



Sexual Health Education Instructional Materials Review

All4You2!

Year Published: 2015

Publisher: ETR Associates

Website: www. <http://www.etr.org/ebi/programs/all4you2/>

Full or Supplemental: Full

Grade Level: High School (9-12)

Student Population: Designed for use in Alternative Education Settings

Duration/Number of Lessons: The online program consists of 15 50-minute lessons to be taught from 1 to 3 times a week.

Evidence-based/informed: Yes, evidence-based (Office of Adolescent Health database; National Campaign database; ETR/ReCAPP database)

National Standards Alignment: No

Consistent with Healthy Youth Act? Yes

Consistent with AIDS Omnibus Act? Yes

Bias-Free Materials: Yes.

Format and Features: Online or binder, DVD, workbooks for students and teachers, pamphlets, optional LGBTQ supplement, adaptation tools.

Primary Topical Areas (Check all that apply)

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| <input type="checkbox"/> Abortion | <input checked="" type="checkbox"/> HIV Prevention |
| <input checked="" type="checkbox"/> Abstinence | <input type="checkbox"/> Identity/Orientation |
| <input checked="" type="checkbox"/> Access to Services | <input type="checkbox"/> Online Safety |
| <input type="checkbox"/> Anatomy and Physiology | <input checked="" type="checkbox"/> Pregnancy & Reproduction |
| <input checked="" type="checkbox"/> Communication/Decision-making | <input type="checkbox"/> Puberty/Adolescent Development |
| <input checked="" type="checkbox"/> Condom Use | <input checked="" type="checkbox"/> Refusal Skills |
| <input type="checkbox"/> Consent | <input checked="" type="checkbox"/> STD Prevention |
| <input checked="" type="checkbox"/> Contraception | <input type="checkbox"/> Other |
| <input checked="" type="checkbox"/> Healthy relationships | |

Reviewer Comments:

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Goal of curriculum: Reduce risk of HIV, other STDs and pregnancy by reducing unprotected sex and number of partners and increasing use of effective contraception including condom use. Abstinence as most effective way to avoid unplanned pregnancy and STDs is woven throughout. Also addresses key determinants connected to sexual risk taking, such as attitudes, beliefs and perceived norms. Consent is addressed with a PST model (Pick your limit, Say it strong and Tell why) which is a bit more from the no means no perspective, although there is an educator note explaining how consent has evolved.

Variety of interactive learning strategies are present throughout the curriculum - Unique approaches noted: Poetry and music by teens- I appreciate the concept and would just want to be sure that the selected arts materials are relate-able and appropriate for the student audience. This is listed as an allowable adaptation. Peer leaders - Peer Leaders are identified and voted in by students at the beginning of the implementation. They receive an orientation by the facilitator after which they assist with activities and ideally provide modeling for positive behavior change regarding sexual health.

Check In- Facilitators begin each lesson with a check in during which students are asked how they are doing. Purpose is to provide facilitator with a sense of the state of mind of students and possibly alerts them to circumstances that may impact ability to focus or participate in activities. Facilitators are instructed to be aware of school policies prior to beginning implementation and to have strategies in place for addressing issues of concern either during or after class. Students are also made aware of the mandatory reporter status of facilitators.

HYA/AOA Compliance: Most information is medically and scientifically accurate. However, the information about HIV is basically accurate and the Bloodlines video has been updated. The HIV section should have more focus on modern, effective treatments. The message still seems a bit doom and gloom. Also, the standard message for the window period has changed to 3 months (curriculum says 6 months to a year).

Bias-free materials and Instructional Strategies: The curriculum makes some effort to use names in student activities that may be ethnically diverse and gender neutral. They also make an effort to include some same sex couples in the scenarios. There is an educator note in Lesson 6, Activity 6.5 that explains how to talk with students who may resist playing same sex couples and the fact that students of all sexual orientations and gender identities need to learn how to protect themselves and resist sexual pressure. This is one place where trans youth are mentioned and the facilitator is guided to be inclusive. The curriculum seems to support inclusivity, but I didn't see clear examples of youth with disabilities.

ELL: I didn't see any mention of availability of curriculum in other languages.

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The All4You2! Curriculum is very well organized, clear, and well supported with developmentally appropriate activities to give student's information, strategies and practice at developing skills that protect/promote their sexual health. Students practice and receive feedback using their newly acquired skills and knowledge through role-play. Adaptations for student developmental levels are given to educators in each lesson. There is a clear progression with each lesson building on the last. Lessons include improving students' self-concept, increasing peer support and the perception of community, acquiring communication skills and setting personal goals. Abstinence is given equal validity and support as an option to protect sexual health. There was very little information given about the laws and consequences related to consent, sexual offenses, media and technology (pictures and messages).

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Lesson 3.3 Uses names (Remy/Phoenix) that can be considered gender neutral, discussion poses example of male/female vs same sex examples of what might be different. The worksheet though, has images that seem more easily identified male/female -- and not as gender neutral. They seem to be making an attempt to be more bias-free.

Lesson 11 uses scenarios with teenagers that are sexually active, or planning on it. It's a lesson based on learning about relationships, and how to identify if one is ending. -- I was pleasantly surprised to see a lesson about this.

Lessons are organized well, and structured in a teacher/student-friendly manner. There are a variety of ways students can engage in learning during the lessons/units that seem relevant and age-appropriate.

I enjoyed learning more about the curriculum, and appreciated it comprehensiveness.

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Overall, the curriculum was of high quality even though there was more concentration on Standards 3-4 than the other standards. I would teach this program in my 9th grade health class after going through some trainings. I like the way they used peer helpers for the lessons.