

Sexual Health Education Instructional Materials Review

2019 Joint Report

11/14/2019



Washington State Department of
Health

This report contains the joint findings of the Office of Superintendent of Public Instruction (OSPI) and Department of Health (DOH) Sexual Health Education Instructional Materials Review Panel's evaluation of selected instructional materials. OSPI contracted with Relevant Strategies to coordinate the review and develop the report.



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1 Executive Summary

1.1 Introduction

This report contains the findings of the Office of Superintendent of Public Instruction (OSPI) and Department of Health (DOH) Sexual Health Education Curriculum Review Panel’s assessment of selected sexual health curricula in comparison with Washington State Health Education K–12 Academic Learning Standards, the Washington Healthy Youth Act, and the Washington AIDS Omnibus Act.

OSPI and DOH recruited a review panel consisting of health educators and clinical staff to review selected sexual health curricula to measure the degree to which each program aligned to state requirements and standards. This year, the review team evaluated six full curricula and twelve supplemental products.

Although instructional materials are a key element of effective sexual health education programs, it is important to note that **comprehensive** sexual health education programs are most successful when other factors are included. Those factors include the quality, scope and sequence of instruction over time, skill development and practice, parent/family involvement, supplemental sexual health materials, district and community resources/partnerships, and professional development for educators.

1.2 Purpose

The purpose of this report is to evaluate curricula to assess consistency with Washington state academic learning standards, the Healthy Youth Act and the AIDS Omnibus Act, and to provide information to districts about the comprehensiveness and quality of the material reviewed. This report describes the findings of OSPI/DOH review panel and assists local school districts in determining the adequacy of curricula currently being used or under consideration for use.

The [Healthy Youth Act](#)¹ (HYA) specifies that public schools that provide sexual health education must assure that it is medically and scientifically accurate, age appropriate, appropriate for students regardless of gender, race, disability status, or sexual orientation, and includes information about abstinence and other methods of preventing pregnancy and sexually transmitted diseases (STDs). Abstinence may not be taught to the exclusion of instruction on contraceptives and disease prevention. School districts that choose to offer sexual health education must comply with the HYA.

The HYA requires OSPI and DOH to identify sexual health education curricula in use by schools and to develop a list of sexual health education curricula consistent with the [2005 Guidelines for Sexual Health Information and Disease Prevention](#) (2005 Guidelines). Providing such a list does not require OSPI and DOH to rank or select curricula for districts to use. Districts that provide sexual health education are free to make their own choices involving instructional materials adoption, so long as the materials are consistent with state requirements. This report will help districts understand the

¹ [RCW 28A.300.475](#)

content that is covered in each curriculum being reviewed, and where supplementation may be necessary to ensure consistency with state requirements.

School districts using curricula that were not included in this or previous reviews may use the same set of instruments (see [SHE Instructional Materials Review Forms](#)) to assist them in conducting their own review of materials.

1.3 Review Instruments

The 2019 review used updated instruments that drew from the Washington state learning standards, state law, and the National Health Education Curriculum Analysis Tool (HECAT) to evaluate curricula.

To determine if a full or supplemental curriculum meets state requirements, the instruments evaluate the degree to which the curriculum is consistent with the 2005 Guidelines and other HYA requirements, the AIDS Omnibus Act, and state law regarding bias-free materials.

The Healthy Youth Act charges OSPI with developing a list of curricula consistent with state requirements, and the Washington Department of Health (DOH) with ensuring the curricula are medically and scientifically accurate. The AIDS Omnibus Act requires that materials address transmission and prevention of HIV/AIDs, starting in grade 5. [Washington Administrative Code 392-190-055](#) requires that the criteria used for instructional materials selection identifies and eliminates bias.

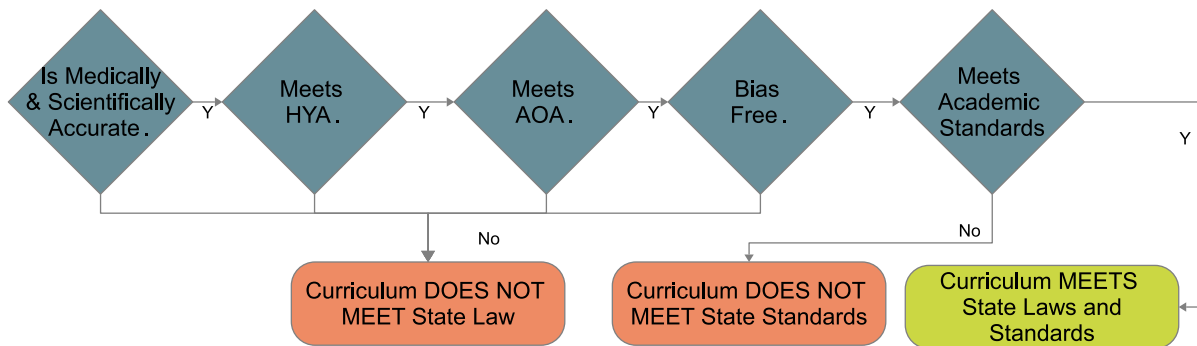


Figure 1. Flowchart showing process used to determine if curriculum meets state requirements and standards.

The full curriculum review consists of four instruments, as shown below. The instruments measure how well the curriculum meets academic learning standards (Standards 1-8), if the curriculum is medically and scientifically accurate (Accuracy), consistency with state requirements and quality of teacher and student supports (Curriculum Design), and overall reviewer rating (Overall Comments). Standard 1 covers grade-level knowledge expectations, and Standards 2-8 cover grade-level skills and practice.

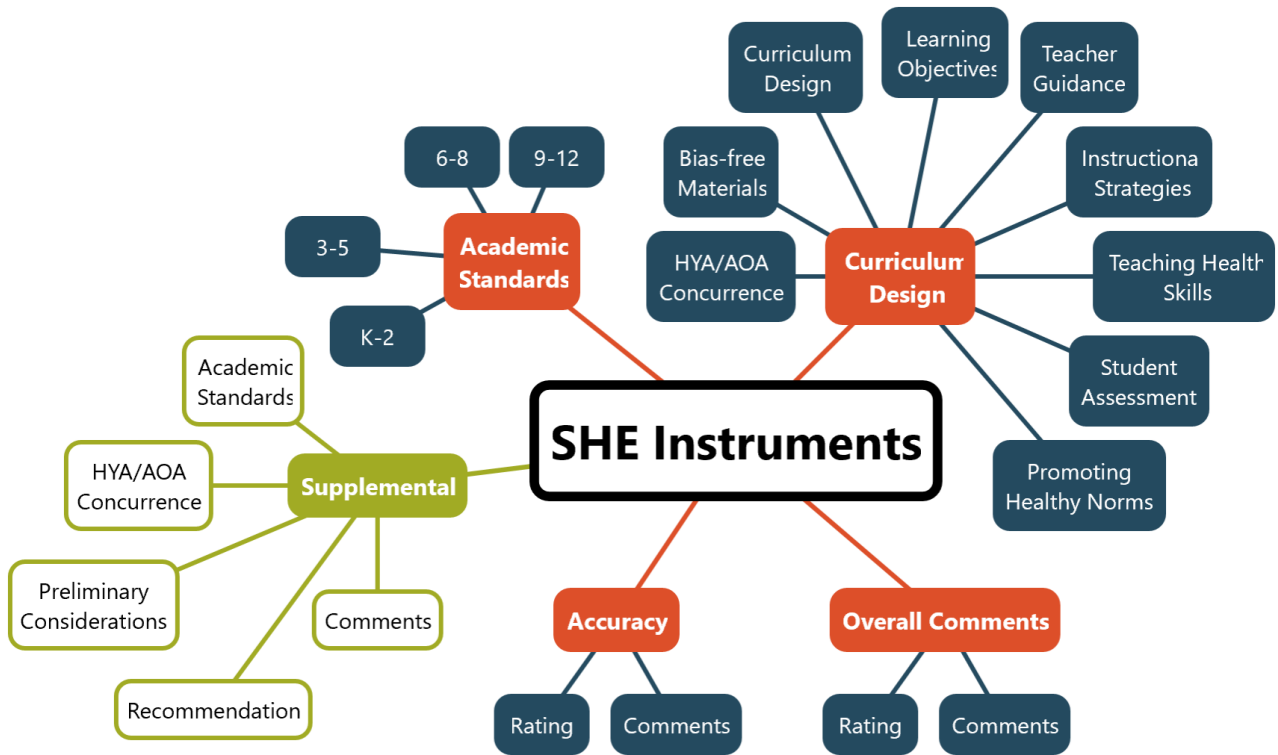


Figure 2. The sexual health education instructional materials review uses four instruments for comprehensive materials, and an abbreviated form for supplemental materials. Each instrument has one or more subscales designed to measure specific aspects of the curriculum.

Supplemental materials enrich core curricula, are typically designed to cover a single topic, and are not intended to be a substantial replacement for a full curriculum. Washington State uses an abbreviated instrument to review supplemental materials.

1.4 Findings

1.4.1 Full Curricula

A wide variety of instructional materials exists for elementary, middle, and high school sexual health education. Six full curricula were reviewed.

Overall Sentiment

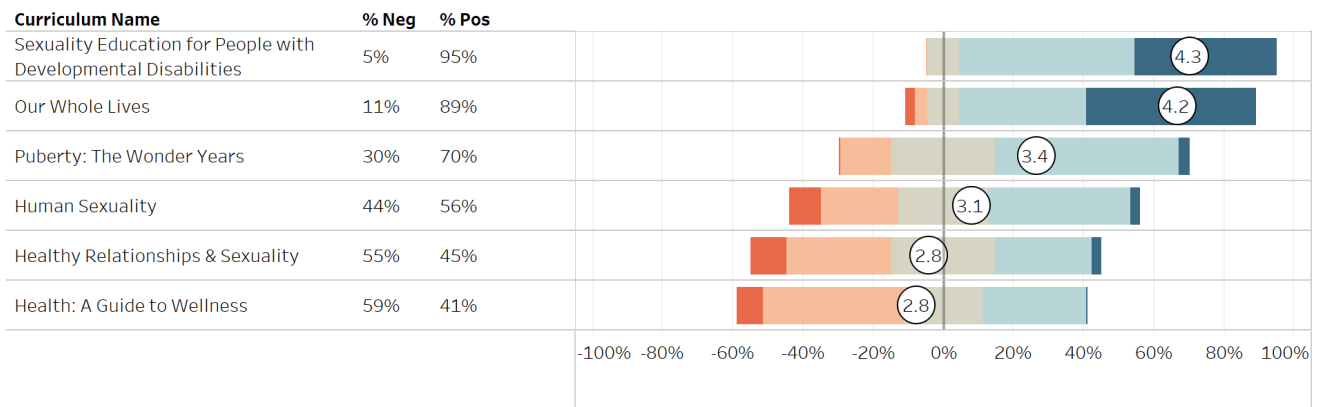


Figure 3. Overall sentiment ratings for all scales for full curricula.

The title *Sexuality Education for People with Developmental Disabilities* ranked very high among reviewers, with a 95% positive rating² for all Likert evaluation ratings. *Our Whole Lives* also received a very high ranking overall.

Two titles, *Healthy Relationships & Sexuality*, and *Health: A Guide to Wellness* received lower ratings, with a 45% and 41% positive rating respectively.

Health: A Guide to Wellness was last published in 2003. It was reviewed because many school districts report they are still using this title. Reviewers reported that the content is very outdated, is not inclusive, and is heavily weighted toward abstinence rather than using a more comprehensive approach. Significant supplementation would be necessary to develop an inclusive, comprehensive curriculum.

Healthy Relationships & Sexuality received a lower rating because it was limited to more of an abstinence-only approach and lacked rigorous content to fully cover Washington health education academic learning standards. Some reviewers reported it was oversimplified.

1.4.2 Supplemental Materials

Reviewers evaluated twelve supplemental materials. Most of the materials received an overall positive rating from reviewers. *One Love*, *Native Voices*, *Understanding Gender*, and *Unequal Partners* all received a 90% or higher positive rating, as shown in *Figure 4*.

² Likert responses include Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree. The percent of positive ratings is calculated by adding all the Agree and Strongly Agree responses, along with half of the neutral responses and dividing by the total number of responses. Similarly, the percent of negative ratings is calculated using all the Strongly Disagree, Disagree, and half the neutral responses.

Overall Sentiment

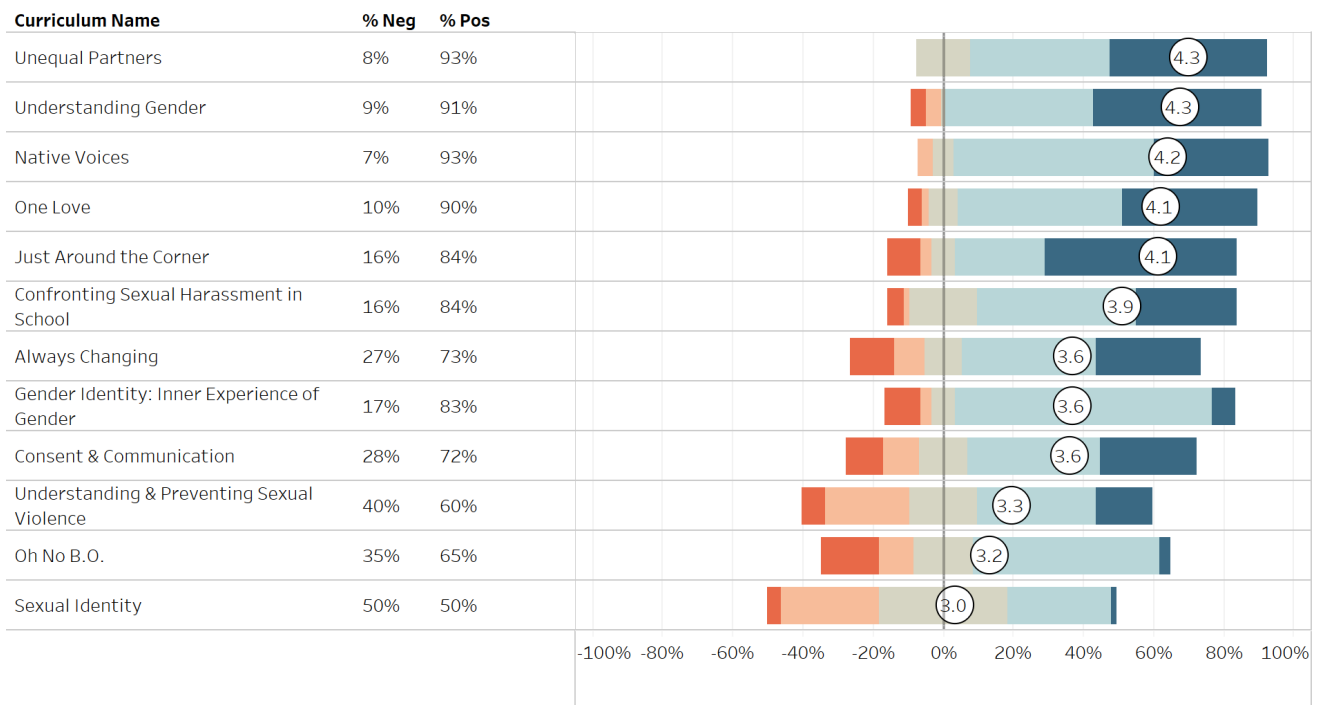


Figure 4. Overall sentiment ratings for supplemental materials.

