

Comprehensive Sexual Health Education Instructional Materials Review

Comprehensive Health Skills 2021

Year Published/Revised: 2021

Publisher: Goodheart-Wilcox

Website: <https://www.g-w.com/comprehensive-health-skills-2021>

Full or Supplemental: Full

Grade Level: High School (9-12)

Student Population: General

Duration/Number of Lessons: Unit 5, Unit 7, Unit 8 (9 lessons)

Format and Features: Digital copy of textbook, workbook, instructor resources, and handouts

Evidence-based/informed: Not indicated

National Standards Alignment: Yes - National Health Education; National Sexuality Education

Consistent with WA Health Education Standards: Yes

Consistent with WA Comprehensive Sexual Health Education Law: Yes, with modifications

Consistent with WA AIDS Omnibus Act: N/A

Inclusive Materials/Strategies: Yes, with modifications

Bias-Free Materials: Yes, with modifications



Primary Subject Areas and Topics Required by Law:

- Anatomy and Physiology, Reproduction, and Pregnancy (Pregnancy for Grade 6+)
- Growth and Development/Puberty
- Self-Identity (gender stereotypes, gender identity, sexual orientation, etc.)
- Prevention (general)
 - HIV/AIDS Prevention
 - Pregnancy Prevention
 - STD Prevention
 - Health Care and Prevention Resources
- Healthy Relationships (general)
 - Affirmative Consent
 - Bystander Training
 - Intrapersonal and Interpersonal Communication Skills for Healthy Relationships
 - The development of meaningful relationships and avoidance of exploitative relationships
 - Understanding the influences of family, peers, community, and the media throughout life on healthy sexual relationships

Reviewer Comments:

Reviewer 103

Some outcomes are implied and/or not clear as to whether they would be met in the manner stated on the Academic Learning Standards sheet. Standard 3 I rated as Disagree as the specific outcomes were not met but as a whole Standard 3 could be met.

In the ancillaries there are a number of LGBTQ+ examples around dating but the majority of the names used throughout the textbook appear to be white, generic names.

I think overall it is a very good textbook.

Reviewer 107

Overall, this curriculum is well written and thought out. While it is definitely an improvement from blatant scare tactics and heteronormative representation in past curricula, there is a lot of room for improvement. Here are some of my thoughts:

-Attraction is the first attribute when describing healthy romantic relationships

-Sexual abstinence is mentioned immediately after physical intimacy. There is no description of harm reduction or a continuum of high risk to low-risk sexual behaviors that people can engage in

-I appreciated the discussion of strong boundaries and affirmative consent, but an in-depth



description of non-verbal communication should be described and examined.

-No mention of relationship structures outside of monogamy.

-No non-binary identities are mentioned or represented.

-Heavily focused on heterosexual partnerships

-No mention of BDSM or alternative sexualities

-I appreciated that they used "parent/guardian" instead of just the word "parent" and described different family structures

-The "Advocate for Diversity" paragraph feels forced and out of place. There is no substance or context and simply tells people to "be friends with different kinds of people" and "speak up for others" without unpacking what this means or how to avoid white saviorism.

-High emphasis on sexual abstinence, and an assumption that all teens are being pressured into sex and need skills to learn how to avoid this pressure. There is no space for teens that are curious about sex, or who have already engaged in sexual activity. There is no exploration for teens to think about how they know they are ready for sex, or how to choose a healthy sexual partner.

-The assumption that break-ups will be "more painful" if you have been sexually active minimizes the experiences of those in non-sexual relationships.

-Asexuality is not mentioned once

-LGBTQ+ identities are talked about once in family structures, but that is it.

-Masturbation and wet dreams are not discussed at all.

-They focused a lot on cyber-bullying which was positive but left out sexting and sharing videos/pictures without consent, revenge porn, or the impacts of sharing your images with others, and legal issues. This is one of the most pressing issues facing teenagers today and cannot be ignored.

-When describing Risk Factors in Violence and Prevention Risk Factors - many teens would not know what these concepts mean without examples and context. They might not know that their home is "overly strict" or that their community has a "lack of economic opportunities because it is the only life they've known"

-Violent Video games - there has NOT been a concrete connection between violent video games and violent behavior. This could be potentially alienating to students who play violent video games and are not violent at all (the vast majority of people) and might leave the student ignoring other information in the text. This is a scare tactic, and undermines the idea that violence is a choice. https://www.health.harvard.edu/newsletter_article/violent-video-games-and-young-people.

-When describing how to respond to bullying behavior, the advice contradicts itself - either choose not to respond or be assertive. Both should describe the potential consequences

-I appreciated the questions to ask yourself before posting content on the Internet

-Good examples in the Myths and Facts of consent - the question I routinely get asked is "what happens if both are drunk/high" and this is rarely addressed in curricula.

