

Teaching About Responsible Choices for Sexual Health



**What Has an Impact on Behavior?
What is Consistent With Our Values?**

Revised Edition

Planned Parenthood® Federation of America, Inc.

Acknowledgments

We are grateful to the Curriculum Advisory Groups convened for this project. We thank them for their time and expertise, and for their feedback that enabled us to complete this project. We also thank all the affiliate leaders in education who contributed to the original project that developed the guidelines for evaluation of the first group of curricula.

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Introduction

It is the policy of Planned Parenthood Federation of America to provide sexuality education as an essential element of its services.

Mission and Policy Statements, PPFA, adopted 1984

Sexuality educators are most effective when they are delivering programs in which they have confidence. Program participants, parents, school administrators, policy makers, and program funders are more enthusiastic about sexuality education programs when there is evidence that the program has previously been successful. Some governmental and private funding sources are, in fact, requiring applicants to replicate or adapt only programs that have had an impact on participants' behavior.

For these reasons and more, PPFA included in its strategic plan the project that has resulted in this document. Twelve affiliate education directors, one training director, one former education director, and PPFA's vice president for education reviewed sixteen curricula that have been evaluated in the professional literature. Fifteen of the curricula have evaluation components that have demonstrated a desirable impact on behavior. The Curriculum Advisory Group (CAG) developed a tool to assess if and how curricula address 36 important topics, developed by the National Guidelines Task Force, and are consistent with Planned Parenthood's stated values about sexuality, with our policies, and our practice. (*Guidelines for Comprehensive Sexuality Education*, 2nd edition, 1996, SIECUS) Program planners and administrators should find this tool (Appendix A) helpful in making responsible choices of curricula, or in adapting existing programs.

PPFA's policy statement on universal access to sexuality education states, "Planned Parenthood recognizes its responsibility to provide sexuality education through its network of affiliates nationwide *and to ensure it is offered worldwide in other diverse settings*, including the home, schools, public health facilities, religious institutions, and youth-serving organizations."

This document is the result of the Curriculum Advisory Group's work. It is a compilation of an ongoing effort to review most of the existing programs that have been favorably evaluated in the scientific literature. It is not intended to be a comprehensive overview of effective programs.

Process

The Curricula Advisory Group (CAG) devised an instrument in which to assess curricula in 1997. The original group identified programs that were listed in the Centers for Disease Control's *Programs That Work*, in Doug Kirby's *No Easy Answers* written for the National Campaign to Prevent Teen Pregnancy, and in Sociometric's *Program Archive for Sexual Health and Adolescents* (PASHA). They also evaluated other curricula that Planned Parenthood affiliates have used, or that our community coalition partners have developed. In the first review, CAG chose eleven curricula to evaluate that they felt would most likely be replicated, have a desirable impact, and meet the needs of Planned Parenthood affiliates.

The first eleven curricula were reviewed with the help of the Curriculum Checklist that the CAG developed. (The Checklist can be found in Appendix A) Nine of the programs reviewed addressed adolescent sexual behavior:

- Be Proud! Be Responsible!
- Becoming A Responsible Teen
- Get Real About AIDS
- Human Sexuality: Values & Choices
- Postponing Sexual Involvement
- Reducing the Risk
- SMART Moves
- Teen Talk
- Will Power, Won't Power

One program has demonstrated effects on pregnant, young adult women's efforts to avoid HIV infection:

- AIDS Prevention and Health Promotion among Women

The group also evaluated the Advocates for Youth curriculum series for elementary school-age participants, *When I'm Grown*, even though it has not had a rigorous evaluation and peer review in journals. Since participants felt it was one of the better programs developed for elementary school-age children it was chosen for review.

Two members of the CAG reviewed each curriculum. The group met in person and through conference calls to discuss their evaluations.

Follow-up for 1999 revision

In April of 1999 a second group was convened to evaluate five more evaluated curricula. The criteria for the curricula review was that each had an evaluation process that demonstrated the program's measurable impact on positive behavior change and that each had undergone the peer review in professional journals.

Of the curricula chosen, four were from PASHA, and the fifth was found in the CDC's *Programs That Work*. One of the programs addressed adolescent sexual behavior:

- Project Taking Charge

The remaining four programs have demonstrated effects on adolescent or young adult efforts to avoid STDs and/or HIV infection:

- AIDS Prevention for Adolescents in School
- Focus on Kids, Adolescent HIV Risk Prevention
- Safer Sex Efficacy Workshop
- Youth AIDS Prevention Project (YAPP)

Caveats

While Planned Parenthood promotes comprehensive, K-12 sexuality education programs, the published studies of sex ed have looked at a narrow range of behavioral outcomes. The scientifically valid evaluations have typically been done only to determine how programs or curricula have reduced negative outcomes of intercourse – pregnancy and sexually transmitted infections.

Due to the nature of our charge -- to assess programs that had demonstrated an impact on sexual behavior -- the curricula we reviewed were generally narrow in scope. They either helped participants to delay having intercourse, or they increased the use of condoms or other contraceptives. Some programs had

additional effects, but the primary reported outcomes were these two. Planned Parenthood and other professional sexuality educators certainly support these outcomes, but for us, the goal of sexuality education is broader than that.