Most of the supplemental products reviewed can be used effectively within classroom settings. Some may require pre-screening or additional supports to meet the needs of all students. For example, *Understanding and Preventing Sexual Violence* received mixed reviews related to the graphic depiction of violence in relationships. Some reviewers felt it was not trauma-informed and that students who have experience sexual violence or bullying may be retraumatized. In all cases, educators should preview the content and reflect on the fit for their students.

1.5 Other Relevant Considerations

Research on effective sexual health education programs suggests those that focus on skills, attitudes, and beliefs are more likely to affect behavior than those that focus heavily on facts. Use of research-proven programs should be encouraged because they are more likely to result in healthy decisions and healthy outcomes.

According to Douglas Kirby, Ph.D., in *Emerging Answers: Research Findings on Programs to Reduce Teen Pregnancy and Sexually Transmitted Diseases*, (2007, p. 131) there are several common content elements of effective sexuality education programs.

1. Focused on clear health goals—the prevention of STD/HIV, pregnancy, or both.
2. Focused narrowly on specific types of behavior leading to these health goals (e.g., abstaining from sex or using condoms or other contraceptives), gave clear messages about these types of behavior, and addressed situations that might lead to them and how to avoid them.

3. Addressed sexual psychosocial risk and protective factors that affect sexual behavior (e.g., knowledge, perceived risks, values, attitudes, perceived norms, and self-efficacy) and changed them.
4. Created a safe social environment for young people to participate.
5. Included multiple activities to change each of the targeted risk and protective factors.
6. Employed instructionally sound teaching methods that actively involved participants, that helped them personalize the information, and that were designed to change the targeted risk and protective factors.
7. Employed activities, instructional methods, and behavioral messages that were appropriate to the teens' culture, developmental age, and sexual experience.
8. Covered topics in a logical sequence.

2 Review Process

2.1 Overview

The sexual health education curriculum review process was modeled after other curriculum review projects conducted by OSPI. Educators and clinicians with expertise in health education and sexual health education were recruited to review the submissions through a statewide application process. Twenty-one reviewers participated in the curriculum review, including seven representatives from Department of Health who focused on the medical and scientific accuracy assessment.

The review panel received training in the process for rating programs based on the Washington state sexual health review instruments. Reviewers spent an average of three to four hours per full curriculum evaluating the material. A minimum of four reviews were completed for each product to allow for a sufficient sample size.

Districts may choose to review material on their own, using the Washington state sexual health [review instruments](#). Materials must be reviewed for medical accuracy in accordance with state laws.

2.2 Identification of Programs

The review included curricula currently used in Washington schools as reported in the 2018 School Health Profiles Survey. Several were brought to OSPI's attention by Washington educators, and OSPI staff sought materials that would fill gaps identified by schools (e.g. materials for students in Special Education Programs and materials addressing sexual violence prevention). Publishers were asked to submit texts and other curriculum materials to the HIV and Sexual Health Education program for inclusion in the review. In some cases, the curriculum was acquired directly. Curricula included in the last three reviews that have not been updated substantially or are not in wide use were not included in this review.

Programs selected for review included only those intended for use in a school setting for grades K-12 and available from publishers for school districts. Many programs exist that are intended for use only in community-based settings. Because the HYA applies to programs in Washington public schools, the review was limited to those materials. With the resources available, and the timeline to complete the review, not every single program that is available could be included. For locally developed programs, and others that were not included in the review, districts will be able to use the Washington state sexual health review instruments to assist them in determining consistency with state academic learning standards and laws.

2.3 Reviewer Training

All reviewers participated in a half-day training before reviewing and rating any of the curricula. The training covered the following topics.

- Understanding the purpose of the review and the OSPI/DOH collaboration
- Review instrument development and background
- Using the review instruments

3 Data Analysis Approach

The purpose of this section is to describe the survey design, data collection, and analysis approach for the curriculum review.

3.1 Instrument and Data Description

The Washington state sexual health review instruments are described below:

- **Accuracy Analysis** identifies any medical or scientific errors, including errors of omission, which were found in the text. It identifies the degree of difficulty to correct the error, what needs to be done to correct the error (from the perspective of the teacher and school, not the publisher), and identifies whether the error is deemed costly to correct. This instrument has been used for the last three sexual health instructional materials reviews, and is from the Centers for Disease Control’s Health Education Curriculum Analysis Tool (HECAT).
- **Curriculum Design** contains several subscales, and measures consistency with state requirements (HYA, AOA, bias-free materials) and the instructional supports provided to help the teacher successfully teach using the materials.
- **Health Education Standards 1-8** evaluates overall alignment with Washington health education academic learning standards using grade-level outcomes. Each grade range has different outcomes to ensure age-appropriateness.
- The **Overall Comments** measures the reviewer’s recommendation about the quality of the curriculum. This instrument also has a place for the reviewer to express their overall comments about the curriculum.
- The **Supplemental Evaluation Form** is a short version of the full set of instruments. It measures consistency with state requirements, subject areas that are covered, and reviewer recommendations.

3.1.1 Accuracy Analysis

The Accuracy Analysis score definitions are shown below. This instrument is used to measure medical and scientific accuracy.

- 4 = No corrections are necessary.
- 3 = A few minor errors or problems are evident, but they are easy to correct.
- 2 = Many minor errors or problems are evident, but they are easy to correct.
- 1 = Major errors and problems are evident, and one would be difficult or costly to correct.
- 0 = Major errors and problems are evident, and more than one would be difficult or costly to correct.

In order to determine a score for accuracy, the reviewers listed errors of fact, omission or bias, and determined if each error would be very difficult, difficult, easy or very easy for an educator to correct. For example, many curricula do not contain up-to-date information on the HPV vaccine. This is an example of an error of omission that is easy or very easy to fix.

In contrast, material that is consistently inaccurate, overstates risks, uses outdated research or data, does not use anatomically correct names, potentially causes harm, or misrepresents other aspects of sexual health would be difficult or costly to correct.

3.1.2 Curriculum Design

The nine scales used in the Curriculum Design instrument measure aspects of the overall design and the tools available for successful delivery of the materials in the classroom. This instrument is adapted from the CDC’s HECAT. The scales include:

- WA Healthy Youth and AIDS Omnibus Act Concurrence
- Bias-free Materials
- Curriculum Design
- Learning Objectives
- Teacher Guidance and Preparation
- Instructional Strategies and Materials
- Teaching Health Skills
- Student Assessment
- Promoting Healthy Norms

The HECAT provides another scale, Continuity and Uniformity of Comprehensive Health Education Curriculum. OSPI did not use this scale, because the scope of the review related to sexual health education only.

Each sub-scale in the Curriculum Design instrument contains 3 to 5 individual items. All items use a Likert scale.

- 5 = Strongly Agree
- 4 = Agree
- 3 = Neutral
- 2 = Disagree
- 1 = Strongly Disagree

3.1.3 Sexual Health Education Module

The Sexual Health Education Module measures eight content-related standards.

Standard 1: Core Concepts	Students will comprehend concepts related to health promotion and disease prevention
Standard 2: Analyzing Influences	Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Standard 3: Accessing Information	Students will demonstrate the ability to access valid information and products and services to enhance health.
Standard 4: Interpersonal Communication	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
Standard 5: Decision-Making	Students will demonstrate the ability to use decision-making skills to enhance health.
Standard 6: Goal-Setting	Students will demonstrate the ability to use goal-setting skills to enhance health.
Standard 7: Self-Management	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
Standard 8: Advocacy	Students will demonstrate the ability to advocate for personal, family, and community health.

Reviewers rate each standard using the same Likert scale used in the Curriculum Design rubric.

3.1.4 Overall Comments

The Overall Comments instrument measures the opinion of the reviewer regarding the quality of the materials. The three questions evaluate the program and instructional design, curriculum content and learning activities, and an overall evaluation. This scale uses the standard Likert scale described earlier.

No analysis was done on the narrative comments provided by the reviewers. Aside from formatting and minor grammatical editing, the comments can be seen along with the individual program results on the OSPI website, [SHE Instructional Materials Review Reports and Tools](#).

4 Comprehensive Review Results

Six comprehensive curricula were reviewed in this cycle. The products are shown below. The legacy products were reviewed because they are still in use in some Washington state school districts.

Table 1. Comprehensive curricula reviewed during the 2019 review.

Publisher	Curriculum Title	Year Published	Grade
Glencoe	Health: A Guide to Wellness	2003	9-12
Glencoe	Healthy Relationships & Sexuality	2014	6-8
Glencoe	Human Sexuality	2009	9-12
Unitarian Universalist Church	Our Whole Lives	2014	7-9
Puberty Curriculum	Puberty: the wonder years	2017	4-6
Elevatus Training	Sexuality Education for People with Developmental Disabilities	2018	9-12

4.1 Academic Standards

The following section shows overall results for the comprehensive products reviewed in 2019. Additional individual detail for specific products can be seen on the OSPI website.

Sentiment Detail: Health Ed Standards

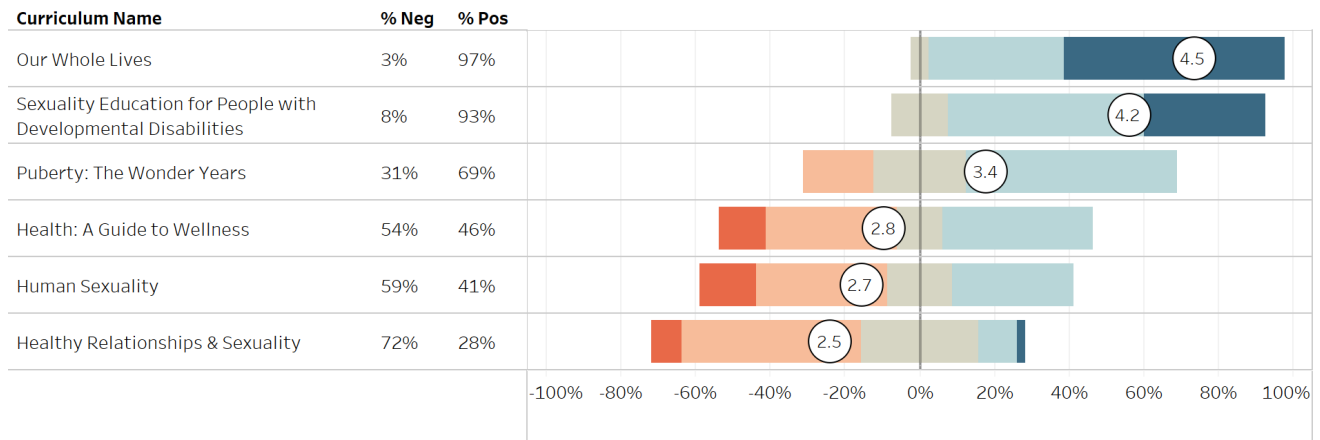


Figure 5. Product comparison for academic rubrics (Standards 1-8).

The following heat map shows the degree of alignment with Washington state academic learning standards and outcomes. Some standards do not have explicit grade-level outcomes for certain grades. If reviewers found evidence that a standard was addressed, they provided a rating.

Academic Learning Standards

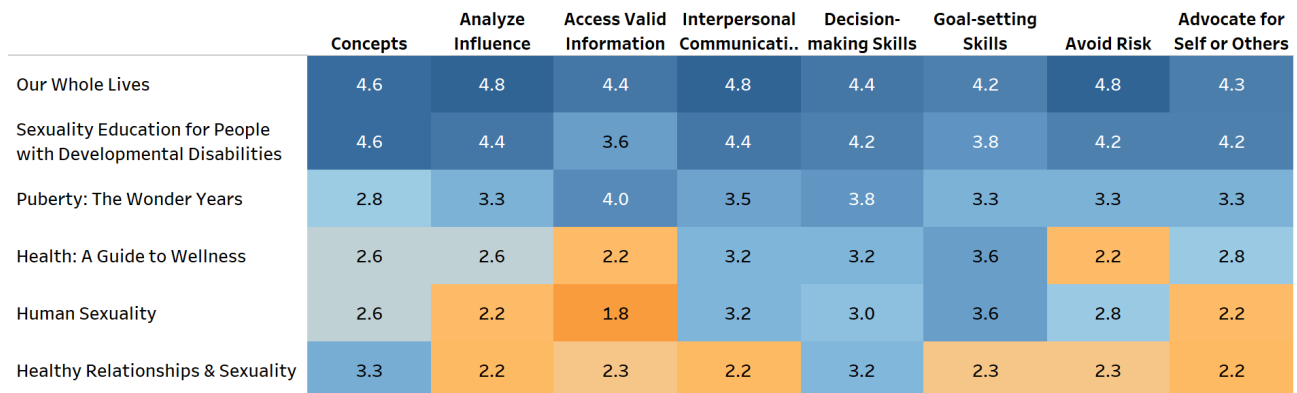


Figure 6. Heat map showing how well reviewers felt the materials addressed Washington state health education academic learning standards.

This heat map can help teachers understand where supplementation may be needed to address a particular standard. For example, most reviewers felt that *Human Sexuality* did not adequately address Standard 3, Accessing Valid Information. Educators using this product should consider finding supplemental material to address the standard.

4.2 Curriculum Design

Curriculum Design has multiple subscales. Detailed results are shown below. The two strongest titles were *Sexuality Education for People with Developmental Disabilities* and *Our Whole Lives*.

Curriculum Design

	Sexuality Education for People with Developmental Disabilities	Our Whole Lives	Puberty: The Wonder Years	Human Sexuality	Healthy Relationships & Sexuality	Health: A Guide to Wellness
HYA/AOA	4.3	4.3	2.8	3.8	3.8	3.2
Bias-free Materials	4.3	4.6	2.9	2.3	3.1	2.5
Curriculum Design	4.0	3.3	3.3	3.3	3.0	2.5
Learning Objectives	4.7	4.7	3.8	3.4	2.4	3.0
Teacher Guidance	4.7	4.4	4.0	3.1	2.4	2.5
Instructional Strategies	4.4	4.1	3.7	3.1	2.9	2.9
Teaching Health Skills	4.4	4.5	3.8	3.2	2.7	2.8
Student Assessment	3.9	3.4	3.4	3.2	2.8	2.9
Promoting Healthy Norms	4.2	4.4	3.9	3.3	2.9	3.2

Figure 7. Heat map showing average ratings for curriculum design subscales for all full curricula.

4.3 Medical and Scientific Accuracy

The Accuracy Analysis tool was used by the Washington Department of Health to evaluate medical and scientific accuracy. Two independent reviewers assessed each full curriculum for medical and scientific accuracy and provided comments related to their review.

Accuracy Analysis Coding:

- 4 = No corrections are necessary.
- 3 = A few minor errors or problems are evident, but they are easy to correct.
- 2 = Many minor errors or problems are evident, but they are easy to correct.
- 1 = Major errors and problems are evident, and one would be difficult or costly to correct.
- 0 = Major errors and problems are evident, and more than one would be difficult or costly to correct.

