half of the curriculum (lessons 12-22) would not engage students, contained inaccurate information, and in general, was not recommended for use with the intended audience.

**Michigan Model for Health, Healthy and Responsible Relationships: HIV, Other STIs and Pregnancy Prevention (2007)**

<b>Assessment Criteria</b>	<b>Mean Score</b>	<b>Comments</b>
<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.	3.4	<ul style="list-style-type: none"> <li>▪ No information included about abortion with regards to unplanned pregnancy options.</li> <li>▪ Suggestion of doing a condom demonstration using a fist and a tube sock is <u>NOT</u> an evaluated activity that could lead to increased knowledge and behavior changes around reducing sexual risks.</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.	4	<ul style="list-style-type: none"> <li>▪ Resource focuses on developing healthy relationships. A significant amount of time is spent focusing on intimacy and communication, love and infatuation.</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>▪ Healthy relationships are an important base for healthy sexuality.</li> <li>▪ Each lesson builds from earlier lesson, but resource has too many options/scenarios to have a clear message.</li> <li>▪ Consistently used marriage as a goal in a relationship, accessible only to heterosexual youth.</li> </ul>
<b>Addresses Social Pressures</b> - Includes activities that address social pressures that influence sexual behavior.		<ul style="list-style-type: none"> <li>▪ Good references to media&amp; other social influences. (i.e. reality dating shows, sitcoms, talked a lot about family, friends &amp; drug influences).</li> </ul>
<b>Communication Skills</b> - Provides examples of and practice with being assertive, using negotiation and refusal skills, making decisions, etc.	3.5	<ul style="list-style-type: none"> <li>▪ Discusses how to communicate not only with partner but other adults, teachers, and parents.</li> <li>▪ Part I had great communication lessons in a number of different situations. Good role-play situations &amp; different activities.</li> </ul>
<b>Teaching Methods</b> - Employs a variety of teaching methods designed to involve participants and have them personalize the information.	3.3	<ul style="list-style-type: none"> <li>▪ Utilizes a number of activities &amp; teaching methods to engage various learning styles.</li> <li>▪ Set up for teacher in schools vs. educator in field.</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.)	2.8	<ul style="list-style-type: none"> <li>▪ Appropriate for intended audience 9-12 grade.</li> <li>▪ Aspects of culture and family background are not addressed...there are not opportunities for self-reflection and values clarification around culture and family background.</li> <li>▪ Not inclusive of same sex relationships, excluded youth of color. Seems to written for administration &amp; parents only</li> </ul>
<b>Multicultural Perspective</b> - This resource is most appropriate for the following audiences.		<ul style="list-style-type: none"> <li>▪ Very general. This is not targeted at any group. Was not thoroughly inclusive, but possible adaptation could be made to address culture, class and sexual orientation issue.</li> </ul>
<b>Teacher-Friendly</b> - Is well organized with clear, thorough instructions or discussion guide. Minimal assembly or preparation time required.	3.3	<ul style="list-style-type: none"> <li>▪ Provides clear step –by – step instructions for teachers, does not require and extensive background in order to teach lesson.</li> <li>▪ Material on a CD is appreciated.</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>▪ Requires leader with moderate content knowledge and group skills</li> <li>▪ A great deal of background material is included for the facilitator to read if they have limited knowledge and group skills.</li> </ul>
<b>Presentation Quality</b> - How appealing is the product (e.g. visual quality, sound quality, graphics, etc.)?	2.4	<ul style="list-style-type: none"> <li>▪ Visually it is very dense - - needs more white space to better read the text.</li> <li>▪ Graphics were a little dated.</li> </ul>
<b>Overall Recommendation</b>		<ul style="list-style-type: none"> <li>▪ <b>Recommend Highly – 4</b></li> <li>▪ <b>Recommend - 10</b></li> <li>▪ <b>Reject –9</b></li> </ul>