To quote PPFA's policy statements, "Sexuality education should:

- seek to increase understanding of sexuality as a normal, healthy, lifelong aspect of human development;
- enhance awareness that there are differences in sexual expression and that sexuality is a personal matter; and
- help individuals understand their sexuality, communicate their sexual feelings and decisions to others, and accept responsibility for their sexual decisions."

Most sexuality and family life educators are invested in promoting sexual health, which encompasses the aspects of human development expressed in the policy statement, and not simply the outcomes of sexual intercourse. As one of Planned Parenthood's values states, *everyone* has the right to adequate, accurate, and age-appropriate information about sexuality. That includes adults and children of all ages.

As mentioned earlier, we reviewed an excellent curriculum for elementary school students, *When I'm Grown*, which has not been studied for its impact on sexual behavior. However, the program does promote a healthy understanding of taking care of one's body, developing relationships, respecting differences, learning to make decisions, appreciating one's sense of self, and so on. The curriculum promotes sexual health in an age-appropriate manner for grade school students. No one has studied the impact of this kind of sexual health promotion, especially with elementary school students. Therefore we do not have scientific evidence of the effects of this curriculum.

When program planners are asked, "what works?" most often the question really means, "what reduces the negative outcomes of intercourse?" Professional educators know that participants in their programs -- whether they are young children or middle-aged couples -- need more comprehensive information and skills to be sexually healthy and to make responsible choices regarding their sexuality. Except as noted, the curricula reviewed in this document are limited to those interventions that are appropriate for junior and senior high school students, and that help them to delay intercourse or to effectively use condoms and other contraceptives. It is the hope of the CAG that studies will be done on the effects of more broadly defined programs.

A second caveat is that no curriculum is effective in the hands of an ill-prepared, uncomfortable educator. While most of the curricula we included have been, or are being replicated in other sites beyond the original study site, it is our belief that they are effective only when delivered by trained and competent educators. Some of the curricula have a great deal of information to prepare the person who will deliver the program -- others do not. Some of the curricula have most of the relevant background and factual information to respond to participants' questions, but some do not.

What appears on the printed page is always secondary to *who* delivers the program and *how* they deliver it. Each of the curricula described in this document could be effective in the hands of a skilled educator, but program planners and agency leaders must be aware of the need for training and/or experience for those who implement these programs.

Characteristics of Programs That Have an Impact on Behavior

Research has shown that:

- Prevention programs that include information about delaying intercourse *and* about contraception can delay the onset of intercourse, reduce the frequency of intercourse, and decrease the number of teens' sexual partners;
- Balanced programs can increase the use of condoms and other contraceptives for those who are sexually active; and,
- To be effective, programs must address multiple factors.

According to Dr. Douglas Kirby's analysis of scientifically evaluated programs, effective sexuality education:

- 1) focuses clearly on reducing sexual behaviors that lead to unintended pregnancy and/or HIV/STIs;
- 2) uses behavioral goals, teaching methods, and materials that are appropriate to age, culture, and sexual experience of students;
- 3) is based on theoretical approaches that have proven effective in influencing other health-related risky behaviors;
- 4) is long enough to allow for the completion of important activities;
- 5) employs a variety of teaching methods, focusing on greater participation and personalization of information;
- 6) provides basic, accurate information about the risks of and how to avoid unprotected intercourse;
- 7) includes activities about social/peer pressures relating to sexual behavior;
- 8) provides practice of communication, negotiation, and refusal skills; and,
- 9) utilizes teachers/peers who believe in the program being implemented and provides training for them.

Balanced programs that discuss both abstinence and contraception, including condoms, do not increase the incidence of sexual intercourse among teens. The onset of intercourse is not hastened, and neither the frequency nor the number of sexual partners is increased by programs that address contraception.

[Information from *No Easy Answers: Research Findings on Programs to Reduce Teen Pregnancy*, published by the National Campaign to Prevent Teen Pregnancy, 1997.]

Curricula

The assessments of the following curricula are organized alphabetically by title.

Each program's intended audience and the number of sessions/length are described. A brief assessment of each curriculum follows, with contact information, and an indication of whether or not the curriculum is consistent with Planned Parenthood's value statements about sexuality, as affirmed at the Planned Parenthood Federation of America membership meeting in 1996. We also indicate how many of the 36 topics developed by the National Guidelines Task Force are addressed in the curriculum. (*Guidelines for Comprehensive Sexuality Education*, 2nd edition, 1996, SIECUS.)

Reviewers' comments are included to clarify their assessments as well as their thoughts on implementing or adapting the curricula. Please note that the evaluation criteria are only for the curricula as published. When adapted, the evaluation results might not be replicated.

AIDS Prevention and Health Promotion among Women

Sociometrics Corporation
170 State Street, Ste. 260
Los Altos, CA 94022-2812
(650) 949-3282
Cost: \$195.00

Includes User's Guide, Program Materials, Original Evaluation Materials, Prevention Minimum Evaluation Data Set, Local Evaluator Data Set, Local Evaluator Consultant Network Directory, and Technical Support

- STD/HIV/AIDS Prevention

Field test participants were unmarried pregnant women who were using obstetric clinic services. The average age of participants was 21.

The program lasts a total of 6-8 hours and scheduling is fairly flexible. Four program sessions should be conducted over a period of two to three months, with participants attending a single 1½- to 2- hour session every two or three weeks.

Evaluation Outcomes: Participants showed increases in HIV/AIDS knowledge, articulation of safer sex goals and behaviors, including condom and spermicide use.