Four of the five full curricula were deemed to be medically and scientifically accurate. A rating of 4 indicates that no corrections are necessary. A couple of the programs, *Sexuality Education for People with Disabilities* and *Our Whole Lives*, received a rating of 3, which indicated that a few minor errors or problems are evident, but they are easy to correct.

Two titles, *Human Sexuality* and *Healthy Relationships and Sexuality* received an average rating of 2.0, which means that many minor errors or problems are evident, but they are easy to correct.

Reviewers noted that *Healthy Relationships and Sexuality* had some stigmatizing language that is no longer used. For example, there is a section entitled “Developing Good Character” which suggests that if a person has HIV, the person doesn’t care about themselves or doesn’t have good character. The reviewer felt this has the potential to cause mental or emotional harm to a person with HIV. In

addition, there is no information about PrEP or PEP as HIV prevention methods, which would be considered an error of omission.

Human Sexuality has outdated information on Hepatitis C, which is now curable, HIV stages, cervical cancer screening, miscarriage rates, and no mention of anti-retroviral medications to treat HIV.

Health: A Guide to Wellness was published in 2003. The DOH reviewers noted numerous outdated statistics, outdated information, and lack of critical information related to current sexual health education content and delivery. They rated the title as 1: Major errors and problems are evident, and one would be difficult or costly to correct. This rating effectively makes the title inconsistent with the Healthy Youth Act which requires materials to be medically and scientifically accurate.

Accuracy Analysis - Full

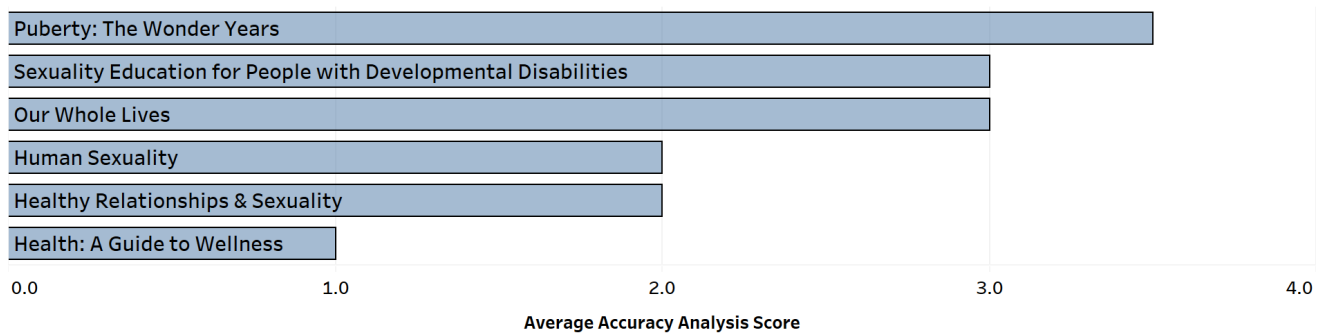


Figure 8. Accuracy analysis average score from Department of Health reviewers. All full curricula were reviewed by two independent reviewers.

4.4 Consistency with State Requirements

OSPI reviewers assessed each title’s consistency with state requirements at a high level. They did not perform an in-depth analysis of medical and scientific accuracy, which was the responsibility of clinical staff at the Department of Health. This scale included questions about high-level medical and scientific accuracy (from a non-clinical perspective), age and developmental appropriateness, comprehensive inclusion of abstinence and other forms of preventing unintended pregnancy, and HIV/AIDS prevention.

Puberty: The Wonder Years failed to adequately address HIV/AIDS. It emphasized abstinence strongly and did not adequately address prevention which accounts for its lower score on this scale.

Sentiment Detail: HYA/AOA

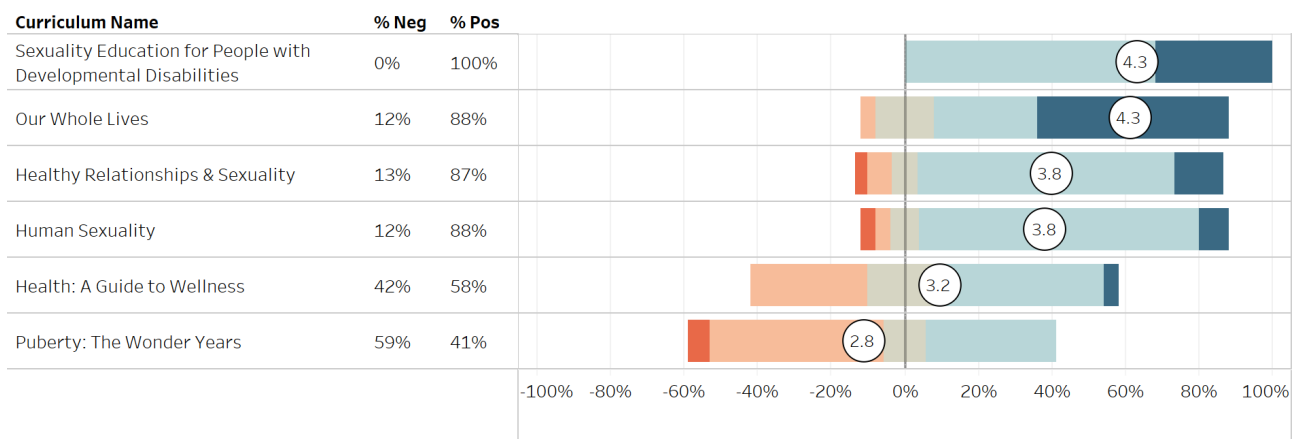


Figure 9. Consistency with Washington state requirements for the Healthy Youth Act and the AIDS Omnibus Act.

Two of the full curricula were rated strongly by reviewers as inclusive and bias-free. Most of the rest lacked inclusivity, either related to race, ethnicity, or sexual orientation; or failed to address gender diversity.

Sentiment Detail: Bias-free Materials

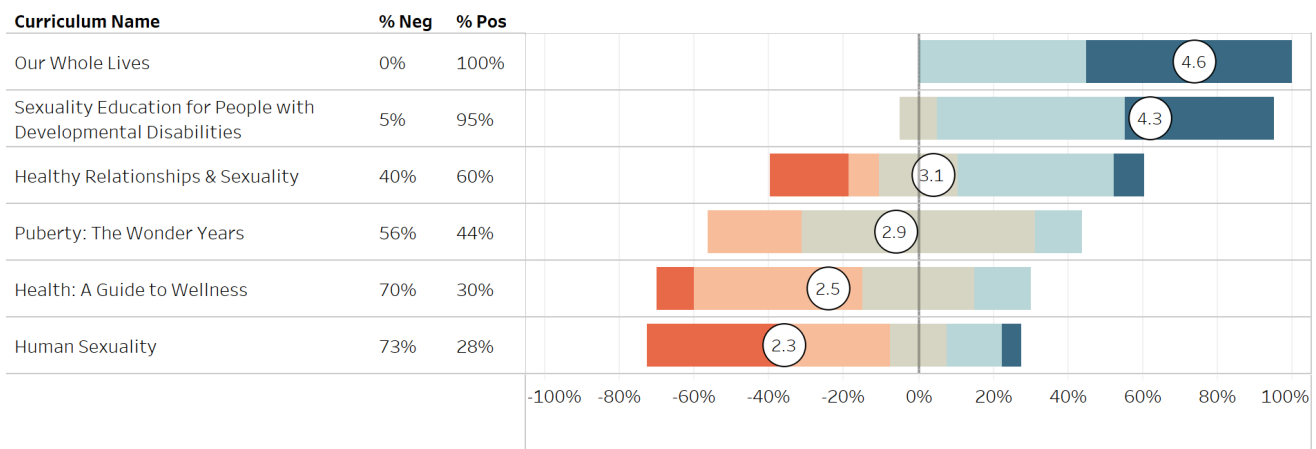


Figure 10. Degree to which materials are inclusive and bias-free.

4.5 Reviewer Opinion

Reviewer opinions were very positive for *Our Whole Lives* and *Sexuality Education for People with Developmental Disabilities*, as shown in the following chart.

Sentiment Detail: Reviewer Recommendation

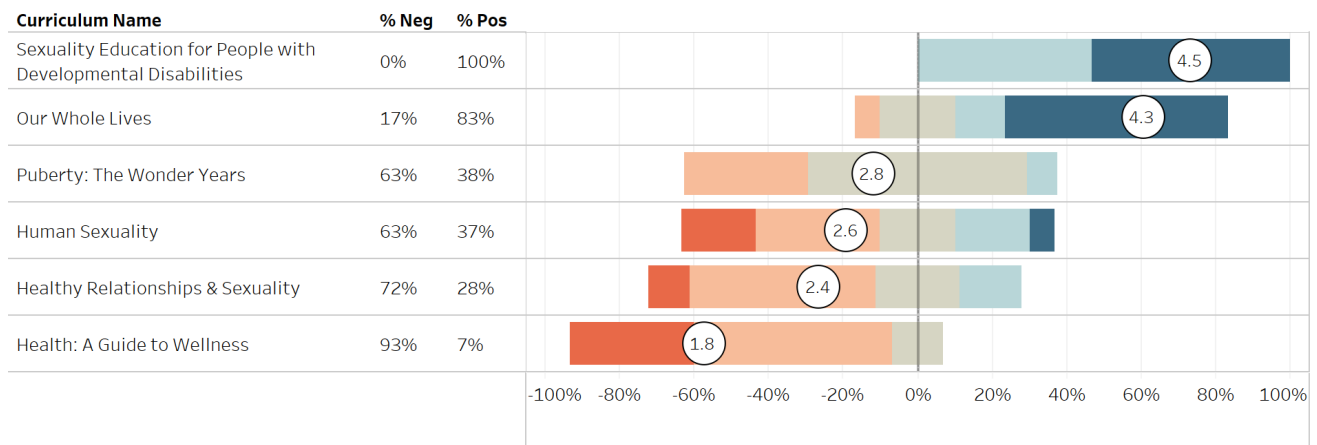


Figure 11. Reviewer opinion for full curricula.

5 Supplemental Results

In addition to the comprehensive programs listed above, the 2019 Review Team examined twelve supplemental materials. The results from their supplemental review are shown below.

Supplemental materials are typically a single unit or topic, and often do not have the range of instructional supports found in a comprehensive curriculum.

Reviewers used an evaluation tool that was based upon the Washington Sexual Health Education curriculum review instruments. It contained abbreviated rubrics for:

- Primary Subject Areas Covered
- Washington Health Education Standards
- Healthy Youth Act and AIDS Omnibus Act Concurrence
- Preliminary Considerations
- Recommendations and Comments

Table 2. Supplemental products reviewed.

Publisher	Title	Grade Level
Proctor & Gamble	Always Changing	5-6
Human Relations Media	Confronting Sexual Harassment in School	MS, HS
Marsh Media	Just Around the Corner	4-6
Healthy Native Youth	Native Voices	HS
One Love	One Love	MS, HS
Human Relations Media	Sexual Identity	MS, HS
Human Relations Media	Understanding and Preventing Sexual Violence	MS, HS
Human Relations Media	Understanding Gender	MS, HS
Center for Sex Education	Unequal Partners	MS, HS
Amaze (Advocates for Youth)	Oh No B.O.	MS
Amaze (Advocates for Youth)	Gender Identity: Inner Experience of Gender	MS, HS
Amaze (Advocates for Youth)	Consent & Communication	MS

5.1 Overall Supplemental Results

Most of the supplemental materials reviewed in the 2019 cycle were high quality, subject-specific products. Reviewers commented on how well most videos would be received by a middle or high school audience. The supplemental products addressed challenging topics directly and with ease, and educators may find many of them valuable additions to their health education programs.

Overall Sentiment

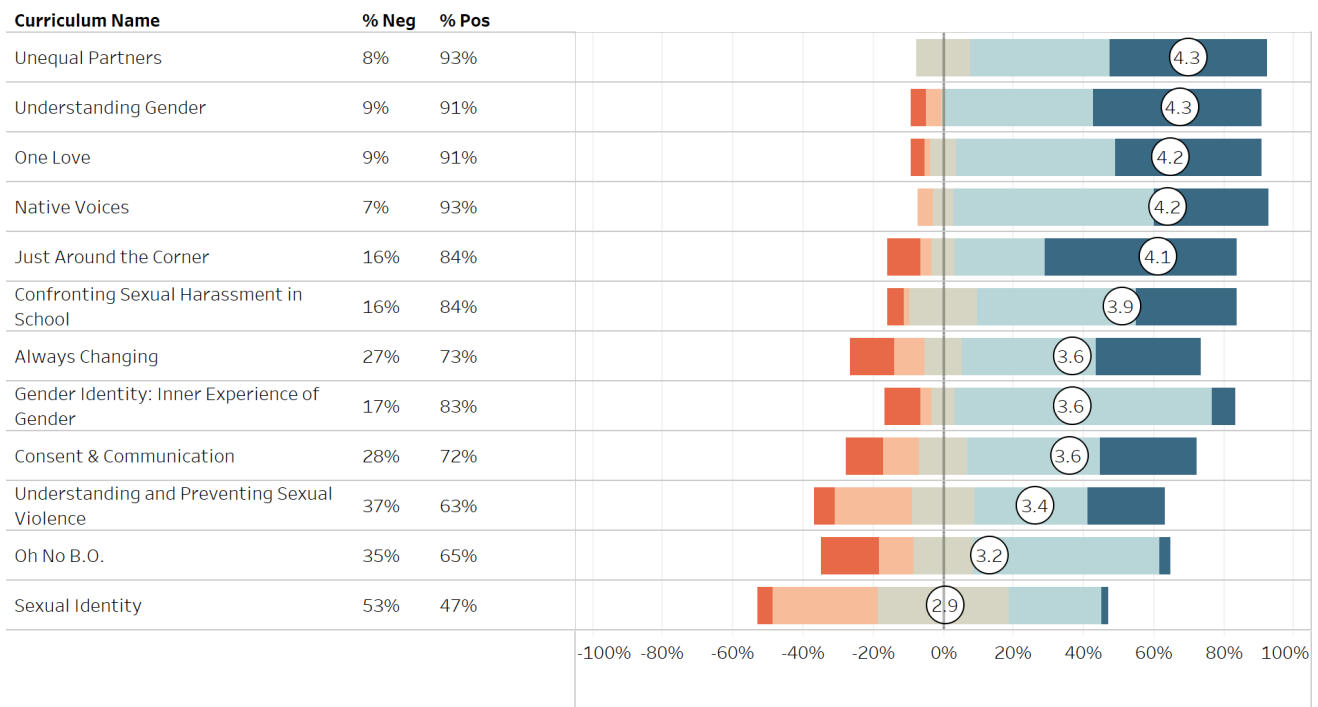


Figure 12. Average ratings by all OSPI reviewers.

Unequal Partners, *Understanding Gender*, *One Love*, and *Native Voices* received strong positive ratings from reviewers. Their comments indicated that the material is engaging, they would use the title in their classrooms, and that the content meets or exceeds expectations.

Most other videos were well received. *Just Around the Corner*, *Confronting Sexual Harassment in School*, *Always Changing*, *Gender Identity*, and *Consent and Communication* received an overall positive rating between 72% to 84% for all items on all scales (excluding DOH Accuracy Analysis, described below).