-Verbal sexual harassment should include lists of ranking women in school based on attractiveness

-The preventing sexual assault chapter is HIGHLY PROBLEMATIC and promotes victim blaming.

The chapter tells students to "express clearly by saying yes or no" and "encourage people around you to treat you with respect" and "avoid risky situations" as sexual assault prevention



tips. The "Avoiding Dangerous situations" is a list of things that most women do already - don't go out at night alone, be aware of your surroundings, etc. I'm surprised it didn't include information about a rape whistle. It never once says "do not sexually assault other people" or coach students on how to know if someone is able to consent, or even talk about the legal consequences of sexual violence. It then talks about Rape Culture on the next page, completely undermining the entire chapter.

-In the community violence section there is no mention about school shootings.

-Health and Wellness skills do not include "Using a condom or dental dam" if engaging in sexual activity.

-I appreciated that the curriculum included information about the clitoris, safe haven laws, and abortion.

Reviewer 111

This curriculum comes with anything a teacher would need. Everything is outlined and organized very well which makes it easy to manage. It is a book-based curriculum with a workbook and a companion website with other resources including more handouts, vocabulary sheets and some videos. One of the only downsides to this curriculum is that since it is book based, there are multiple places a teacher would have to go to fully prep for a lesson the first time. Also, there are not many videos so worksheets and the textbook could get a bit boring at times for the students. However, the content is extremely detailed and inclusive. This curriculum does a great job of explaining many topics that can be controversial for a sex ed unit such as birth control, sexual activity, abortion in a way that gives the learner the information they need and promoting abstinence and other safe practices. There is a lot of information on birth control, STIs/HIV/AIDS, sexuality, relationships, and consent/boundaries. Each chapter has warm-up activities, vocabulary, review, assessments, and additional activities to hit on other state standards. Overall, I would highly recommend this curriculum and would use it in my own classroom.

Reviewer 114

Overall, the content in the workbooks and handouts I found to be excellent, but the content in the actual textbook is lacking in inclusivity and diversity.

Birth control methods and STI information is out of date.

A lot of guidance is provided on choosing abstinence but very little guidance on making decisions around sexual activities.

The video content was not relatable and was not well-made and felt unrealistic. Video content portrayed stereotypes as well.

I believe that as a complete health package, this program is very comprehensive. However, I believe it privileges heterosexuality in the textbook and privileges abstinence by not providing an equal framework for decision making around deciding to have sex.

Chapter on abstinence told youth that people who have sex will regret it, and indirectly assumes that people only should have sex with their marital or future marital partner or else they will regret it.

Reviewer 116

In terms of its digital interface, organization of materials, and instructor support, Comprehensive Health Skills certainly appears to be an attractive option for any health class



that includes online or distance learners. I appreciated the easy to navigate and extensive online instructor suite, including the online textbook (in both English and Spanish), student workbooks, an archive of all the handouts and a slew of instructor resources. Plus, all of the student materials are fully adapted for online use, including form fields for all handouts, differentiated reading guides, and tools where students can highlight and annotate directly into the digital textbook and workbook; meaning, students can complete online, save their work (completed or not) online and then later print or save to Google Drive--again, an incredible asset for anyone working with online learners.

However, I would not use this curriculum in my health class for one major pitfall: it is way too textually dense to keep students engaged. The amount of reading for each chapter is rather intense. For the science/medical-themed chapters, like HIV and Pregnancy, text is important for explaining the biology and process. Nevertheless, topics such as healthy relationships, consent, and sexual assault lean far too heavily on text and do not include the peer-to-peer activities or interactions that are so necessary to bring authenticity (and practice) to these essential subjects. The amount of reading takes away time from actually engaging with students in discussions, leaving a teacher to pick and choose which readings to keep, which to cut, or attempt to squeeze it all in with minimal classroom activities.

Accuracy Analysis Reviewer 123

Healthy relationships. Disturbing video; recommend inclusion of a solution-focused video showing what happens next.

Page 757 or into the next chapter. Following birth, there needs to be a discussion on the importance of postpartum care. Some people call this the 4th trimester. Discussion about birth control could be included as well as the physical and mental health impacts of adjusting to a new baby.

Accuracy Analysis Reviewer 125

Unit 7 - could add update about COVID-19

p.678 - In pregnancy may receive a syphilis test both in the first trimester and the third trimester (new guidance as syphilis and congenital syphilis rates are on the rise); "doctor" is used liberally in the text and should be updated to "health care provider or professional" to include other professions that provide sexual and reproductive health services such as certified nurse-midwives, nurse practitioners, physician assistants, and naturopathic doctors - pages specifically are p. 680, 682, 687, 693, 734, 740, 746, 749, 754, 759, 830, 834, 840,843; on p. 738 circumcision needs a more accurate definition of why it may be done instead of "this makes the penis easier to wash."