- Two of 14 Planned Parenthood values are expressed or affirmed. Twelve of 36 topics are addressed.

This program is implemented with the use of four videotapes. A program manual is organized around stopping the video to facilitate group discussion, role-plays, and cognitive rehearsal through guided imagery. Issues around options to intercourse were implied but the videos didn't give examples. This program is focused on psycho-social issues of heterosexual women who are pregnant and/or parenting. There is not a lot of factual information included in the tapes, and the manual doesn't supply it either. To be accurate and effective, the facilitator would need a great deal of prior knowledge and skill.

The reviewers did not care for the production quality of the videos, which they viewed as poorly paced, and not engaging. With a talented and knowledgeable facilitator, however, the videos can prompt participant discussion, practice for safer sex negotiation, and promote general self-efficacy for health.

AIDS Prevention for Adolescents

Sociometrics Corporation
170 State Street, Ste. 260
Los Altos CA 94022-2812
(650) 949-3282
Cost: \$195.00

Includes User's Guide, Program materials (curriculum handbook, student activity booklet masters and a video clip), and Evaluation Materials. All Sociometric PASHA Curricula include the original program evaluation, and Sociometric developed Prevention Minimum Evaluation Data Set (PMEDS) and a Local Evaluator Consultant Network directory.

- HIV/AIDS Prevention

Suitable for 9th grade.

The program is designed for six sessions that run 60 to 90 minutes each. There are homework activities that involve family members.

Evaluation Outcomes: At the three month follow-up, participants showed a statistically significant effect in reducing sexual risk behaviors and positive changes in knowledge, beliefs, and self-efficacy related to AIDS preventive actions.

- Four of fourteen Planned Parenthood values are expressed or affirmed. Fourteen of the 36 topics are addressed.

The curriculum was originally developed for 9th and 11th grade students in two New York City schools. It targets HIV/AIDS prevention, and therefore, does not profess to address teen pregnancy issues. Since the curriculum is dated with inaccurate information on AIDS, program users need to carefully check the HIV/AIDS facts before using it. In addition, the reviewers felt the program is more appropriate for a younger heterosexual high school audience, than a diverse audience, and they were concerned also that some of the material promoted gender stereotypes. Reviewers felt the program would require a trusted and enthusiastic presenter who had a good understanding of sexuality in order to answer questions that could arise during discussion.

Reviewed 5/99

Becoming A Responsible Teen

ETR Associates
P.O. Box 1830
Santa Cruz, CA 95061-1830
1-800-321-4407
Cost: \$49.95

- STD/HIV/AIDS Prevention

Originally designed to be used in non-school settings with African American adolescents aged 14-18.

An eight-session curriculum; participants meet once a week for 1½ to 2 hours; young men and women meet in groups segregated by gender to focus on skill development. Two co-leaders head each group.

Evaluation Outcomes: Participants were more likely than the control group to delay intercourse if they were virgins, to cease having intercourse if they had been sexually active prior to the program, and to use condoms and engage in less unprotected intercourse when they did have sex.

- Eight Planned Parenthood values are affirmed or expressed. Twelve of 36 topics are addressed.

Becoming a Responsible Teen is well organized in terms of what is needed for each program piece. The authors assume a sound sexuality education background of the instructor. There is no anatomy information, for example, so it assumes prior knowledge by participants, or this needs to be added by the instructor to the presentation. It provides good risk assessment information, and explicit skills-building activities like communication with a partner and condom use instruction. It encourages abstinence with other options. The evaluation instrument is included. It is recommended for community programs that are delivered outside of school.

The curriculum stresses peer learning and sharing with peers after each lesson. Skills and rehearsal are the core of this program. Role-plays and videos also address values clarification, decision-making, etc.

Be Proud! Be Responsible!

Select Media
60 Warren Street
New York, NY 10007
(212) 732-4437
Cost: \$95.00

- STD/HIV/AIDS Prevention

Originally designed for use with African American male adolescents; later modified to be used with inner-city junior high school students. Eventually was adapted for use with in- and out-of-school youth, age 13-18.

This curriculum consists of six 50-minute sessions, which can be presented over one to six days.

Evaluation Outcomes: Participants were more likely than non-participants to delay intercourse, to have fewer partners, to use condoms more often, and were less likely to practice high-risk sexual behaviors. NOTE: In the original study, small groups of approximately six participants were involved in a one-day five-hour version of the program.

- Seven of 14 Planned Parenthood values are affirmed or expressed. Twelve of 36 topics are addressed.

This curriculum is very focused on HIV prevention through condom use and delaying intercourse. Role-plays build skills, and can afford gender-neutral presentation if implemented that way. However, for a program primarily intended to reduce HIV infection, it is problematic that it is so heterosexist. There are detailed instructions for facilitators and highly focused interventions. The curriculum is easily used, but can be enhanced with additional skills/factual information. As with most of the curricula listed here, it needs updated information on HIV/AIDS. It is sex positive, and focused on health and responsibility. Non-intercourse sexual behaviors are discussed -- it talks about outercourse, masturbation, and sexual response. It assumes prior knowledge of anatomy and physiology.

A unique aspect of this curriculum is that it works on the notion of connectedness to others – self, partner, and community. Leaders should be especially sensitive to participants who may have had intercourse against their will. The video clips were overly dramatic in the opinion of the reviewers, and some terminology is questionable. There is no parent take-home activity.