Understanding & Preventing Sexual Violence had mixed reviews. There were concerns about the approach to addressing sexual violence and the potential for retraumatizing people who experienced sexual violence or bullying. The video lacked positive examples of relationships, and used a fear-based, overly dramatic approach to the content. In addition, this title received a lower average rating for medical and scientific accuracy, which is discussed in more detail in the Accuracy Analysis section.

Oh No B.O. is a 2.5-minute video that uses music and over-the-top acting to address one small part of puberty – body odor and the need for hygiene. Reviewers felt that most other videos by this publisher (Amaze) are excellent, but this one was inadequate in terms of content and production quality.

The video *Sexual Identity* received lower ratings overall. This video seemed to be an early attempt to address sexual identity, and several identity concepts were conflated in a somewhat disorganized

way. Gender identity was intertwined in a confusing way with sexual orientation. HIV and STDs were included, but not explained well. The video had what several reviewers described as a heteronormative approach.

5.2 Subject Areas Covered

Figure 12 shows the subject areas addressed by each of the supplemental products. It is important to note that while this table shows which subject areas are addressed, it does not show how well the subject areas were covered.

Curriculum Name	Primary Subject Area					
	Anatomy & Physiology, Reproduction, and Pregnancy	Growth & Development/ Puberty	Healthy Relationships	Prevention	Self-Identity	Washington State Laws
Always Changing	0%	100%	0%	0%	0%	0%
Confronting Sexual Harassment in School	0%	0%	100%	0%	13%	25%
Consent & Communication	0%	0%	75%	0%	0%	50%
Gender Identity: Inner Experience of Gender	0%	25%	0%	0%	100%	0%
Just Around the Corner	75%	100%	0%	0%	0%	0%
Native Voices	0%	20%	60%	100%	60%	0%
Oh No B.O.	25%	100%	0%	0%	0%	0%
One Love	0%	0%	100%	0%	0%	0%
Sexual Identity	0%	7%	29%	14%	100%	0%
Understanding and Preventing Sexual Violence	0%	11%	100%	0%	44%	0%
Understanding Gender	8%	33%	33%	0%	100%	0%
Unequal Partners	0%	0%	100%	0%	0%	20%

Figure 13. Percent of reviewers who indicated the subject area was covered for a title.

5.3 Health Education Standards Covered

Figure 13 shows the percent of reviewers who indicated the health education standard was covered in the supplemental product. Most supplemental materials addressed Concepts, Analyzing Influences, Interpersonal Communication, and Advocating for Self/Others. Notably, only two titles, *Native Voices* and *Unequal Partners* addressed Goal-Setting according to the reviewers.

Curriculum Name	Health Ed Standard							
	Standard 1: Concepts	Standard 2: Analyze Influences	Standard 3: Access Valid Information	Standard 4: Interpersonal Communication	Standard 5: Decision- Making	Standard 6: Goal-Setting	Standard 7: Health- Enhancing Be..	Standard 8: Advocate for Self & Others
Always Changing	80%	20%	40%	40%	20%	0%	20%	20%
Confronting Sexual Harassment in School	38%	63%	0%	75%	0%	0%	13%	88%
Consent & Communication	50%	0%	0%	100%	25%	0%	0%	25%
Gender Identity: Inner Experience of Gender	75%	25%	0%	0%	0%	0%	0%	50%
Just Around the Corner	50%	0%	25%	25%	25%	0%	50%	0%
Native Voices	100%	40%	60%	100%	80%	20%	100%	40%
Oh No B.O.	75%	0%	0%	0%	0%	0%	0%	0%
One Love	50%	88%	0%	100%	50%	0%	38%	38%
Sexual Identity	64%	50%	0%	50%	29%	0%	36%	50%
Understanding and Preventing Sexual Violence	33%	56%	0%	67%	33%	0%	22%	67%
Understanding Gender	50%	75%	8%	33%	25%	0%	8%	75%
Unequal Partners	0%	60%	20%	100%	100%	60%	80%	40%

Figure 14. Percent of reviewers who felt a health education standard was covered for a title.

5.4 Consistency with State Requirements

The supplemental evaluation instrument used the same scales for Healthy Youth Act and AIDS Omnibus Act consistency as the full curriculum review. It is important to note that by definition, supplemental products do not cover all topics within a comprehensive sexual health education program. Thus, the chart below shows results for two universal items: Materials are medically and scientifically accurate; and Materials are age- and developmentally appropriate. The other items are not a fair comparison of supplemental products that may or may not cover topics such as prevention. See the individual results on the OSPI Sexual Health Education Instructional Materials Review web page for specific information about supplemental products.

See the Accuracy Analysis section for more information related to medical accuracy.

Sentiment Detail: HYA/AOA

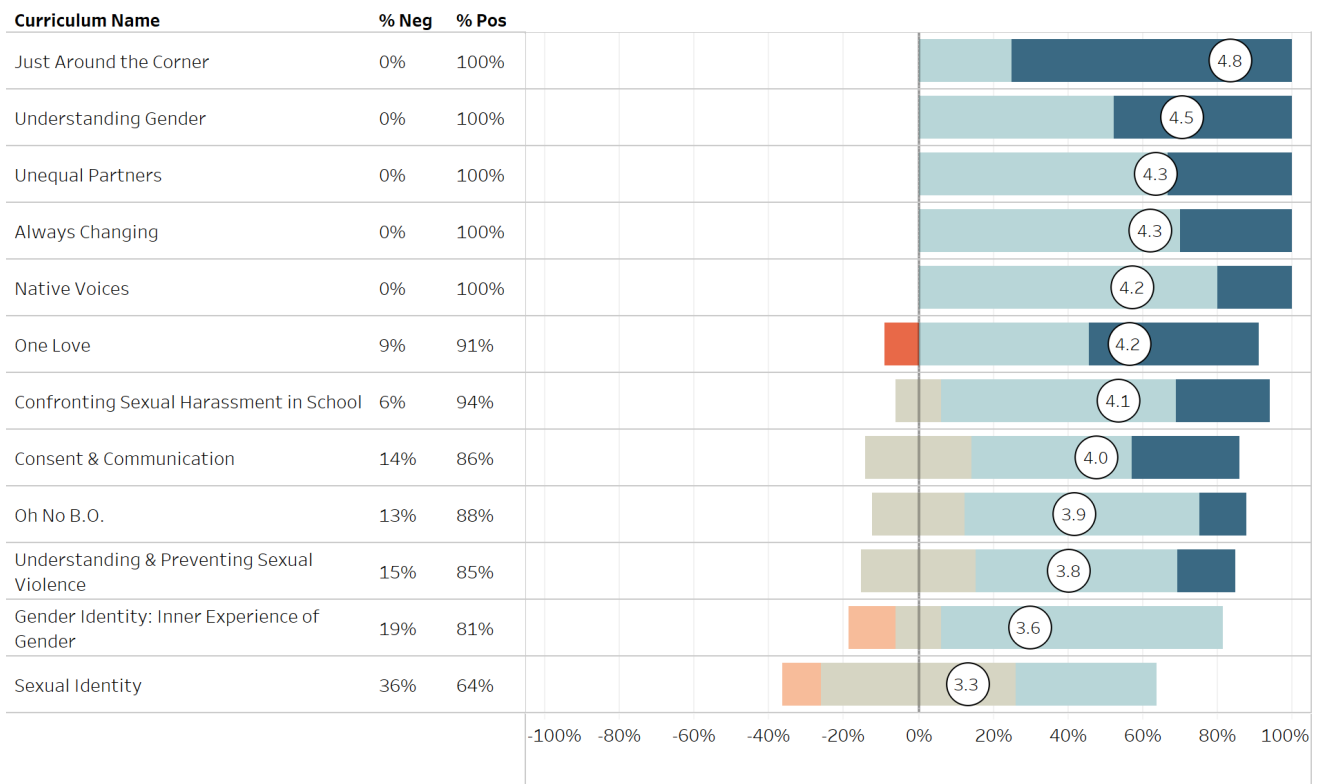


Figure 15. Results for supplemental products for consistency with state requirements related to the Healthy Youth Act and the AIDS Omnibus Act.³

5.5 Preliminary Considerations

The Preliminary Curriculum Considerations contain two items, Acceptability and Instructional Supports. Both items are shown separately in this section.

Acceptability Analysis addresses whether the material is appropriate for all students in the intended audience (inclusive), is free from bias and stereotypes, avoids promoting specific values, and is consistent with state statutes.

Instructional Supports addresses whether learning objects, teacher guidance, and student assessments are included.

³ This chart shows the results of two items within the HYA and AOA scale – medical and scientific accuracy and age-/developmental appropriateness.

Sentiment Detail: Preliminary Considerations (Appropriate for all/Inclusive)

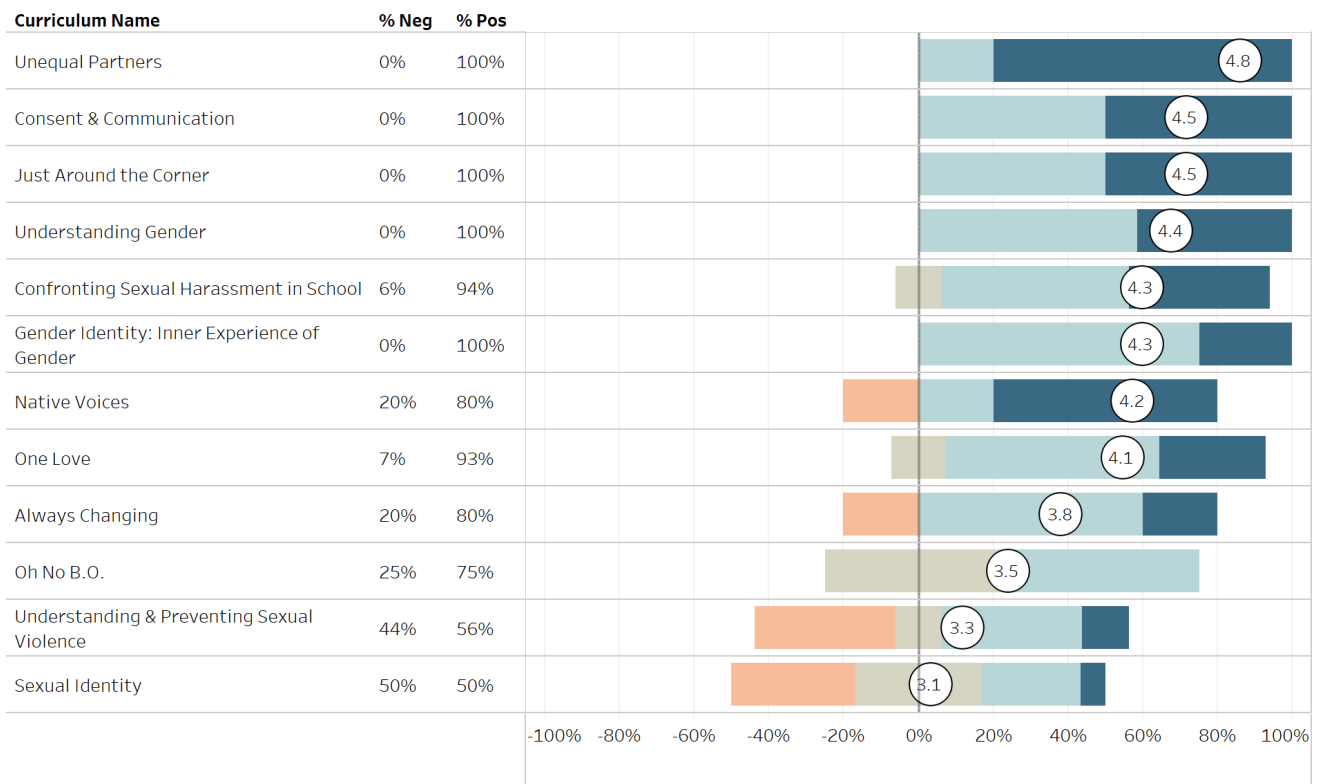


Figure 16. Acceptability analysis results for supplemental materials.

Sentiment Detail: Preliminary Considerations (Instructional Supports Included)

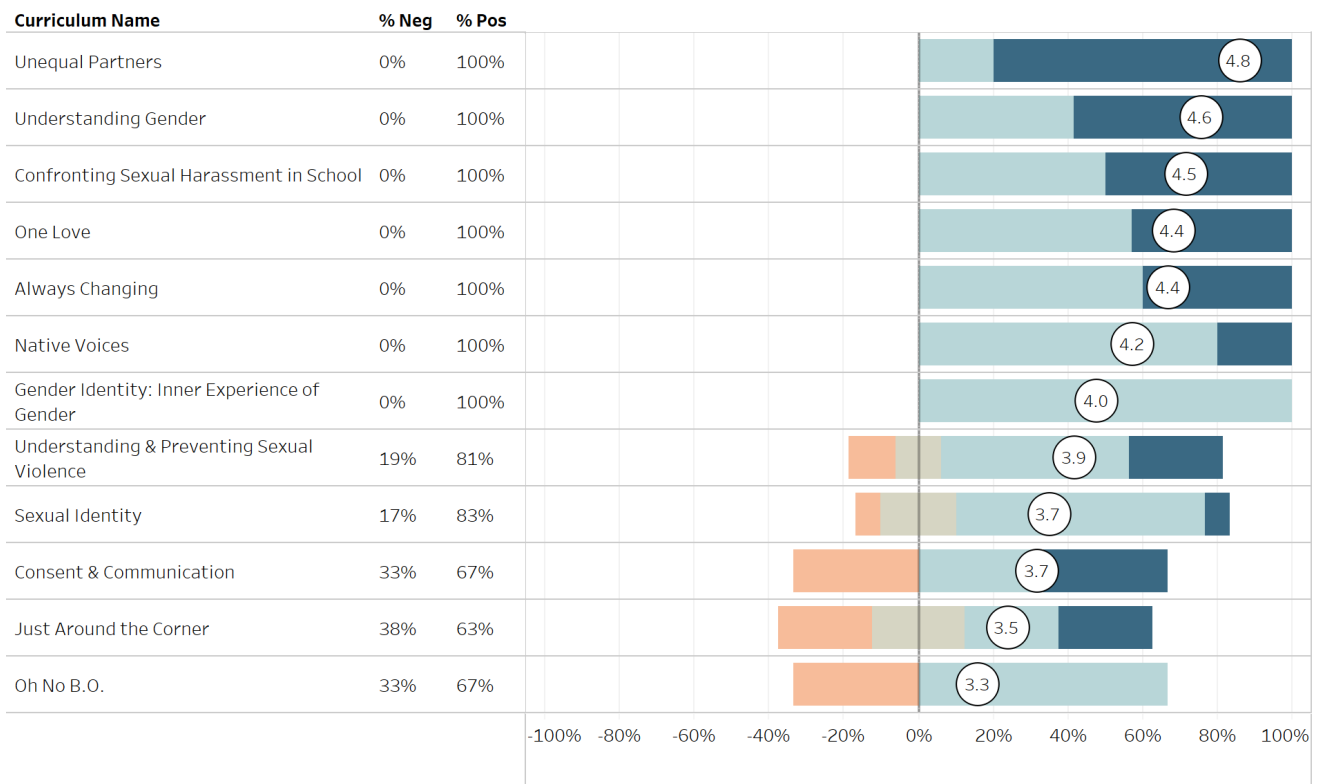


Figure 17. Degree to which instructional supports are included.

