



# Sexual Health Education Instructional Materials Review

## SHARP (Sexual Health and Adolescent Risk Reduction)

**Year Published:** 2010

**Publisher:** Sociometrics

**Website:** www.socio.com

**Full or Supplemental:** Supplemental

**Grade Level:** High School

**Student Population:** Developed/evaluated for use with incarcerated youth

**Duration/Number of Lessons:** 3 ½ - 4 hrs. (plus preparation time); co-facilitation recommended

**Evidence-Based - CDC or HHS/OAH registry; National Campaign database; ETR database:** Yes, CDC/OAH, ETR and National Campaign

**Healthy Youth Act Compliance:** n/a (as a supplemental material, this program would need significant modification/supplementation to be compliant)

**AIDS Omnibus Act Compliance:** n/a

**National Standards Alignment:** No

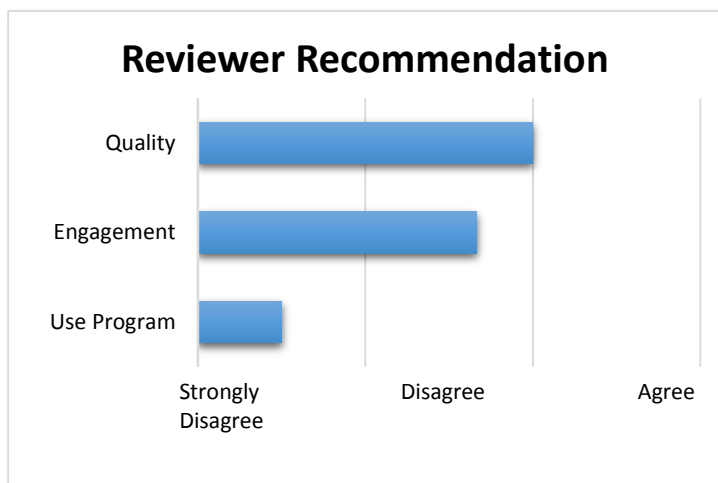
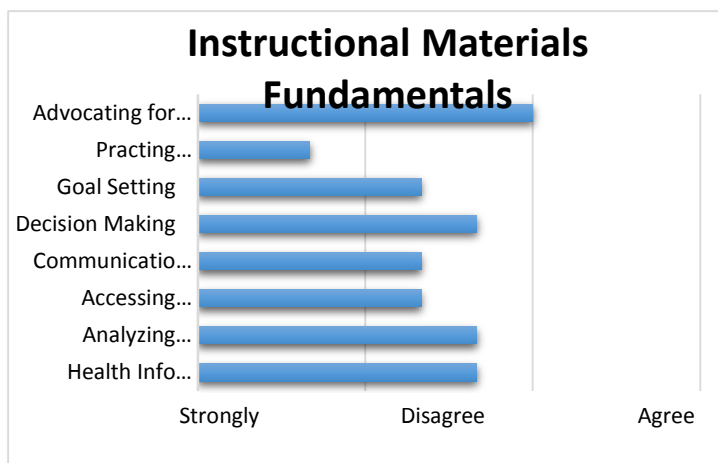
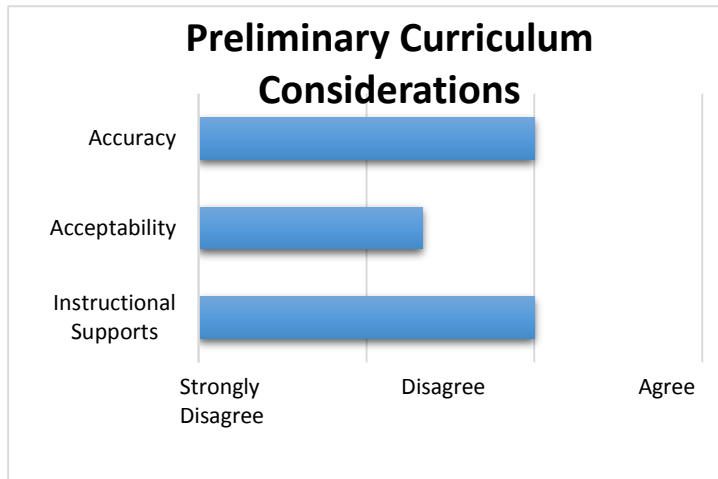
**Format and Features:** Digital program package includes 1 DVD with facilitator manual, student workbook, activity cards/materials, and 1 computer video game. Boxed set also available.