Focus On Kids: Adolescent HIV Risk Prevention

ETR/ Network Publications
PO Box 1830
Santa Cruz, CA 95061
1-800-321-4407
Cost: \$29.95

Includes Curriculum Guide

- HIV/AIDS Prevention

Audience: The program targeted 9- to 15-year-old African Americans in an after school setting.

Eight lessons are designed to run for 7 sessions of 1 ½ hours and 1 all-day outing.

Evaluation Outcomes: At the six-month follow-up after completion of the program, condom use was higher among participants than in control group, especially among boys and teens aged 13 - 15.

- Five out of fourteen Planned Parenthood values were affirmed or expressed. Eighteen out of 36 issues addressed.

While the curriculum is designed for HIV/AIDS Prevention, it does cover a wider range of topics. The curriculum overview recommends the use of a co-facilitator, and since it divides some lessons by age and some by gender, it would be good to have two people to deliver the program. However, the reviewers noted what they felt was a lack of logic in the suggested divisions in several of the lessons, and in fact may reinforce gender stereotypes. They also felt that some of the material was in the wrong sequence: Section Two talks about anal and oral intercourse, then Section Three follows with a puberty video, without adequate time for processing. It does not address gay, lesbian, bisexual youth, and does have missing or misinformation in many places. The reviewers expressed concern over the ground rules and guidelines for the facilitator; they may not be appropriate for different populations.

It does have good information on references, a strong focus on decision-making, and lots of good activities. However, the reviewers felt the curriculum was a good example of the pitfalls of trying to have an HIV discussion outside a more comprehensive sexuality education context.

Reviewed 5/99

Get Real About AIDS

Altschul Group
1560 Sherman Ave., Ste. 100
Evanston, IL 60201
(847) 328-6700
Cost: \$495.00

- STD/HIV/AIDS Prevention

Grades 9-12, although appropriate for community based settings

Fourteen class sessions of approximately 50 minutes. Scheduling is flexible.

Evaluation Outcomes: Sexually active participants had fewer sexual partners, used condoms more frequently, and intended to have sexual intercourse less often.

- Nine of fourteen Planned Parenthood values are expressed or implied. Fifteen of 36 topics are addressed.

Reviewers found *Get Real About AIDS* a very attractive package that provides a great deal of background information and support for the leader. The many components of the kit include in-depth information for educators on how best to deliver this (or any sexuality education) program. The curriculum is designed in such a way that it can be infused into several different subjects; math, history, etc.

While there is little information on “sexuality education,” the primary focus of the program is developing social skills and building positive relationships. Videos and exercises suggest that girls’ and women’s choices and decisions should be respected and that males do not have to prove themselves by being aggressive. Parent newsletters are part of the package. Teacher instructions include encouraging participants to discuss the issues with a trusted adult, and extension activities involve parents at home. Community resources are identified for referrals. Videos model making personal choices based on values, comfort, and readiness for sexual activity. Skills building activities are included in every lesson. There is a well-written introduction, and great tips for teaching about HIV. It begins explicitly with the assumption that participants have had basic sexuality education. As with all of the reviewed curricula, factual information about HIV/AIDS needs to be updated.

Human Sexuality: Values & Choices

Sociometrics Corporation
170 State Street, Ste. 260
Los Altos CA 94022-2812
(650) 949-3282
Cost: \$315.00

Includes User's Guide, Program Materials, Original
Evaluation Materials, Prevention Minimum Evaluation
Data Set, Local Evaluator Consultant Network
Directory, and Technical Support

- Primary Pregnancy Prevention

Suitable for 7th and 8th grades

The 15 student lessons are designed to run 45-50 minutes each. The three parent sessions should each last about two hours. The sequencing of the sessions is flexible.

Evaluation Outcomes: Participants gained knowledge about the risks of sexual intercourse, and increased support for delaying intercourse.

- Ten of fourteen Planned Parenthood values are expressed or affirmed. Nineteen of 36 topics are addressed.

This curriculum is user friendly, with timelines and objectives for each section. It has an easy-to-use layout. Each session starts with a homework review. Printed material includes fact sheets and worksheets. The bulk of the sensitive factual information is in the teachers' manual, which is good on sexual orientation and gender, abortion, and masturbation. However, these topics are not stressed in the activities.

It is generally a sex-positive curriculum, and many of Planned Parenthood's values are expressed or affirmed. Abstinence is defined and encouraged, but skills for delaying intercourse are absent. The description of fertility awareness method (FAM) is more complex than most seventh or eighth graders can readily grasp, while newer methods of birth control are absent. The curriculum includes homework after nearly every session that facilitates care giver/child communication. *Values and Choices* utilizes 12 good video segments. However, the use of the term "opposite sex" in them reinforces stereotypes -- preferable language would be "other gender" -- and the videos present primarily white youth, so it may not be effective with diverse participants. As with many of the curricula we reviewed, information on HIV /AIDS is out of date, and newer methods of contraception, like Depo Provera[®] and the female condom, are not included.

Postponing Sexual Involvement

Adolescent Reproductive Health Center
Grady Health System
80 Butler Street S.E./Box 21685
Atlanta, GA 30335-3801
(404) 616-3513
Cost: \$149.00

- Primary Pregnancy Prevention
- STD/HIV/AIDS Prevention

Aimed at youth in junior high and middle school

Includes 5 sessions; 45-60 minutes each.