5.6 Reviewer Recommendations

Reviewers rated the supplemental materials on three items related to their overall opinion of the product.

Sentiment Detail: Reviewer Recommendation

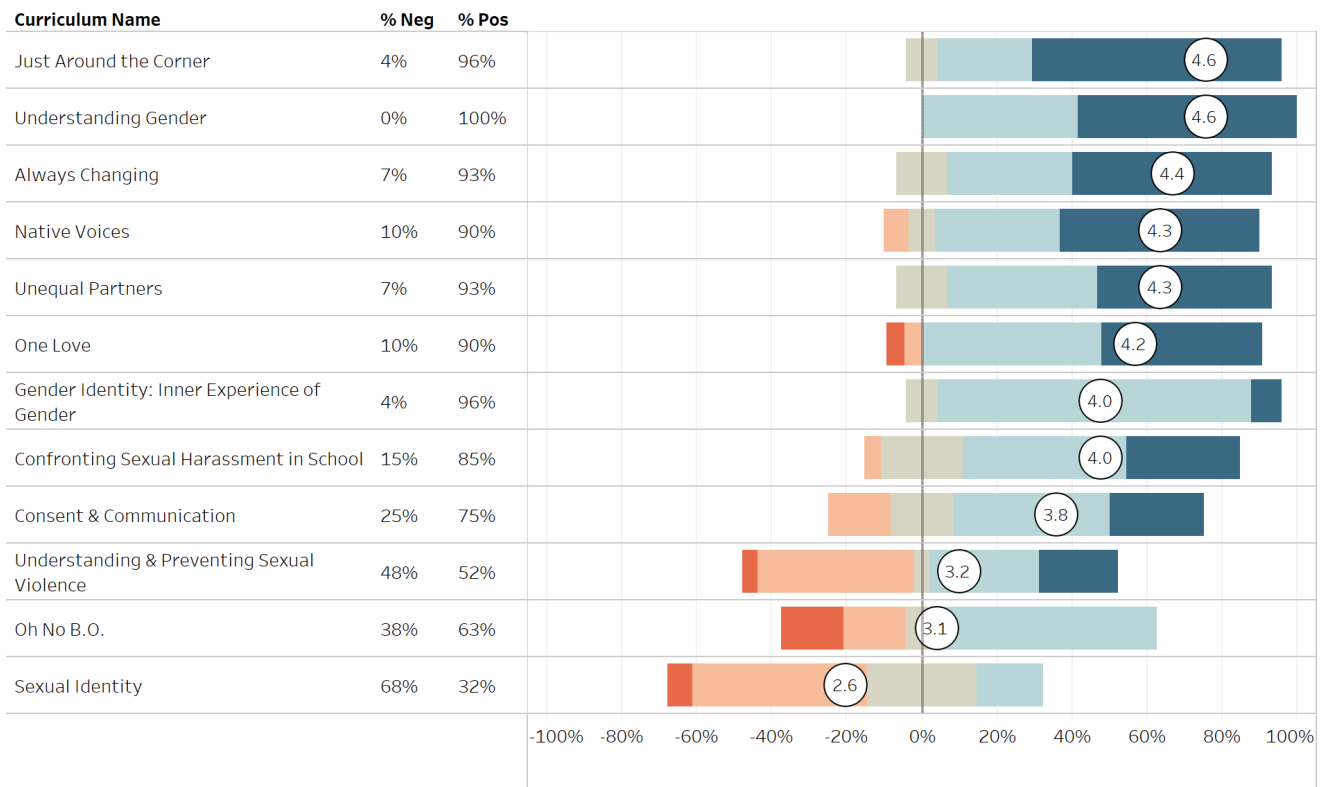


Figure 18. Reviewer recommendations for supplemental products.

5.7 Supplemental Materials – Accuracy Analysis

Department of Health reviewers used the Accuracy Analysis scale to evaluate supplemental products. Most of the titles received a rating of 3 or 4, which indicate the product is generally medically and scientifically accurate. Almost all the titles received reviews by two independent DOH clinical staff. *One Love* received one review.

Accuracy Analysis - Supplemental

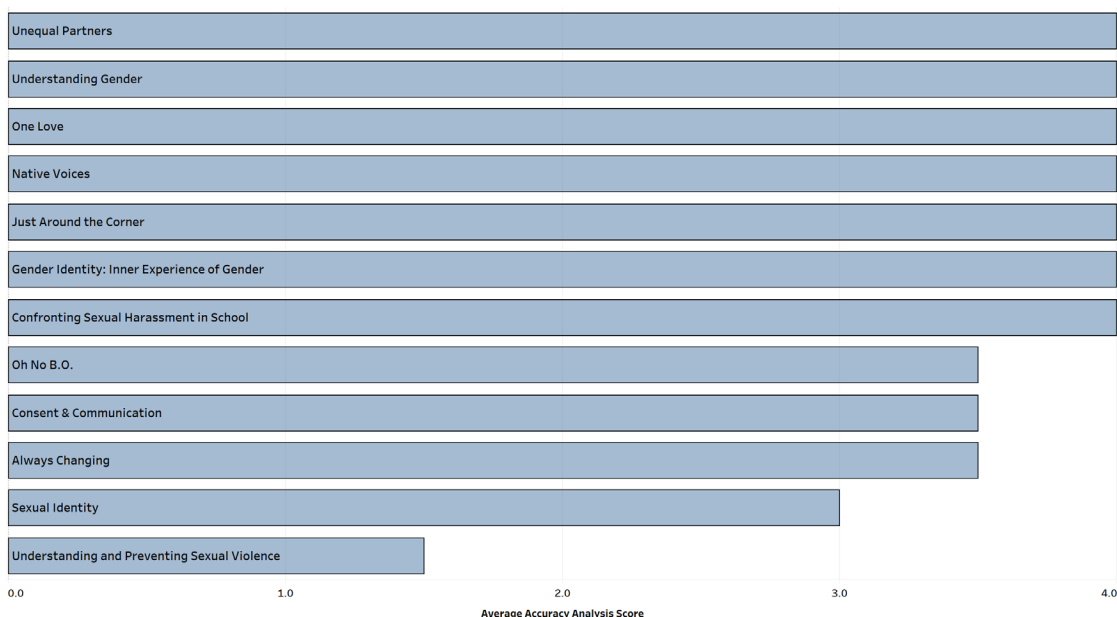


Figure 19. Average accuracy analysis scores by DOH reviewers.

One of the videos, *Understanding and Preventing Sexual Violence*, received a lower average medical accuracy rating, which indicates that major errors and problems are evident, and more than one would be difficult or costly to correct. In addition to several instances of out-of-date statistics, the reviewers felt that the video was fear-based and did not use a trauma-informed approach to addressing sexual violence and that it has the potential to cause harm by either traumatizing viewers or re-traumatizing individuals who have experienced sexual violence or bullying. In addition, it had limited examples of positive behavior in the video by both young men and young women. It would take a significant amount of work to revise the video to be trauma-informed and use a person-centric approach to addressing behavior.

Other OSPI reviewers rated the *Understanding & Prevention Sexual Violence* video lower on the sentiment scales related to its appropriateness for all students. One reviewer indicated that the video can be traumatic for someone who has experienced sexual assault and that the educator should prepare students in advance for what they will see, and that there should be immediate resources for counseling available if the video is used.

***Appendix A.* Appendix A: Data Collection and Analysis Methods**

Reviewers used electronic forms to record comments, scores, and evidence. The scores were extracted and transferred to a CSV text file for analysis and data visualization using Excel and Tableau.

The majority of the data collected using the instruments used a 5-point Likert scale (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree) to address questions about their overall evaluation of the product. The values were recoded from 1 to 5 for analysis.

The Accuracy scale used an ordinal scale ranging from 0 to 4 where a score of zero indicated major errors, and a score of 4 indicated that no corrections were necessary.

For the supplemental materials, two “check all that apply” scales were used in addition to the Likert scales described above. Users selected one or more subject areas from a list and they also selected one or more health education standards based on what the supplemental material covered.

Appendix B. Acknowledgements

We are indebted to the volunteers who thoughtfully assisted in conducting the 2019 sexual health education instructional materials review. The panel members endeavored to apply the scoring criteria objectively and with a commitment to providing a quality resource to school districts looking for guidance. They devoted many days out of their busy schedules to do this work. We are grateful for their efforts.

Seven clinical staff from the Washington Department of Health provided in-depth medical and scientific accuracy reviews. We appreciate their time and expert analysis.

Sexuality Education Curriculum Review Panel Members

Name	Organization
Andrea Eickelmann	Seattle Public Schools
Andrea Wessel	OSPI
Danielle Scala	Seattle Public Schools
Darlene Armstrong	Port Angeles School District
Eileen Draper	Darrington School District
Jessica Morish	Eatonville School District
Jill Johnson	Lake Washington School District
Karin Buchholz	Orting School District
Laurie Dils	OSPI
Megan Choitz	Swedish Medical Center
Sam Nelson	ESD 401
Scott Brittain	Ferndale School District
Tim McLeod	Planned Parenthood of the Greater Northwest
Zac Doobovsky	Whatcom County Health Department

OSPI Staff

Laurie Dils, MSW, Sexual Health Education Program Supervisor
Andrea Wessel, MA, Sexual Health Education Program Specialist

Consultant

Porsche Everson, MBA,
Relevant Strategies

Appendix C. Reviewer Comments – Full Curricula

Health: A Guide to Wellness

Reviewer 102: Grades 9-12

The overall content of the material provided is comprehensive in exploring health and sexual health concepts. However, the material is outdated and doesn't include relevant materials related to current media and technology experiences of students. The concepts taught are not culturally inclusive and do not teach to all forms of sexual orientation and gender identity. In addition, the teachings on STI/HIV prevention is heavily weighted in abstinence and does not provide a comprehensive analysis of all the different forms of contraceptive tools. The options provided for products and services related to public health are outdated and limited.

Reviewer 108: Grades 9-12

The Glencoe Health: A Guide to Wellness material is designed to be a comprehensive health curriculum for grades 9-12. This review included the 2003, Eighth Edition. While there are a wide variety of content items covered, the material is dated. There are some nice features included that touch on a number of content specific items. Specifically, examples like Health Skill Activities (pg. 488) which provides students with well-directed activities around "Resisting Peer Pressure" and "Setting Life Goals". Both include clear directions and student self-assessments. While there are a number of such activities and online opportunities for students, I found several links that were non-functional. The most glaring concerns with this material are the lack of quality teacher supports and the lack of support for anything other than abstinence. Other than the student activities found throughout the book there is a glaring lack of assessments, alignment to standards addressed, learning targets identified for lessons, and quality online materials. The materials on sexual health and sexual behavior is presented in a very one-sided approach. The use of fear and at times misinformation around STDs and sexual relationships for young people seems very out of balance. Not a well-balanced or current set of materials.

Reviewer 109: Grades 9-12

The first thing to know about this curriculum is that it is from 2003. This makes many topics outdated and in need of supplemental information. My review is based on the fact I taught from the middle school version of Glencoe for many years. Their teacher editions and extra materials were very helpful. Sadly, many of those materials are not up to date anymore and therefore not as helpful as they once were. The health education field is constantly changing, and a 2003 textbook can't keep up. While the book was well done at the time, it is no longer the valuable teaching tool it once was. If you have a set of these books in your school, you could certainly use them for certain topics. However, be prepared to have to supplement with more up-to-date materials.

Reviewer 116: Grades 9-12

This is a quantity over quality product. Considering the images and some key content it is clearly outdated. Vital components of sexual health information and skill building are simply missing. Some information is incorrect. Many youth will not see themselves or their lived experience within this curriculum. Though the learning objectives are often laid out clearly, there are too few learning

styles employed to actually be engaging for students. Resources are limited, focused to Glencoe Health and recognized youth friendly organizations are missed. I believe students deserve a more relevant and higher quality product.

Reviewer 117: Grades 9-12

The Glencoe Health: A Guide to Wellness, sexual health curriculum is outdated and utilizes ineffective scare tactics as teaching methods creating shame and stigma regarding one's own sexual health. This is an abstinence only curriculum with no mention of gender identity, sexual orientation, or birth control methods other than abstinence. Information on HIV/STIs is written in too much detail in some areas while falling short in others. Some HIV/STI information is outdated and medically inaccurate, or incomplete, in regard to transmission and disease progression. Use of this curriculum would be a disservice to students and staff.

Accuracy Analysis Reviewer 101

This curriculum was published in 2003 and offers many instances where information is out of date and statistics do not match current trends. With medical and scientific advances, we now have statements that combat much of what is stated within the textbook. In my opinion, this book should not be used, since much of the information would have to be changed and/or updated to be accurate. Educators would be better off finding another textbook to use in place of Health: A Guide to Wellness.

Healthy Relationships & Sexuality

Reviewer 106: Grades 6-8, 9-12

Materials are over simplified, abstinence focused, and biased towards Christian, heterosexual, cisgender individuals. The sexual health portion is focused on reproduction and makes no effort to address other roles that sexual expression plays in human life. This focus extends to graphics of the human body where the only portions of the female reproduction tract that are labelled are the vagina, cervix, and uterus.

Reviewer 107: Grades 6-8

This curriculum is lacking in resources, and I would not bother using it in my classroom. There are better options available.

Reviewer 108: Grades 6-8

The "teen health - healthy relationships + sexuality" text material was somewhat disconnected from the online resources by Glencoe. The text itself was not adequate for use in classrooms. It fell short on both content and presentation. Even as middle school material it clearly is not at a level our students would appreciate or connect with. It also lacked depth of knowledge and rigor I would expect for materials we would purchase. The online supports were better and clearly presented a wider variety of both depth of content and presentations but still felt incomplete.

Reviewer 111: Grades 6-8

Regarding the presentation of reproductive body parts: The diagram for female genitalia is missing a more complex presentation that should include the vulva, labia (external structures). There is only a

side internal view presented. This is not comprehensive enough. On page 11 the definition of abstinence contains a value judgment: "Choosing abstinence for sexual activity before marriage is a positive, healthy decision." There is no place for this type of specific values message in a comprehensive curriculum. There are major components missing from the standards. Especially for 7th and 8th grade standards. There are parts of the curriculum that are met for the 6th grade standards, but not all. There is no information about consent and sexual assault which is an integral part of any comprehensive curriculum that should be presented today. The information about fetal development and pregnancy is vague and limited to only a couple of paragraphs. The same can be said for the STD and HIV information. I would not use this curriculum because it is not comprehensive enough and there are other packages that provide full coverage of standards available.

Reviewer 114: Grades 6-8

The information included is simplified to a point that it leaves a lot of questions middle schoolers may have unanswered. This would leave teachers with having to find supplements to fill the many holes. This curriculum does not meet the majority of Washington Learning Standards for grades 6, 7, or 8.

Reviewer 116: Grades 6-8

Though I agree that this curriculum technically includes information on many or most academic learning standards, it is lacking in substantive content. For key learning concepts, there are few engaging learning exercises and opportunities for actual skill building are limited. There is brief mention of some grade level outcomes and teachers may find it challenging to help students apply health goals because of limited instruction. However, chapters are laid out clearly with easy to read language and there are visually appealing images throughout. Some important content is unfortunately presented through a gender binary.

