

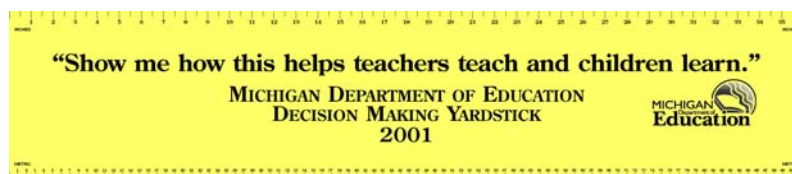


Michigan Reproductive Health Resource Guide For Grades 4 - 6

Developed as a technical assistance document for the
Learning Support Unit of the
Michigan Department of Education

April 2002

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Wendy L. Sellers, who also reviewed and compiled the checklists for all the resources, wrote this guide. Ms. Sellers is a registered nurse and a health education consultant who co-authored the previous version of the *Sex Education Resource Guide* and authored the *Sex Education and HIV/STD Prevention Program Guide for Grades 7-12*. Her experiences include developing, authoring, and editing health curricula, as well as presenting and training at the national level. Ms. Sellers is also employed by Eaton Intermediate School District to provide training, technical assistance, and resources for dozens of school districts. As a parent, she has successfully guided two children through puberty.

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Introduction

This resource guide was developed to help Michigan schools identify reproductive health resources that can be considered for use with students in grades 4, 5, and 6. It has been significantly expanded from the previous version, *Sex Education Resource Guide for Grades 4, 5, and 6*, released in 1996. It has been particularly challenging for many school districts to identify age-appropriate and effective reproductive health curricula for this age group. As a result, many districts have tried to locate resources and put together their own programs.

The following information has been included in this guide:

- ◆ Background information to assist in program development.
- ◆ Annotated checklists for reproductive health resources.
- ◆ Appendices containing helpful handouts, tools, and contacts.

Reasons to Teach Reproductive Health in Upper Elementary Grades

Given the challenges of obtaining an effective reproductive health curriculum, it would be easier to simply omit any reproductive health for students in this age group, but the reasons for persisting are compelling:

- ◆ Ten percent of middle school students have had sexual intercourse. (*Journal of School Health*, Jan. 2001, Vol. 71, No. 1, pp 30-37)
- ◆ Twelve percent of Michigan ninth graders had their first sexual intercourse prior to age 13. (1999 MI-YRBS)
- ◆ Thirty-two percent of Michigan ninth graders say they have never talked with their parents or other adults in their family about what they expect them to do or not do when it comes to sex. (1999 MI-YRBS)
- ◆ By ninth grade, nine percent of Michigan students state they have been forced to have sexual intercourse when they did not want to. (1999 MI-YRBS)

Children are starting puberty at younger ages than ever before. By entering puberty earlier, they are capable of reproduction, but are not emotionally mature or financially stable enough to parent. The average age of marriage is now later, about 26 for females and 28 for males in Michigan (Michigan Department of Community Health, 1998). Young people, now more than ever, must manage sexual feelings for many years before they are in a committed, adult relationship, such as marriage.

Our young people are inundated with sexual messages. Sex is frequently portrayed as a consequence-free norm for young people. Children are learning about sex from television, movies, and music. Many of these sources spread misinformation but children often lack the media literacy skills to analyze the reliability of the source. These societal and media messages must be balanced with reliable, respectful, and responsible messages from adults who care about young people and want them to be healthy.

Whether we like it or not, our children are learning about sex. Parents should be the primary sex educators of their children. Schools can strengthen that education by teaching information and skills to help young people successfully navigate their way through puberty and into adulthood.

Prevention of early sexual intercourse is more likely if young people receive information and skill building prior to the onset of sexual activity. Several studies in peer-reviewed journals indicate that students who participate in effective sex education programs are more likely to postpone sexual intercourse than students who have not (*Emerging Answers*, Kirby, 2001). This means that sex education should begin in elementary school if it is to be as effective as possible.

Parent surveys have shown that the majority of Michigan parents want their children to receive sex education in school, from upper elementary grades through high school. Local districts are able to identify how many parents are supportive of sex education and which topics they want taught at various grades by conducting their own surveys. A sample parent survey has been provided in **Appendix A** for schools that want to survey parents in their own communities.

Legal Issues in Sex Education

Michigan law allows sex education to be taught in public schools according to strict criteria. The laws are intended to ensure local choice so that each district's sex education program reflects the values of the community. See **Appendix B** for a brief summary of these laws.

The Michigan school code uses the term “**sex education**” to describe the broader program and the term “**reproductive health**” to describe instruction that specifically relates to health issues related to reproduction and the reproductive system. This document uses both terms, but does not mean to imply that the best programs only refer to reproduction. Many more thorough programs will go beyond reproductive health to also include relationship skills and additional topics that help students make healthy decisions related to sexuality.