Evaluation Outcomes: The program was first evaluated in Atlanta, where it was delivered in combination with a five-unit curriculum on human sexuality and contraception. In that evaluation participants were more likely to delay intercourse than non-participants. NOTE: Subsequent evaluations of PSI delivered without the human sexuality and contraception components showed no positive impact on participants' behavior. The curriculum that is available does not include the unit on human sexuality and contraception.

- Ten of 14 Planned Parenthood values are expressed or affirmed. Sixteen of 36 topics are addressed.

This curriculum provides a clear, positive sexual health message – namely that it is a good idea for very young adolescents to delay intercourse. The role-plays in the curriculum and as demonstrated in the videos present equity in relationships, effective social skills to resist peer pressure, and diversity in the role models. There are well-staged activities (building upon one another). As with most of the curricula we reviewed (in part because the focus is often pregnancy prevention) *PSI* is heterosexist and sexual orientation isn't mentioned.

There is no parental homework, but there is an implied message about communication with parents. The program is primarily social skills training for young adolescents rather than a sexuality education program.

The authors of the curriculum are clear that the value base for *PSI* is that young teens should abstain from sexual intercourse. They state that the curriculum is developed to complement more comprehensive programs, as was done in the original evaluation of the program.

Project Taking Charge

Sociometrics Corporation
170 State Street, Ste. 260
Los Altos CA 94022-2812
(650) 949-3282
Cost: \$960.00

Includes Curriculum Manual, Trainer's Manual, 7 videotapes and guides, original Evaluation Instruments (Student Questionnaire and Parent Questionnaire), PMEDS and Local Evaluator Consultant Network Directory.

- Primary Pregnancy Prevention

Suitable for late elementary, early middle school

The program is designed to run for 30 weeks with sessions of 45 minutes each. There are 5 units and 30 lessons.

Evaluation Outcomes: The curriculum effectiveness was tested in 1989 in field studies in Delaware, Mississippi, and Ohio with 136 teenagers. Overall youth and adult participants showed an increase in knowledge of sexual development, STDs, and sexual anatomy and physiology. The program may have promoted abstinence among teens who had not yet had sexual intercourse, but the results were short of significance.

- Eight of fourteen Planned Parenthood values affirmed or expressed. Twenty-one of 36 issues were addressed.

The curriculum, developed by the American Association of Family and Consumer Sciences, is very user friendly with many creative activities. The Training Manual is sex positive in tone and easy to use. Unfortunately, the Curriculum Manual is not as well done and does not include the same type of background information found in the Training Manual. Because of this lack, the reviewers would recommend training before sending a teacher out to use the curriculum, or a good review of the Training Manual before using the curriculum. There are seven videos that the reviewers felt are not the best choices for the subjects addressed, and the curriculum activities tend to be paper and pencil heavy. However each lesson has clearly stated goals and objectives. While it claims to be an "Abstinence-based" curriculum, it really is "Abstinence-only" in philosophy.

The units on Gender issues and Puberty were quite good as was the homework for parent and child. The reviewers found the curriculum strong on respect for diversity of gender and ethnicity, but weak on the same for sexual orientation. It reinforces the importance of assessing information and/or guidance for sexual assault and STD's, but does not do the same for family planning. It was found to be generally sex positive and full of skills building activities designed to help younger adolescents learn how to say no, but could use more role-play. The curriculum seemed geared to middle class classrooms, but could be adapted to other settings with a little work. However, the absence of family planning information makes it inappropriate for high school or sexually active younger teens. Reviewers found a great deal that they liked about this curriculum, and felt a good educator could do a lot with it.

Reviewed 5/99

Reducing the Risk

ETR Associates
P.O. Box 1830
Santa Cruz, CA 95061-1830
1-800-321-4407
Cost: \$42.95

- Primary Pregnancy Prevention
- STD/HIV/AIDS Prevention

Developed for male and female high school students.

The program consists of 16 lessons; each designed for a 45-minute class period. Most lessons can be expanded to fill two class periods by increasing practice and discussion time.

Evaluation Outcomes: Participants increased knowledge, increased communication with parents about sexuality, helped non-sexually experienced youth to delay intercourse, and increased contraceptive use.

- Nine of fourteen values are affirmed or expressed. Fifteen of 36 topics are addressed.

Reducing the Risk is an easy-to-use, balanced program that reviewers liked very much. It is skills-based, and helps young people delay intercourse, to learn about contraception and where to get it, and understand the risks of sexually transmitted infection. Activities are highly interactive, and the curriculum offers several alternatives for varying situations. However, the curriculum language and role-plays present middle class, dominant culture, so it may need to be adapted for diverse audiences.

The program would work best with middle school-age participants. Non-gender-specific role-plays help to reduce heterosexism. The curriculum encourages parent-child communication about sexual behavior in very concrete and helpful ways.

Safer Sex Efficacy Workshop

Sociometrics Corporation
170 State Street, Ste. 260
Los Altos CA 94022-2812
(650) 949-3282
Cost: \$195

Includes Instructor's Handbook and 25 copies of each of 3 pamphlets: HIV Infection and AIDS: What Everyone Should Know, Sexually Transmitted Disease: What Everyone Should Know, Making Sex Safer. Also includes the original Evaluation Instruments, and Sociometric Materials: PMEDS and Local Evaluator Consultant Network Directory.

- STD/HIV/AIDS Prevention

Developed for a college-aged audience.