Accuracy Analysis Reviewer 101

While I really like the layout of this curricula, there are medical and scientific inaccuracies with regard to HIV Prevention and treatment and cure of Hepatitis. Hepatitis C is completely left out, and not much information about needles and how transmission happens through sharing of needles - Just that it "does." I wouldn't recommend this as a full curriculum for HIV/STI education.

Human Sexuality

Reviewer 105: Grades 9-12

This curriculum does have some useful material, but it would need too much supplementation to really be useful. It does not specifically address consent or laws related to sexual offenses. It doesn't identify youth-friendly sexual health services or describe laws relating to accessing sexual health care services. It only vaguely describes how to use a condom, and although it mentions STD treatment and testing, it doesn't really advocate for it.

Reviewer 106: Grades 6-8, 9-12

This material dated, judgmental, and exclusionary. The information is not consistently accurate and is biased to abstinence only sexual health.

Reviewer 107: Grades 9-12

The general feeling after reviewing this curriculum was, "OK"...but where is MORE? Glencoe's Human Sexuality is generic and traditional. It doesn't allow for anything other than traditional heterosexual marriages. It mainly promotes abstinence and uses fear-based scenarios. IUD's are not included in birth control methods, and "gender" is not even in the glossary. I would not use this curriculum.

Reviewer 113: Grades 9-12

Effort appears to have been made to create a curriculum that meets required learning standards and at the same time remain as conservative as possible (which would effectively expand their market). Transgender issues are not included at all. Emphasis is on abstinence and sex within the context of marriage.

Reviewer 114: Grades 9-12

The curriculum does not meet the majority of the Washington State Learning Standards. Material presented appears to be conservative as it is bias towards heterosexual relationships within the same race, minimal discussion of connection with resources outside of parents, marriage between a man and a woman, and demonstrates "traditional" gender norms when discussing relationships and abuse. This would not be a curriculum I would use in my classroom.

Accuracy Analysis Reviewer 101

This publication is clearly outdated and has multiple errors with regard to HIV and STDs. The release date of the publication is 2003, and many advances in science and the medical community have made this publication outdated and rife with issues. I would not recommend using this information in 2019 to teach about HIV and STDs.

Our Whole Lives

Reviewer 102: Grades 6-8, 9-12

The content provided on sexual health is comprehensive and thorough. The vocabulary terms are detailed, accurate and written in an easy to understand wording that is age appropriate. The lesson plans are interactive with multi-modal teaching strategies to encompass many different learning styles. The curriculum content is culturally inclusive. The overall content and curriculum is designed for small group classrooms, with co-facilitators and heavy parental involvement. The instructional plans are not feasible for a public school setting because of the extensive time required for each lesson which would take a lot time to complete the entire curriculum. A good use of this material would be to use it as a resource to supplement a different sexual health curriculum. Many of the materials incorporated into the lesson plans are online which would require the teacher to find online, print and distribute which would be time consuming.

Reviewer 103: Grades 6-8, 9-12

This text was thoughtfully created with care; meeting its goal of creating a new standard for engaging with Sexual Health Education and emphasizing the right of every person "to have accurate information about sexuality and to have their questions answered." The ideal setting for this

curriculum would be a group of 6-20 students with 2 facilitators over 25 meetings 90 minutes in length. This text covers a vast array of information in an accessible way. The authors utilize "Notes" to help the facilitator prepare ways to address students' conversations and lived experiences. Each lesson is outlined well with a material checklist to allow the facilitators to be prepared. Vocabulary is clearly outlined, and the importance of language is explained. The modalities utilized cover a broad range of learning styles. The meeting format is a great way to create a safe space for students to engage with each other and model vulnerability as the content matter changes throughout the sessions. If you do not have the time capacity to engage with this curriculum, utilizing it as a supplement for some vulnerable topics would be an ideal alternative.

Reviewer 109: Grades 6-8, 9-12

First of all, this book has some amazing information. It is factual and medically accurate. Sadly, it is way too in-depth for public school. Most middle schools have very limited time to teach health. This curriculum is taught in twenty-five, 90-minute sessions. Most middle schools have 45-50-minute classes. Nobody would have 50 days of class to teach this topic. This curriculum is also designed to be taught by two facilitators to a small group of 10-14 participants. One teacher with 30+ students would not be the same. I also feel like the level of information covered goes way above what I would teach in 7th grade. Parents would not approve of some of the information covered. It's not bad information, it just seems more appropriate for high school aged kids. This is designed by a religious group but was surprisingly non-religious in nature. I would find this book to be a useful reference tool, as a teacher. It was full of excellent vocabulary terms and many good ideas. Sadly, too in-depth for middle school in my opinion.

Reviewer 114: Grades 6-8

The curriculum is well rounded and offers educators the opportunity to explore all facets of sexual health. Our Whole Lives has an extensive library including lesson guides, handouts, and activities to choose from. In a traditional school setting, the educator would need to spend time determining which ones to utilize that best suits the needs of their students' and community since the curriculum could take an entire semester to cover. The information presented is easy to understand and takes, for the most part, a very straightforward and non-biased approach to being a comprehensive curriculum. I would not hesitate to use this as a foundation to my sexual health education program.

Reviewer 117: Grades 6-8, 9-12

The OWL series is an extensive curriculum covering almost all topics of sexual health. The curriculum is geared towards smaller groups of 10-14 people with some adaptability. Clearly explains roles of teachers, students, and parents. Offers programs for youth with special needs or learning disabilities. What keeps me from recommending this curriculum in classroom setting is the length of time needed vs the amount of time realistically allotted for sexual health in classrooms. This curriculum calls for 25 90-minute sessions and although it can be adapted, it is better used outside the classroom setting. Would highly recommend in a community setting.

Accuracy Analysis Reviewer 100

Overall this textbook is well written, filled with comprehensive information and I would recommend its use for teenage sexual education.

Accuracy Analysis Reviewer 101

This is a great, comprehensive, resource for Our Whole Lives. There are some really intuitive and creative games that students can play while getting the information across in a culturally sensitive way. The issues that I see with this is that there is no mention in the book or on the videos about pre-exposure prophylaxis (PrEP) and/or post-exposure prophylaxis (PEP) for HIV prevention, as this is one of the best ways to prevent against HIV aside from abstinence. The video from Canada also didn't mention PrEP or PEP. The games and lessons in this curriculum would be great for a Grade 7-9 classroom with additional scientific bodies of work/curricula to support the games.

Puberty: The Wonder Years

Reviewer 103: Grades 3-5, 6-8

This curriculum emphasizes the importance of speaking with family and has a take home activity for every lesson. There are also great suggestions for how to accommodate different styles of learning and guidelines for discussion. Most lessons outline how this material might be relevant for other subjects such as Social Studies and Language Arts. A great technique identified for discussions is the importance of using "I statements." The introduction and lesson goals are clearly outlined. Two of the guidelines for discussion identify what to "avoid," whereas it would be more helpful to identify a positive example of behaviors to do. There appears to be an underlying emphasis on abstinence and some of the scripting may be interpreted as shaming. This curriculum lacks social and emotional components, particularly aspects that demonstrate the importance of consent. There are limited examples of diverse experiences and concepts are presented as predominantly binary. This material seems to be a bit outdated and oversimplified. It should be noted that this reviewer did not have full access to the teacher supplemental materials.

Reviewer 105: Grades 3-5, 6-8

This curriculum could be a good tool for teaching just the puberty part of sexual health. It needs supplementation in the area of STIs and HIV transmission and prevention, and sexual assault and abuse, and healthy and unhealthy relationships. Although it does address gender roles and stereotypes, it does not address gender identity or sexual orientation. I do like how this curriculum gives students so many opportunities to discuss issues with their parents, guardians, and caregivers. I would use this curriculum to teach puberty, but I would not use it as my complete sexual health curriculum.

Reviewer 109: Grades 3-5, 6-8

Sadly, this curriculum cannot be fully reviewed. The website offers much of the materials needed for teachers, including videos, and those were not accessible to the reviewers. The written products are very well organized and provide for a variety of activities. There are activities to involve families. The materials are easy to follow, and teachers should find them helpful. Unfortunately, I had to answer "neutral" for many of my ratings, simply based on the fact I couldn't see some of the materials. If the parts I could see were all that was rated, it would rate higher than what I have given it. I would be very interested in seeing the videos and other online resources to better judge this curriculum.

Accuracy Analysis Reviewer 101

This curriculum is age-appropriate for Grades 4-6 and is easily worded and put together for the teacher to teach and the children to learn. There are TONS of supplemental materials to help teach this with re-printables, worksheets, videos and PowerPoints. There are activities for the kids to take home to discuss with their parents, and abstinence is the main tenant through the entire curricula, as it should be for the curricula to be age appropriate. I didn't notice any medical or scientific inaccuracies, and this would be great to use for children who identify as trans or non-binary. There is even verbiage used in the curriculum to make this inclusive of every gender and sexual orientation. I thoroughly enjoyed reading Puberty: The Wonder Years. It would be a great addition to any district's sexual education program.

Sexuality Education for People with Developmental Disabilities

Reviewer 103: Grades 9-12

This curriculum is well written and accessible to students with disabilities and would be appropriate for students without disabilities. Great care is taken to describe scripting to students and how to respond to some difficult questions that students might ask. My favorite component of this curriculum is how name tags are used to emphasize the topic for each lesson. This continues to show students how to be advocates for their own bodies and exemplifies what that looks like. There are great pictures and details to help provide students with this material in a variety of ways. The checklist at the beginning is also helpful, allowing the educator to know who this curriculum would be appropriate for. Overall, this is a well composed resource.

Reviewer 105: Grades 9-12

This curriculum has wonderful information that students with developmental disabilities absolutely need to learn. The only thing that it is lacking is information on youth-friendly sexual health services and specific steps on how to use a condom correctly. Other than those two subjects, I would definitely use this curriculum in my classroom.

Reviewer 106: Grades 6-8, 9-12

This is a thoughtfully prepared curriculum that addresses the needs of an incredibly marginalized group. Within the material it is obvious that has been taken to include the spectrum of expression and to provide guidance to teachers on how to communicate in a neutral way.

Reviewer 111: Grades 9-12

I do not teach special education. I am a health teacher for grades 9-12 (general population). There is a teacher in my department who does cover the material with a life skills class, and I am excited to recommend this curriculum to him! I am particularly impressed with the advice given at the beginning regarding the need for acknowledging the LGBTQIA+ students. There are great resources for brushing up on current terminology so that teachers can show students they understand and embrace ALL of their population. There is also great advice about teaching values-based curriculum in a non-biased and judgmental way. I would recommend all Sex Ed teachers refer to this section whether or not they are teaching students with disabilities. It is a great reminder about how to present information without inserting your own personal beliefs. The information regarding contraception and STI prevention is limited but easily enhanced with other supplemental resources available to teachers. The illustrations in the section on body parts seem a bit dated, but are

effective nonetheless. I like how the curriculum is broken into two parts. The first being advice for the teacher on how to set up a class and include parents in the process (an important factor when dealing with the diversity of a special education group). The second part is a series of 22 lesson plans that can be used as part of a whole or selected as stand-alone pieces. I am always looking for things that I can use part of without having to use all of something... this curriculum fits that bill. There are a lot of group learning activities which is GREAT! However, there may be reason to have independent work for students who aren't comfortable collaborating. This is easily doable as well. I am glad to see a strong emphasis on consent. This is something I am always looking out for in new curriculum. I recommend this. It is well-presented.

Reviewer 113: Grades 9-12

Good quality materials, simplified for intended audience; some activities also could easily and effectively be used in content for regular ed students' sex ed.

Accuracy Analysis Reviewer 101

Information needs to be corrected with regard to Hepatitis C treatment and cure. HIV Prevention methods need to be addressed other than condoms and information about PrEP and PEP needs to be incorporated somehow. The addition of needle use as a way of contracting HIV seemed to be thrown into the lesson without talking about what is involved with sharing needles. It should be further digested into why and HOW HIV/STIs are transmitted through exchange of needles. I'm not sure that I would rely wholly on this curriculum for sex ed, but it's a good foundation to base it off of, with the addition of supplemental materials to have a fully robust unit on sexual education.

Accuracy Analysis Reviewer 125

STIs and birth control are mentioned in many earlier modules yet the modules that really discuss what STIs and birth control methods are, do not appear until the very end. This seems out of place and makes me wonder in those earlier modules if students can even appreciate the risks without knowing more information on these topics up front.

Appendix D. Reviewer Comments – Supplemental Materials

Always Changing

Reviewer 113: Grades 3-5, 6-8

Intended for grade levels 5-6. Separate videos for girls, for boys, and for co-ed groups. Demo materials, student kits, teacher guides, and permission letters available. English and Spanish versions. Scientific information given, combined with cute graphics to promote good hygiene; specific info on frequency of bathing, brushing teeth, using deodorant; importance of nutrition, exercise, sleep. Describes what's "normal," how to cope, who to talk with. Link to resources through product manufacturers (feminine products, deodorants, shaving products).

Reviewer 111: Grades 6-8

The video is great. It uses a clever mix of animation along with the live presentation of the 5th-6th graders. Topics are limited to puberty including acne, secondary sex characteristics, erections, and periods. There are kits available for both boys and girls as well as a comprehensive teacher guide. All are available in Spanish. The only critique would be that it is very cis-normative. There is not reference or discussion to gender identity and how that might be impacted by changes during puberty.

Reviewer 107: Grades 3-5, 6-8

This video and supporting materials describes puberty in great depth. There are options for co-ed as well as individual gender videos. Proctor and Gamble is the producer of this resource, and so their products are shown as examples. The menstruation options do not address use of tampons. This is a well-produced resource, and I would use it in to present the topic of puberty to students.

Reviewer 108: Grades 9-12

The video material included is well done and engaging. The print materials are also well done and includes both teacher and parent materials.

Reviewer 108: Grades 3-5, 6-8

There are two parts to this supplemental material. The video portion is well done and is engaging as it is presented by students in a question and answer style format. The material is well covered and presented in a way the grade level for which it is intended will stay engaged. The second part of this supplemental material is the print material. The student, teacher, and even parent items are well done. It is rich in both content and resources. A number of student-ready materials are available.

Accuracy Analysis Reviewer 100

The video and supplemental materials have good age appropriate information about puberty but does not contain any information about STI's, gender identity or preventing pregnancy.

Accuracy Analysis Reviewer 101

This is a great supplemental resource to puberty and changes that children go through to enter into puberty. There is some subtle advertisement in it since it's done by Always Maxi pads, but it's not so

overt that it ruins the message. No mention of disease prevention, so this should definitely be used in conjunction with other puberty, age-appropriate education about HIV/STDs. This would be a great compliment to curricula, but not an entire curriculum in itself.

Confronting Sexual Harassment in School

Reviewer 105: Grades 6-8, 9-12

Although there is good information in this curriculum, the video is not particularly engaging. I'm not sure it would hold students' attention. However, some of the activities are valuable and I would use those in my classroom.

Reviewer 113: Grades 9-12

Spanish subtitles available. Gives specific examples of sexually harassing behaviors, targeting, flirting vs harassment--the fine line, ways to deal with it.