**Professional Development:** Yes, available and recommended; program includes "Motivational Enhancement Therapy Session"

### PRIMARY TOPICAL AREAS

- Anatomy and Physiology
- Puberty/Adolescent Development
- Pregnancy & Reproduction
- Contraception
- Abstinence
- STD Prevention
- HIV Prevention
- Identity/Orientation
- Healthy relationships
- Other
  - Abortion
  - Access to Services
  - Character Building
  - Condom Use
  - Human Rights
  - Infant Care Simulation
  - Marriage and Parenthood
  - Refusal Skills
  - Sex Trafficking

## OVERALL RATINGS



## REVIEWERS' COMMENTS

### Review 1

The facilitator's manual provides detailed and helpful instructions for all components of this curriculum. The use of interactive games, skill based exercises, and group discussion are central to the design. Unfortunately all these strengths with the curriculum are offset by the outdated DVD films. The films may no longer be useful due to do the choice of language used, cultural and music references, dress, and other aesthetic components. (*editor's note: updated films are available.*)

This curriculum was intended for a higher risk population of kids, so the language used within the DVD's were intended to closely serve a specific population of students. I can understand the references to creating a DVD series that these students can closely identify with, however I did feel that the references used throughout the program with both male and female stereotypes were strong and should address not only the risky behaviors, prevention methods, transmission factors, but improving attitudes for the future and self-efficacy I did not feel was a strong area within this curriculum. Very limited options were provided when a wide variety of high risk behaviors were presented.

Setting goals was a part of the program but adding in addressing behaviors that were shown within the DVD's not only culturally, but behaviorally I felt should have been a stronger component of the curriculum which would further enhance the promoting of safer sexual behaviors within this specific community this program serves. Not having experience teaching to this population of students may be a factor in how I evaluated the curriculum, but knowing the cultural norms presented throughout the curriculum and trying to promote healthy changes in behaviors, I felt was a weak area of the curriculum. This may not have been the focus and why it was not addressed, but engaging in risky behaviors was a strong component of this curriculum so providing more specific lessons to address how to change some of those "norms" within the risky behaviors shown and promoting healthy relationships would further enhance the program goals in creating a lasting change in STD/HIV Prevention and Pregnancy and Condom Use.

The Under the Influence Game did provide some very strong situations for students to address, but I felt the game gave more of a discussion point around each situation with the instructor prompting at risk behavior education as a component, but felt the program needed to address more specific cultural norms and boundaries associated within the behaviors that influencing the stronger at risk categories within not only drug and alcohol/ condoms, but as well can model more positive situations that the program is trying to address for students to gain the needed skills to improve. Again, the language was very strong, but this is representing the community the curriculum is serving.

Alcohol use was a strong component to this curriculum and the influence this has on sexual choices and the risk factors associated within these behaviors. The program gave many evaluation tools to help address the connection to alcohol or drug use to sexual behaviors. Condom use was shown as a casual option within the scenarios, but providing a few positive examples within the video series could also model the positive behaviors this curriculum is trying to promote.

#### Specific Areas of Improvement of the Curriculum

- HIV definition only addresses AIDS but does not define what HIV stands for and should provide for this definition.
- Steps of a Condom has grammatical errors - using a period to end a sentence but starts the next sentence with a lower case letter.
- AIDS Flashcards state "You had safe sex" and should always state "Safer sex." Condoms do not provide for "safe sex."
- Addressing specific modeling of the needed skills to address the alcohol and sexual connections beyond intercourse and casual connections was as well a weak component in skills practice but rather in more of a discussion within the curriculum. The facilitator addresses these in small sub points within the curriculum, but I felt the student component with skills to practice was a weaker area. The curriculum did a strong job of

presenting the concerns around behaviors that put them at risk and gaining feedback with regards to current trends in the area of sex and alcohol/drug use.

## Review 2

### Facilitator's Manual

- Pg. 17 – Birth Control Pills should state that in order to be effective they need to be used consistently and correctly. I never saw the Female Condom addressed?
- Many references to AIDS and HIV but the difference between the two are stated one time in the facilitator's manual but not within the student materials. The lessons are addressing HIV as the STI, as AIDS is a stage of HIV. This language should be more consistent in the materials.
- Pg. 4 – "sharing drug needles" should be updated to "injection drugs"

STI's should also state transmission is through sexual contact as the materials reference condoms, throughout the materials, as preventing transmission but do not address the sexual contact outside of intercourse. Condom use is a strong component of teaching prevention, but addressing sexual touch should be added in addition to intercourse.

## Review 3

- Message could have been conveyed (use a condom) without extreme profanity (f\*\*\*, sh\*\*, bi\*\*\*, etc.) throughout DVD...
- Message sent is that all teens are having sex and getting drunk...

Depth of knowledge is very limited.