The lesson is designed to run for three hours in one session. It might be able to be adapted to other time frames.

Evaluation Outcomes: At the two-month follow-up, participants showed a modest increase in condom use over the comparison group.

- Two out of fourteen Planned Parenthood values are expressed or affirmed. Nine of 36 topics are addressed.

The curriculum is designed for a single presentation on safer sex in a college setting, but the reviewers felt the material was too basic for most college groups. They were concerned about the curriculum's misinformation and missing information on AIDS. While it is a more specific curriculum since it only addresses safer sex, it did not affirm many of the Planned Parenthood values and was weak in its presentation of safer sex. The brochures had good information, but were not user friendly, with a high reading level and too many words on a page.

The reviewers were concerned about several factors in the curriculum. It seems to be designed primarily for heterosexual white women, the design does not give suggested running times for most activities, and only two people in a group of four are to participate in role play without any clear reason for not encouraging all to participate. At times it used language that was not inclusive or accurate, and sometimes offensive or negatively charged. In addition, it was missing any mention of community referrals, important in a one-session program.

Reviewed 5/99

SMART Moves – including Stay SMART

Program Services
Boys and Girls Clubs of America
1230 Peachtree St., NW
Atlanta, GA 30309-3447
Cost: \$125.00

- Avoidance of alcohol, tobacco, other drug uses, premature sexual activity, and additional negative behaviors.

Four programs for different audiences are included in the binder:
SMART Kids is designed for youth ages 6-9; Start SMART is for ages 10-12; Stay SMART for ages 13-15; and Keep SMART for parents

SMART Kids: 17 sessions, 30 minutes in length, usually once per week
Start SMART: 10 sessions, one hour in length
Stay SMART: 12 sessions, 60-90 minutes in length
Keep SMART: Four sessions, two hours in length, or one all-day session

Evaluation Outcomes: Only the Stay SMART portion of the program has been evaluated. Participants who were virgins at the beginning of the program had sexual intercourse less frequently when asked 27 months later.

- Four of 14 Planned Parenthood values are expressed or affirmed. Fifteen of 36 topics are addressed.

Designed to help young people deal with pressure to participate in risky behaviors related to alcohol, other drugs, and teen pregnancy, *SMART Moves* has a single message of avoiding sex, drugs, alcohol, and tobacco. The curriculum has many good components that address peer education, self esteem, communication, assertiveness, responding to peer pressure, etc. It is well laid out and user-friendly. The information on puberty is strong as well, but it is not a sexuality education curriculum, as the author states in the introduction. The strong points of the program are that it does teach young people life skills through role-plays, and increasing social competence. Public service announcement information is included to reach a broader audience. Features of the curriculum include a timeline for the program, in-service training guide, and program components for parents. It uses peer educators, which can be effective in creating healthy social norms.

However, the curriculum has some outdated information and erroneously states that teens are poor contraceptors. It implies that adolescent sexual behavior is *de facto* irresponsible, which contradicts Planned Parenthood's values. The curriculum implies that teaching refusal skills with contraceptive information is a "double message." The reviewers point out that refusal skills for drugs are not the same as refusing sexual behavior, but the curriculum activities are the same for both. Sex is something to be avoided – "Just Say No," without the critical thinking or decision making skills necessary to come to that decision. Some material that is presented is opinion, and not factually accurate. Contraceptive information is not included.

Teen Talk

Sociometrics Corporation
170 State Street, Ste. 260
Los Altos CA 94022-2812
(650) 949-3282
Cost: \$195.00

Includes User's Guide, Program Materials, Original Evaluation Materials, Prevention Minimum Evaluation Data Set, Local Evaluator Consultant Network Directory, and Technical Support

- Primary Pregnancy Prevention

Suitable for all teens.

This program is designed to last a total of 12-15 hours. The program schedule is relatively flexible and can be adjusted to suit the particular site. However, it is recommended that the program be given over a span of two to three weeks: the initial lectures in two 2-hour sessions; and the subsequent group discussions in four 2 to 2 ½- hour sessions.

Evaluation Outcomes: Males were more likely to delay intercourse, and sexually active males were more likely to effectively use contraception.

- Six of fourteen Planned Parenthood values are affirmed or expressed. Fifteen of 36 topics are addressed.

Teen Talk offers many teacher training elements, a “recipe” to be a successful educator; what to consider about a group of students. It’s a good model for a new educator. The curriculum uses role-plays to help participants deal with peer pressure. It provides accurate information, although it does need to be updated. Of the curricula we reviewed, it’s the only one that addresses emergency contraception. Activities facilitate practice in decision-making and offer choices in delivering the program.

Reviewers thought it would be best used for an out-of-school group. The curriculum covers decision-making, communication, and relationships in addition to factual, cognitive information. Supplemental material includes several videos and booklets. When purchased as part of the PASHA package from Sociometrics, evaluation and support is available.

When I'm Grown

Advocates For Youth

1025 Vermont Avenue, NW, Suite 210 Washington DC 20005

(202) 347-5700

Cost: \$100.00

- Sexuality
- HIV/AIDS Prevention
- Health Information

Grades K-2, 170pp. (1993); Grades 3-4, 320 pp. (1992); Grades 5-6, 390 pp. (1992); Individual volumes \$45.00 ea.; two-volume set \$75.00; three-volume set \$100.00

In three volumes:

Grades K-2 : Includes 3 units of instruction; within those units there are a total of eight chapters (appropriate time requirement is included for each chapter)

Grades 3-4: 3 units of instruction, consisting of 9 chapters.