Reviewer 114: Grades 6-8, 9-12

The visuals and conversations are realistic for the audience. Viewpoints of the harasser and target are explained. It addresses social media, gender expectations, questions teens may have, and provides a clear explanation for each. Communication is put on the forefront as both listening and speaking. Students would "get it" allowing teachers to follow up with role play with a high level of success and demonstration of understanding.

Reviewer 115: Grades 6-8, 9-12

This video has high audio/visual quality but seems completely outdated. I would not show this video in my classroom because I think teens would be pretty disengaged with the content. This video's main focus seems to be what happens after sexual harassment instead of preventing it.

Reviewer 116: Grades 6-8, 9-12

This is a well-paced, clear, and helpful curriculum supplement. Video reenactments are inclusive of gender, race, and sexual orientation. Narrative is normalizing, rather than shame based for victims of harassment. Learning objectives are well defined and may likely assist students in understanding what constitutes harassment and what to do about this in schools when they see it experience it.

Reviewer 103: Grades 6-8, 9-12

This DVD provides a great introduction to Sexual Harassment. They use diverse student perspectives and concrete examples to help delineate many facets comprised in the term sexual harassment; impacts that sexual harassment on other areas of life are also highlighted. The taking action sections provide scripting examples and legal criteria to help empower students. With the anti-bullying movement in most schools, this DVD also helps to articulate the role of bystanders and how to be aware of components of sexual harassment.

Reviewer 107: Grades 6-8, 9-12

These is lots of good information in this short video. Support materials include a pre-test and post-test, summary of the video, and other information.

Accuracy Analysis Reviewer 101

This is a great resource to discuss harassment in a school setting. There is good information about Title IX and Title IX Coordinators being in every school. The information tends to be heteronormative and doesn't take into consideration gender identity or other sexual orientations, but it definitely has a lot of good information about how to report harassment and/or how to confront your harasser. No medical/scientific information is needed to be reviewed for this resource.

Accuracy Analysis Reviewer 122

Nothing in this curriculum stood out as scientifically inaccurate. The personal teen examples are good illustrations of different types of harassment. The curriculum manages the nuance of the difference between flirting and harassing well and helps to clarify what constitutes sexual harassment. Reference to gender stereotypes was generally accurate. Identification of impacts of sexual harassment were compelling and messaging around "fault" was clear. Recommendations of how to manage sexual harassment ("please stop", "I find it offensive when you do _____", "you are making me feel uncomfortable") place the burden on the victim, which may require additional conversation by instructor with the students. Bystander component of video and accompanying teacher resources (page 19 especially) are helpful tools.

Consent & Communication

Reviewer 105: Grades 3-5, 6-8

This is a good, quick illustration of what consent means. It's not enough to stand on its own, but it would be a great addition to a lesson on consent.

Reviewer 109: Grades 6-8

This is very clear and fun to watch. The animal part makes it fun for kids. I could see kids getting the point very clearly. Consent can be tricky to explain, and this makes it very clear.

Reviewer 117: Grades 6-8

This is a short video on the simple principles of consent. The website includes parent and educator information to add to the discussion. This video should not be used as the sole lesson on consent, but it does provide a basic introduction to further discussions.

Reviewer 107: Grades 3-5, 6-8

This resource is a short video that addresses asking for consent before touching someone. I'm not sure what age is the target, but it is appropriate for young children. The video is animated, and a bear is the narrator. This resource is on Amaze.com, and there are other similar videos available on the site. While accurate and valid, it is definitely "silly" as well. I'm not sure I would use the resource, but if you want something short to introduce the topic of consent this will work.

Accuracy Analysis Reviewer 101

This is an accurate video on consent and communication for touching. It's not overly complicated, and uses repetition of asking to touch, as well as allowing oneself to be able to say "NO" if one does not want to be touched. It uses a bear instead of a human to be the representation of "me" in the video. Very short, and well done. There might need to be some extra discussion in class regarding

situations where touching is NOT ok and when it is OK. I could see this being part of supplemental material for learners to start talking about consent.

Gender Identity: Inner Experience of Gender

Reviewer 105: Grades 6-8

I like the overall message that "you don't have to fully understand something to show respect." I would use this for the explanation of gender identity, but I would especially use it to focus on the fact that we need to be an ally to people of all gender identities.

Reviewer 109: Grades 6-8

I like the Amaze videos, but at times they get a little "corny". I think they would be very valuable for kids to watch independently. When you show them to the whole class, you end up with lots of giggles and noise. The content is good, but sometimes gets lost in the big group setting. If kids had individual computers in your class, you would reduce the laughter and keep the content. The homework video may not go over super well in some families. While it is good information and it is great to get kids and parents talking, I know there would be some negative feedback from certain families in my district.

Reviewer 117: Grades 6-8, 9-12

Basic concepts of gender identity is presented in the video. Medically accurate names for genitalia are not used and awkwardly presented in the video.

Reviewer 107: Grades 6-8, 9-12

This 3-minute video on the Amaze.org website gives information on the definition of gender identity and related facts. It defines transgender, non-binary, and gender queer. Presented quickly are the concepts of sexual orientation and biological sex. The video is animated and has a person explaining to their grandparent that their friend, Alex, doesn't define themselves as either boy or girl. I would show this video as an introduction to a more thorough lesson on gender identity. One of the issues I had was that during viewing part of the video was covered by an ad that I couldn't get to disappear. I have found the resources on the Amaze website to vary greatly in their quality, but this one I would use as a short introduction.

Accuracy Analysis Reviewer 101

This short video touches on differences in gender identity and sexual orientation. It's set as a family sits around the dinner table, lending to the fact that kids should be able to talk with their family about these subjects. It is inclusive of male, female, gender non-binary, genderqueer, as well as transgender and other pertinent vocabulary words. This could be a great supplement to other discussions in the classroom regarding gender stereotypes and labeling as well as what the terms mean. This would be a good addition to a unit on sexual orientation and gender identity.

Accuracy Analysis Reviewer 125

I am not a big fan of the "hoo-hoo" and hand gesture indicating a female and similar noise with finger pointing up for a male, but medically speaking, there are no inaccuracies.

Just Around the Corner

Reviewer 113: Grades 3-5, 6-8

I don't teach this age group (grades 4-6) but would be willing to use it if I did. There are separate videos for girls and boys that address their physiological differences. Messages about what to expect physically and emotionally in puberty are presented in a reassuring way to youngsters. Importance of good hygiene, healthy habits, sleep, nutrition, and exercise during puberty is presented.

Reviewer 103: Grades 3-5, 6-8

These gender specific videos are great for middle school students. They normalize puberty and social/emotional experiences. The students represented in the video are from diverse backgrounds. Important topics such as nutrition, sleep and exercise are discussed. There is also an emphasis on social media and body image. These videos are short, relatable descriptions to developmental changes. I would show this as part of a puberty lesson in class.

Reviewer 109: Grades 3-5

I feel these videos cover the information well and I like that they are set up in chapters. You could choose to show it in segments with other information and discussion added. I do think this is better aimed toward 6th grade than 4th. However, it would depend on your class and school for what you might think. There are a few parts of the video that seem outdated. For instance, the menstrual products shown look very old. Some of the kids in the video look older than the target audience, while others look just the right age. Of course, any age can be tricky to judge. Overall, I think these videos do a good job of covering a variety of topics related to puberty.

Accuracy Analysis Reviewer 101

These films (one for boys and one for girls) are good supplemental information for Grades 4-6 on puberty and growing up. There is no mention of disease prevention in either of the videos, so they should not be used solely for comprehensive sex education for these grades, but they are good supplemental videos for additional reinforcement about how young bodies change through puberty.

Accuracy Analysis Reviewer 125

I had many difficulties with the streaming/buffering which was frustrating but found no medical errors.

Native Voices

Reviewer 113: Grades 9-12

Addresses the issues of "visibility" of individuals in tribal communities and small towns where personal privacy may easily be compromised. Adapted from two evidence-based interventions. CDC Fact Sheet identifies and addresses misconceptions. "Embrace the awkward"--excellent encouragement of communication about important sexual health issues in personal interactions and relationships. Free! No-cost curriculum. Definitely something students (not just Native students) would relate to.

Reviewer 111: Grades 9-12

I teach Sex Ed to high school students. Finding decent videos is hard. Not because of inaccurate info but because the way it is presented can be so contrived and cheesy that students collectively roll their eyes and really don't listen. That would be the case with this video. I found the information accurate and age appropriate, but I would rather share the information with my classes without the video. The plus side is the obvious Native American representation. A+ with that. There is a gay male presented 3/4 of the way through and he comes across as a total cliché. The gay male stereotype is strong and distracting as a result. The conversations with the teenagers and adults in their life come across as way too easy and perfect. It comes across as "role play" rather than authentic interaction. I don't think showing this video would do any damage other than to class management. Students would see right through to the lack of authenticity.

Reviewer 117: Grades 9-12

This video series provides an informative dialog about real-world decisions and consequences related to unprotected sex. Some of the stories in the video verge on scare tactics but ultimately this is a useful tool to supplement classrooms with Native focused content.

Reviewer 107: Grades 9-12

Native Voices includes video that is available on YouTube as well as a 32-page PDF of supportive materials. This resource addresses STI prevention, communication, and testing for STI's. The video is well made, and the support materials are easy to use. I will definitely be using this resource in my high school health classroom.

Reviewer 106: Grades 9-12

This series is engaging and surprisingly comprehensive given its length and format. The majority of the cast are indigenous people of color and it would be a good way to bring in normalizing representation to lessons. The story-based format is effective, they broach subjects that are difficult, and it feels grounded in what actual life experience feels like.

Accuracy Analysis Reviewer 101

This video series discusses how to do condom negotiation and other strategies to avoid STDs, but also provides the storyline on what to do when you have an STD. It is geared toward students in the high school range, and discusses gonorrhea, chlamydia, and even HIV. There is an instance where AIDS is used - as in, "you could even get AIDS" which is not medically accurate, but I didn't say that it needed to be changed since that's how people in the real world talk. I would caution the instructor, however, to maybe pause the video during this point and discuss that people do not "get AIDS." They are diagnosed with HIV, and if the HIV goes untreated, it can develop into AIDS. Not everyone with HIV has AIDS, but everyone with AIDS has HIV. That said, this is an incredible resource that talks about native health, sexual health, and they even have a resource where youth can write in and "ask Auntie" about sexual health questions. Lovely curricula for a Native school, or even a school that would want to use this as a multi-cultural resource in non-Native environments.

Oh No B.O.

Reviewer 105: Grades 3-5, 6-8

I would probably use this with 5th or 6th graders. Be prepared for students to sing the song over and over, but hopefully that will get them remember to shower and use deodorant!

Reviewer 109: Grades 3-5

This video gets a little annoying with the music. The info is good, but the presentation is just a little over the top. With that said, kids like over the top, so it probably goes over with many of them. Overall, Amaze does a good job doing short videos on a variety of topics. Then you can access additional lesson plans to support and reinforce the video.

Reviewer 117: Grades 3-5

This video gives a brief overview of male body odor, but it is not an adequate resource on growth and development. In no way does this video provide sexual health related information as it is without adding content not shown.

Reviewer 107: Grades 6-8

This is a 2.5-minute video on the Amaze.org website. It addresses the causes of body odor and other information about BO as they call it. While I have found some quality resources on the Amaze website, this one is not very well produced and there are other resources available about body odor that present the information in a more engaging manner. I would not show this video in my classes.

Accuracy Analysis Reviewer 101

This short video is a cute vignette on body odor (BO) and how it can affect those around you. It also offers ideas on how to rid oneself of BO. Issues with this video that I can see are that the words flash across the screen and could be an issue for learners who aren't as adept at reading fast. Additionally, there isn't a whole lot of "scientific" information about what happens to produce BO, it just states that it's hormones that make it happen, and while correct, it would be nice to have additional information to scientifically support what happens. This would be a great conversation starter in a classroom about changing bodies, but it is definitely not a comprehensive video about BO.

One Love

Reviewer 105: Grades 9-12

This material is excellent for teaching about healthy and unhealthy relationships. It addresses how people's lives and relationships are perceived on social media, which is a relatively new concept that many materials don't discuss. The videos and discussion questions go through all of the signs of abuse and give examples of each. The videos are engaging and of high quality.

Reviewer 116: Grades 9-12

One Love's short films; 'Because I Love You', 'Behind the Post,' and 'Love Labyrinth' and their accompanying discussion guides would make excellent additions to any unit on healthy/unhealthy relationships for 9th-12th grades. The instructional teacher supports are clear and easy to use. Teachers and students may appreciate the trigger warnings as some content is intense and related to potential violence. The videos are modern, weaving in social media themes and platforms, and attempt (successfully) to be inclusive regarding race, gender, and sexual orientation. Still, teachers

will need to be deliberate in how the films are set up and discussed, as most content is heteronormative. Discussion guides build directly from video content and together make a solid teaching tool.

Reviewer 109: Grades 9-12

I feel like the videos are college age appropriate, not the 9-12 intended target. Many of the videos show what appears to be couples who live together. This would not be typical for high school aged kids. The topics covered are good and the discussion guide offers some valuable information. I think a teacher would need to pick and choose what segments they showed, depending on the age level of their audience.

Reviewer 108: Grades 9-12

A rich supplemental material but very focused on a single area of healthy relationships. The blend of written discussion guides paired with video content provides for a wealth of materials that can be used for classroom teachers in a variety of content areas who are looking for healthy relationship supports. The written content has items for parents, groups, questions to consider, and a wealth of resources for users. The materials reach across grades 6-12 and even into post high school work.

Reviewer 105: Grades 6-8

This is an excellent resource if you want to go into more depth about healthy and unhealthy relationships. This curriculum has a lot of great ideas for student participation. It allows students to practice the skills they are being taught. The curriculum also brings up some very important issues like setting boundaries, consent, and how to identify a healthy and an unhealthy relationship.

Reviewer 116: Grades 6-8

One Love 'couplets' for grades 6-8 would make an excellent addition to any unit on healthy relationships. The instructional teacher support is clear and easy to use. The video segments are purposefully short, inclusive, very engaging, and likely to lead to positive class discussions for all students.

Reviewer 109: Grades 6-8

I think this covers topics that are often overlooked, and this format allows them to be taught easily. The clips are quick and simple but get the point across. The discussion guide was decent, but every lesson was very similar. Similarity can be good but can also get boring for kids.

Reviewer 108: Grades 6-8

A rich supplemental material but very focused on a single area of healthy relationships. The blend of written discussion guides paired with video content provides for a wealth of materials that can be used for classroom teachers in a variety of content areas who are looking for healthy relationship supports. The written content has items for parents, groups, questions to consider, and a wealth of resources for users. The materials reach across grades 6-12 and even into post high school work.

Accuracy Analysis Reviewer 101

This is a great supplemental resource to discuss relationships and what makes a healthy and unhealthy relationship. Additional resources would be required to make this a complete curriculum, but it's great as supplemental information.

Sexual Identity

Reviewer 101: Grades 6-8, 9-12

This video is heteronormative in its explanation of sexual identity. It also talks about only 3 sexual identities instead of pansexual, etc. etc. It also touches on HIV and STDs, but the primary purpose for its use is sexual identity. HIV and STDs seemed thrown in and not explained well with regard to transmission, treatment and/or prevention. Using this in a classroom, a teacher may be showing misguided or misinformed information to their classes.