Grades 5-6: Also includes 3 units of instruction, with 11 chapters total.

Evaluation Outcomes:

- Ten of fourteen Planned Parenthood values are affirmed or expressed. Twenty-one of 36 topics are addressed.

This three-volume resource for young children offers an innovative approach to developing life-skills. It covers sexuality, HIV prevention, and health information within a comprehensive framework of self-esteem development, problem-solving, healthy peer and family communications, values clarification, goal achievement, and career awareness.

Nearly 300 activities mix large/small-group, hands-on and discussion exercises, and role-playing to stimulate self-reflection and critical-thinking skills. The emphasis is on skills building. The layout offers good flexibility for educators, and provides a good foundation for scoped and sequenced family life education. There is excellent information and background for the teacher. Reviewers were very enthusiastic about the curriculum because of its sex-positive and age-appropriate approach, flexibility of delivery, and comprehensive nature.

Will Power, Won't Power

Girls Inc.
441 West Michigan
Indianapolis, IN 46202
(317) 634-7546 ext. 34

- Focuses on peer pressure and refusal skills

Developed for girls ages 12-14 years old.

Six sessions, two hours each.

Evaluation Outcomes: Participants who completed ten or more hours in the program were significantly less likely to initiate intercourse than the control group, or girls who didn't attend all sessions.

- Nine of 14 Planned Parenthood values are affirmed or expressed. Twelve of 36 topics are covered.

Will Power, Won't Power includes wonderful activities and processing questions for building skills. The point of view assumes everyone in the program will need/want to refuse sexual involvement and are all "good kids." As this curriculum focuses on social skills – group building, assertiveness, communication, etc. – there is no contraceptive discussion. There is nothing about sexual assault, even though the primary focus is resisting pressure to have sex. Some opportunities are offered to explore gender differences. The curriculum includes a clear value statement about parents being the primary sexuality educators of their children. It has many clever exercises, focusing on skills building to delay intercourse, not drinking alcohol, etc. While it deals very well with refusal skills and resisting peer pressure, it doesn't really examine healthy and unhealthy relationships.

An issue for using this curriculum is that you can't get it unless you are trained by a Girls, Inc. affiliate, or are working with them. (However, at least one Planned Parenthood affiliate has been trained to deliver this program, and could train others.) Girls, Inc. is considering changing their licensing agreements with this curriculum to make it more available to Planned Parenthood.

Youth AIDS Prevention Project (YAPP)

Sociometrics Corporation
170 State Street, Ste. 260
Los Altos CA 94022-2812
(650) 949-3282
Cost: \$590.00

Includes: Users Guide to the project, 7th Grade Materials (Curriculum, Student Workbook, Activity Cards), 8th grade project materials (Curriculum, Student Workbook, Parent Packet, Activity Cards), Teacher Training Materials (Workshop Sample Packet, 8th Grade Training Packet), 2 videos, original Evaluation Instruments, and Sociometrics Materials (PMEDS and Consultant Network Directory)

- HIV/AIDS Prevention

Suitable for 7th and 8th grades

The 7th grade program has 10 sessions designed to run for 40 minutes. The 8th grade program has booster sessions designed to run for five sessions. The program has a parent component.

Evaluation Outcomes: The evaluation focused on teens who first became sexually active during the study period. Results showed that these teens were more likely to use condoms with foam, have used condoms and foam in the past 30 days, or intended to use both in the future. It did not influence protective behaviors of students already sexually active before the study began.

- Five out of fourteen Planned Parenthood values expressed or affirmed. Fifteen of 36 topics addressed in some degree.

This is a curriculum developed for HIV/AIDS education by HIV/AIDS outreach workers. The reviewers felt the role plays were fine, but the basic content was weak and missing information on orientation, sexuality and safer sex "how to's." The students would need some background on several sexuality topics -- anatomy, contraception, and puberty -- in order to fully understand the lessons. The lessons seem too packed for the time period, were confusing in layout, and were not always developmentally appropriate. For instance, some of the lessons used a great deal of abstract thinking in the 7th grade. Reviewers felt the videos were not useful; one was reviewed as too juvenile for the audience, and the other needed to be more teen oriented. There are better videos available. The literacy level was quite high in the curriculum, and issues of orientation and safer sex were not explored.

The curriculum is well done in the section that discusses how to set up role-plays and develop guidelines. The decision-making and resistance models provide a concrete structure for young people. While the reviewers felt the curriculum is very heavy on role-plays, they liked the scenarios.

Reviewed 5/99

Appendix A

Curriculum Checklist

This checklist was used by the Curriculum Advisory Group to assess the curricula in this document. It can be used to assess existing programs or to plan new ones. The scales for each value statement are meant to help reviewers assess which values are stressed, which are contradicted, and which are not applicable to the scope of the curriculum or the intended audience.

Curriculum Review Checklist for Planned Parenthood

Curriculum name: _____

Distributed by: _____

Use the following scale to indicate the answers to these questions:

Does this curriculum affirm, express, or imply the following values?

Does this curriculum teach anything that is contradictory to these values?
(Circle N.A. if the value is not applicable to the curriculum.)

Affirm	Express	Imply	Contradict	N.A.
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[Values endorsed by Planned Parenthood membership in 1996.]