Reviewer 102: Grades 6-8, 9-12

This video provides basic overview information on sexual health, relationships and growth and development. There is limited and inaccurate information within the video pertaining to sexual orientation and gender identities. The information is provided in a non-inclusive manner and has a lot of stereotypes intermixed throughout the video.

Reviewer 103: Grades 6-8, 9-12

Unfortunately, this video attempts to simply address complex concepts through a heteronormative perspective. The spectrums of gender identity and sexual orientation are diminished as one construct, sexual identity. The material is presented in a lecture format with limited context or specific examples. Visually, the written information is difficult to read.

Reviewer 105: Grades 6-8, 9-12

I did not find this video to be engaging. It was just a lecture on video--it didn't really do anything that a teacher standing in front of a classroom couldn't do.

Reviewer 107: Grades 9-12

This video presents a large amount of information quickly. It isn't very engaging for students, and I wouldn't recommend using it in my classroom. It keeps referring to "sex," but what is actually meant by sex isn't defined. At times it seems that "sex" only refers to intercourse. Also, while the title is Sexual Identity, it covers many topics quickly and without going into any meaningful depth. In addition, the video keeps mentioning "choices" when talking about sexual identity and orientation which I find problematic. While appearing to try to cover stereotypes, the presentation reinforces those same stereotypes. I would prefer more in-depth lessons that are engaging for my students.

Reviewer 109: Grades 6-8, 9-12

Much of the writing on the screen is hard to read. Accents are very noticeable which will make some kids disconnect. I found the video boring and it did not keep my attention. The title of the movie was identity, but half of the movie was about sexual relationships. I also felt like there were times where they were "giving permission" for kids to have sex, which will not go over well with many parents.

Reviewer 111: Grades 6-8, 9-12

I like the information but would rather teach the concepts to students myself (using lecture, discussion, activities). The video does not interview individuals of groups being talked about (which is preferred for any educational video). It only presents info. It is a hetero-normative piece of media that plays into stereotypes. There are limited definitions of sexual identity.

Reviewer 112: Grades 6-8, 9-12

The term "sexual identity" as used seemed confusing, as it included sexual orientation, gender roles and stereotypes, and inaccurate use of the term "gender identity." At the hand of addressing stereotypes, this product actually reinforced several stereotypes (boys on skateboards, girls in dresses, visual portrayal only of heterosexual romantic partners, etc.) The process of "coming out" was overly simplified, not fully recognizing the challenges and potential dangers inherent in the process.

Reviewer 113: Grades 9-12

Puberty, sexual identity, etc. Topics were all over the map, incomplete on every subject addressed. The "chirpy" presentation was bland, like something that might have been produced by early middle school students.

Reviewer 114: Grades 6-8, 9-12

As an educator with 23 years of experience, I would not choose this video for a number of reasons such as: language used is out of date, incomplete information requiring supplementation, misleading title as multiple topics are touched on, and a focus on traditional heterosexual norms. Overall, the information presented may have been good for the time but has not kept up with the times.

Reviewer 115: Grades 6-8, 9-12

The content included in this video is outdated. I appreciate some of the messaging does (example: explains what the term homophobia is, how judgement of another's sexual orientation or gender identity is prejudice) but other messaging was incorrect. I would not show this video in my classroom.

Reviewer 116: Grades 6-8, 9-12

This short film may have positive intent to affirm diverse student identities and potential sexual behaviors, however its content is sequenced in a confusing manner and is ultimately unclear. Stereotypes (related to gender) are portrayed in ways with no counter narratives and may unintentionally lead to reinforcement of those same stereotypes. The film has cultural components (such as narrator accent and some important sexual health terms) that may not feel relatable to most students in the United States.

Reviewer 117: Grades 6-8, 9-12

The video briefly covers several topics of sexual health in a short time. The video feels as though it is a forced response to an issue and does not genuinely discuss sexual identity. The video also does not appeal to a diverse audience and seems to reinforce gender stereotypes even when talking about them.

Accuracy Analysis Reviewer 101

This video is heteronormative in its explanation of sexual identity. It also talks about only 3 sexual identities instead of pansexual, etc. It also touches on HIV and STDs, but the primary purpose for its use is sexual identity. HIV and STDs seemed thrown in and not explained well with regard to transmission, treatment and/or prevention. Using this in a classroom, a teacher may be showing misguided or misinformed information to their classes.

Accuracy Analysis Reviewer 125

There is another error mentioned although it is not a medical issue per se. The narrative states that there is no science about what makes us happy. That is erroneous - there are many studies that identify parts of the brain, neuroreceptors, etcetera that impact happiness. But in this context, that would be overkill, in my opinion

Understanding & Preventing Sexual Violence

Reviewer 105: Grades 6-8, 9-12

This video addresses some extremely valuable topics (healthy/unhealthy relationships, consent, etc.) that are necessary for high school students to understand. Many of the accompanying activities are very useful. However, the quality of the acting in this video is extremely poor. I don't think students would be engaged in this video and probably wouldn't take it seriously. I wouldn't use this video because I have some concerns that the more immature students would make a joke out of some very serious and important topics.

Reviewer 113: Grades 9-12

Multiple videos/modules present information in a scenario format, including examples of jealous and insecurity causing the other partner to feel unsafe in the relationship, unhealthy choices, relationship issues, emotional blackmail, stereotype pressure, sexting, sexual assault. Individually, the scenarios may "feel" inconclusive and unresolved to the viewer, which provides rich ground for discussion; together, there is more satisfaction for the viewer that lessons are being learned and issues resolved by the characters in the scenarios.

Reviewer 114: Grades 6-8, 9-12

Situations are relatable to teens. Lesson is broken down into segments which allows for instruction to build on what is seen utilizing the materials that are a part of the package. Clarification on updated laws behind sexting need to be addressed after the third video. Great conversation could definitely be had with high schoolers. A conversation within your school community should be had to determine the appropriateness of this series with middle school students.

Reviewer 116: Grades 9-12

There are some points of merit within the storyline of this supplement to 'Understanding & Preventing Sexual Violence', such as the portrayal of harassment that might occur at a school for someone of any gender. However, much of the script comes across as formulaic or contrived. The drama excludes many identities and appears monocultural. Consequences (to a serious crime) are portrayed as mild. I'm uncertain that some students will take the narrative seriously. There are

insufficient grade level outcomes to meet Washington Sexual Health Education Academic Learning Standards.

Reviewer 103: Grades 6-8, 9-12

This DVD uses 5 different vignettes to demonstrate the varying components of sexual violence. They do a great job of outlining how to support a friend, who to seek out for help (counselors) and elements of consent. The vignettes are left open ended to allow for good class discussions. The Media Safety component presents the complexity of how media affects teens today and the consequences related to some of these choices. High school pressures and the impact of peer relationships are presented in a relatable way. However, these vignettes are all presented from a heteronormative perspective and lack in showing the diversity of how sexual violence might be seen or experienced.

Reviewer 117: Grades 6-8, 9-12

Extensive video series on sexual violence and an in-depth teacher resource book. Some of the video material can be traumatic for people who have been sexually assaulted, and a disclaimer should be mentioned before starting the series and having immediate resources for counseling should be made available. Although the video is of generally good quality now, it will quickly become outdated.

Reviewer 106: Grades 6-8, 9-12

This video is dated in appearance, the narrative is stiff, and generally un-relatable. The serial nature of the scenarios becomes confusing due to lack of clarity whether each scenario is independent from the next.

Accuracy Analysis Reviewer 121

As a health care professional, I would not recommend these videos and accompanying teachers resource book. This is a very traumatizing way of addressing these very critical issues. Additionally, this information is out of date.

Accuracy Analysis Reviewer 125

The video is difficult to watch and comes across as a how to torture our classmates. Thus, it is essential that it be facilitated with the teacher's guide. There are a few exercises that are "sit/stand" and I would caution that these exercises serve to "out" people's emotions/past experiences which may serve to increase stress in students. The anonymous surveying students then passing around the unidentified responses and sharing is a better/less anxiety provoking way to allow students to see how words/actions can be viewed. Also, the data cited are old - most from early 2000's. Would encourage these be updated.

Understanding Gender

Reviewer 101: Grades 6-8, 9-12

I would definitely use this as supplemental material when discussing gender identity and sexual orientation. The use of personal stories and interviews drives home the personal thoughts and feelings around this topic. This has nothing to do with disease prevention, so not applicable for

HIV/STI instruction on transmission, treatment, and/or prevention. Should be primarily used for self-identity lessons.

Reviewer 103: Grades 6-8, 9-12

What a gift to students, particularly those who identify as transgender. This well-done video shares three different perspectives of how students engage with their identity experience. It beautifully outlines a father's struggle with his daughter's identity and how he is able to engage with his own prejudices. This video offers great "take aways" for any student questioning, transitioning, or engaging peers as an ally. It is wonderful to see a narrative of hope for transgender students and the spectrum of gender identity.

Reviewer 105: Grades 6-8, 9-12

This would be a great supplement to address the gender identity issue only. In my district, I would probably get a lot of push back from parents. However, my colleagues and I are working toward getting more of these types of lessons taught in our schools. I am hopeful that we will be able to use this type of material soon. It might be a great resource to use with staff as a starting point.

Reviewer 107: Grades 6-8, 9-12

I would definitely use this resource in my high school classroom. It addresses gender concepts in depth. Having individuals share their personal stories makes the video authentic. Having a parent discuss their struggles learning to accept a transgender child demonstrates what a loving and healthy relationship can be like. The video is easy to follow with lots of factual information. Having taught numerous students who are struggling with gender identity, I wish I had this video to use in my classroom.

Reviewer 109: Grades 6-8, 9-12

This DVD was very clearly organized and well done. I think it would be an excellent resource to use for teaching school staff about this subject. Many adults are confused between the different terms and this video does a great job identifying the terms and explaining them. It would also teach students well.

Reviewer 111: Grades 6-8, 9-12

I prefer this kind of supplemental video because it interviews actual individuals from groups being talked about. I would use this in my classroom for both freshmen/sophomore health class as well as junior/senior advanced health class.

Reviewer 112: Grades 6-8, 9-12

The personal story used is positive and I think would promote understanding and empathy regarding gender identity. The cast of characters/spokespeople are diverse, video is well done. May be too advanced for some 7th grade classes without some good preparation. Probably more generally useful for high school, but I think it could be effectively used in middle school depending on the comfort of the teacher, culture of the classroom, and norms of district.

Reviewer 113: Grades 9-12

This DVD would be more efficient, effective, and less time-consuming way of conveying information about gender identify because of the clarity it lends to the topic, as well as the way in which it is portrayed.

Reviewer 115: Grades 6-8, 9-12

This video is very well done, high quality, concise, and engaging. There is clear defining of terms and student/teacher materials are included with the DVD. I was impressed and would use this video in my classroom.

Reviewer 116: Grades 6-8, 9-12

Understanding Gender would make a nice complement to a sexual health unit on gender, reproductive anatomy, or puberty—perhaps even a lesson directed toward bullying prevention. It is youth focused, with modern and multicultural perspectives. The film includes clear definitions of gender related terms (identity, expression, assigned sex, etc.) and accompanying examples. Viewers may appreciate the pacing of the film and the balance between illustrations and interviews.

Reviewer 117: Grades 6-8, 9-12

Well done video on understanding gender with genuine individual stories.

Reviewer 108: Grades 6-8, 9-12

This supplemental material is narrowly focused on gender and understanding gender. For the focus it is intended it is a well done supplemental additional material. The teacher's resources are well done and well connected to the video. Vocabulary and Myth/Facts portions of the teacher materials should be noted as exceptionally well done. I would recommend this a district or individual school is looking for gender specific supplemental material.

Accuracy Analysis Reviewer 101

I would definitely use this as supplemental material when discussing gender identity and sexual orientation. The use of personal stories and interviews drives home the personal thoughts and feelings around this topic. This has nothing to do with disease prevention, so not applicable for HIV/STI instruction on transmission, treatment, and /or prevention. Should be primarily used for self-identity lessons.

Unequal Partners

Reviewer 111: Grades 6-8, 9-12

I love how this curriculum is broken down into independent parts that can easily be picked and pruned to supplement already established curriculum. I teach a unit on unhealthy relationships and there is a lot of information in this book that I would add to what I am already doing. I strongly recommend purchasing a copy and making it a part of your permanent collection of resources to draw from!

Reviewer 103: Grades 6-8, 9-12

This curriculum is a great supplement to any sexual health curriculum. Activities are targeted to middle school or high school and clearly outlined. The theme of the book is HERR (Honest, Equal,

Responsible and Respect) in relationships. This is a great framework to discuss challenging topics. There are many student scenarios to use and most of them are gender neutral names and representative of different types of relationships. The language is strengths based, teaching students how to be empowered in relationships. There is also information regarding the role trauma has in interpersonal relationships.

Reviewer 116: Grades 6-8, 9-12

Unequal Partners has quite a few lessons related to healthy and unhealthy relationships and includes content on consent, friendships, and goal setting. Teachers may see quickly that lessons are intentionally non-sequential, aimed at specific age groups, and therefore could be used to complement other curricula. Learning objectives are clearly laid out as are the assessments. There are solid tips for teachers who are facilitating the lessons. There are perhaps just a few pieces of the curriculum that may come across as outdated for some students (song references, graphic images, chosen fonts, and some descriptive language used in lesson scenarios). Some of the pair share activities within the lessons might require a higher maturity level from the students to be successful and a teacher who is comfortable leading role-play. There are only a few minor references to gender as binary (either/or) and heteronormative language. Most of the curriculum is very inclusive considering gender and sexual orientation. I have a reservation about one activity that instructs youth to open another's fist, as a metaphor for consent, with possible force used in the classroom. I feel this activity would have unintended consequences and is not trauma-informed work. Considering the available time most teachers have for their sexual health units, I think it would be challenging to include some of the lessons such as 'stories about adult-teen relationships.' Still, a teacher might really appreciate the breadth of lessons within this curriculum if wanting to pick and choose those that match the learning goals for their students. Another strength is that many lessons have some skill-based part of the assessment design.

Reviewer 117: Grades 6-8, 9-12

Well-constructed lesson plans on healthy relationships with many role play scenarios to enhance individual communication skills. Inclusive of LGBTQ+.

Reviewer 106

A wonderful resource that uses engaging methodologies to help students discover the meaning, nuances, and barriers to consent. This resource addresses issues of consent that I have never seen effectively addressed in other material. This material is aimed at a skill set that is hard to teach and its presentation is a guiding of students so that they are engaged throughout the process.

Accuracy Analysis Reviewer 101

This is a great resource for consent, healthy relationships, and looking at power dynamics in relationships. It's not useful as a way to teach about HIV or STIs and would need additional information to be used as such. It could be good in an HIV/STI lesson to add supplemental information about how to deal with dynamics of relationships, but this is NOT a scientific or medical teaching book/curricula.

Accuracy Analysis Reviewer 121

This is an excellent resource! I hope that it is used throughout middle and high school and that teachers are mentored and coached to support this curriculum's adoption. it is a positive trauma informed approach. No corrections are necessary.