Use the lines following each statement for any relevant comments and identify page number(s).

Sexuality is a natural, healthy, life-long part of being human.

Affirm	Express	Imply	Contradict	N.A.
--------	---------	-------	------------	------

Every individual has a right to pursue sexual health information and services without fear, shame, or exploitation. That right involves access to adequate, accurate, and age-appropriate information about sexuality, including the advantages and disadvantages of sexual expression.

Affirm	Express	Imply	Contradict	N.A.
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All people, regardless of gender or sexual orientation, have rights that need to be respected, and responsibilities that need to be exercised.

Affirm	Express	Imply	Contradict	N.A.
--------	---------	-------	------------	------

It is unacceptable to sexually pressure, force, or exploit another person.

Affirm	Express	Imply	Contradict	N.A.
--------	---------	-------	------------	------

In a pluralistic society, we must respect diverse sexual attitudes and behaviors, as long as they are based on ethics, responsibility, justice, equality, and non-violence.

Affirm	Express	Imply	Contradict	N.A.
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Information about becoming pregnant and about postponing, preventing, continuing, or terminating pregnancy should be easily available; the choice of whether or not to parent should be free and informed.

Affirm	Express	Imply	Contradict	N.A.
--------	---------	-------	------------	------

Every child deserves to be wanted, loved, and cared for.

Affirm	Express	Imply	Contradict	N.A.
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Abstaining from sexual intercourse is the most effective method of preventing pregnancy and sexually transmitted infections.

Affirm	Express	Imply	Contradict	N.A.
--------	---------	-------	------------	------

Young people explore their sexuality as part of a process of achieving sexual maturity; adolescents are capable of expressing their sexuality in healthy, responsible ways.

Affirm	Express	Imply	Contradict	N.A.
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There are many healthy ways to express sexual feelings, alone or with a partner; sexual intercourse is only one form of sexual expression.

Affirm	Express	Imply	Contradict	N.A.
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Uninformed or irresponsible sexual behavior poses risks.

Affirm Express Imply Contradict N.A.

Women, men, girls, and boys benefit from fairness and flexibility in gender roles.

Affirm Express Imply Contradict N.A.

Individuals and society benefit when children are able to discuss sexuality with their parents and/or other trusted adults.

Affirm Express Imply Contradict N.A.

Individuals and society benefit when childbearing is postponed until maturity.

Affirm Express Imply Contradict N.A.

NOTES: _____

Does the curriculum affirm reproductive freedom through access to confidential, comprehensive reproductive health care services? Yes ____ No ____

Does the curriculum emphasize the importance of making informed choices that are consistent with participants' personal values? Yes ____ No ____

NOTES: How? Include page number(s) Indicate if not applicable.

Does the curriculum distinguish between facts and values? Yes ____ No ____

Are the medical facts accurate? Yes ____ No ____

Does the curriculum reinforce stereotypes or biases? Yes ____ No ____

Is the presentation of the material clear for educators,
graphically appropriate,
and "user-friendly"? Yes ____ No ____
Yes ____ No ____
Yes ____ No ____

Is the presentation of the material clear for participants,
graphically appropriate,
and "user-friendly"? Yes ____ No ____
Yes ____ No ____
Yes ____ No ____

Are these concepts addressed in the curriculum?

Communication Yes ____ No ____

Values Yes ____ No ____

Decision making Yes ____ No ____

Negotiation Yes ____ No ____

Reproduction Yes ____ No ____

Contraception Yes ____ No ____

Finding help Yes ____ No ____

Assertiveness Yes ____ No ____

Reproductive health Yes ____ No ____

STIs and HIV Yes ____ No ____

Body image Yes ____ No ____

Gender roles Yes ____ No ____

Delaying intercourse Yes ___ No ___
 Reproductive anatomy Yes ___ No ___
 Puberty Yes ___ No ___
 Abortion Yes ___ No ___
 Diversity Yes ___ No ___
 Love Yes ___ No ___
 Dating Yes ___ No ___
 Marriage Yes ___ No ___
 Sexual orientation Yes ___ No ___
 Families Yes ___ No ___
 Friends Yes ___ No ___
 Masturbation Yes ___ No ___
 Sexuality throughout lifetime
 Yes ___ No ___
 Sex and media Yes ___ No ___
 Shared sexual behavior
 Yes ___ No ___
 Sexual abuse Yes ___ No ___
 Human sexual response
 Yes ___ No ___
 Sex and law Yes ___ No ___
 Parenting Yes ___ No ___
 Sexual dysfunction Yes ___ No ___
 Sex and society Yes ___ No ___
 Sex and religion Yes ___ No ___
 Sex and arts Yes ___ No ___
 Fantasy Yes ___ No ___

Is the curriculum age/experience appropriate for the intended audience? Yes ___ No ___

Specify age/grade/audience: _____

Comments: _____

Does the curriculum include adequate information to ensure participants' understanding of the topic? Yes ___ No ___

Comments: _____

Does the curriculum include adequate skill-building exercises (role-play, problem-solving, decision-making)? Yes ___ No ___

Comments: _____

Is there an appropriate balance among cognitive, attitudinal, and behavioral strategies?

Yes ____ No ____

Comments: _____

Number of sessions: _____ Length of sessions: _____

Overall program length: _____

Does the curriculum have homework activities that involve parents and/or enhance family communication? Yes ____ No ____

Comments: _____

Reviewed by: _____