The law requires schools that teach sex education to have a qualified sex education supervisor and a sex education advisory committee:

- ◆ The sex education supervisor oversees the school's program and convenes the sex education advisory committee. See **Appendix C** for a checklist to help the supervisor guide the work of the committee.
- ◆ The district's sex education advisory committee reviews and recommends resources, curricula, and methods for teaching sex education. The membership of the committee must represent a cross-section of the community and is required to include parents, educators, students, clergy, and medical personnel. Once the advisory committee has recommended a program, it must go through two public hearings, and then, it is brought to the local school board for adoption.

Prior to the teaching of the reproductive health lessons, parents must be notified of their rights:

- ◆ Preview the program.
- ◆ Observe the classes.
- ◆ Opt their child(ren) out of the classes without penalty. A sample “Notification to Parents/Guardians” letter has been provided in **Appendix D**.

Michigan law requires school districts to notify parents of their right to exclude, or “opt out,” their child(ren) from sex education. Some districts decide to go beyond their legal requirement by requiring an “opt in.” This means that a parent or guardian must sign a permission slip before the student may participate in sex education classes. This method provides documentation that each parent or guardian has seen the letter of notification.

The sample letter provided in **Appendix D** does not include the topic of child sexual abuse prevention or sexual harassment. Most districts consider these to be safety issues, rather than sex education. It is good practice to notify parents about sexual abuse lessons; however, if a school district includes these issues in their definition of sex education, it allows parents to exclude children from topics that they need to hear in order to avoid dangerous situations.

Planning a Reproductive Health Program

Once an advisory committee is convened, it is important for the group to lay some groundwork prior to beginning their review of resources:

- ◆ Make introductions of all members.
- ◆ Explain the role of the advisory committee upon ground rules for the meetings.
- ◆ Develop a mission statement for the group.
- ◆ Define sex education.
- ◆ Identify exit outcomes that list what students should know and be able to do when they leave elementary, middle school, and high school.

Once this preliminary work is done, the group will be able to work together more productively and will have clear criteria for selecting reproductive health resources. If a resource is not compatible with the exit outcomes, it can be eliminated from consideration. For additional guidance in laying this groundwork, a helpful resource is *Implementing and Evaluating Sex and HIV/AIDS Education in Michigan Schools* by L. Bensley and R. Bensley.

As the committee identifies the exit outcomes for each level, it might be helpful to have a sample scope and sequence chart for kindergarten through twelfth grade. For example, the American School Health Association (ASHA) and Sex Information and Education Council of the United States (SIECUS) both have a scope and sequence for comprehensive sex education. Other organizations and publications also offer guidelines for planning. A list of suggested topics and concepts for grades 4-6 from ASHA has been provided in **Appendix E**.

Four factors have been identified as being helpful in affecting decisions made by committees as they identify exit outcomes and select resources. To evaluate curricula, ask these key questions:

- ◆ Is the curriculum meeting the **needs of your students**?
- ◆ Is the curriculum consistent with **community standards**?
- ◆ Is the curriculum consistent with **state law**?
- ◆ Is the curriculum consistent with **research and best practice**?

Contact your regional Comprehensive School Health Coordinator for an *HIV/STD and Sexuality Education Curriculum Evaluation Tool* (2001) that will help districts evaluate programs based on these four criteria. **Appendix F** identifies the coordinator for each county in Michigan.

Selection Criteria

Checklists for videos, print materials, and curriculum were developed with input from health educators. The checklists include information that Sex Education Advisory Committees can use to decide which resources they would like to review for possible use. Blank checklists are provided for future committee work in **Appendices G, H, and I**.

Resources were acquired by conducting an extensive search of companies and organizations that produce books, videos, pamphlets, models, and curriculum. They are included in this guide if they might be considered appropriate for use in upper elementary and do not have many weaknesses as identified on the checklists. Inclusion in this guide should not necessarily be considered an endorsement. Ultimately, these decisions must be made at the local level.

This guide is not exhaustive, however. Some resources may not have been included because they were not identified during the search. Other resources were not included because they were not appropriate for students in grades 4, 5, or 6, or their parents and teachers. A resource was not included if it had more than one or two of the following weaknesses:

- ◆ Costs more than average
- ◆ Contains inaccurate information
- ◆ Portrays subject matter insensitively
- ◆ Lacks cultural diversity
- ◆ Models negative behavior
- ◆ Displays outdated styles, music, or items
- ◆ Has poor technical quality
- ◆ Stereotypes people

Classroom Implementation Tips

Effective reproductive health requires teachers to be comfortable with the topic and confident in their use of effective instruction strategies. Teacher comfort and confidence can be increased through staff development that provides sex educators the opportunity to learn and practice skills, such as leading discussions, answering questions, using cooperative learning, and role playing. Teachers also benefit from training on how to manage sensitive situations that could cause a negative reaction if they are not handled well.

To locate staff development opportunities for reproductive health education, contact your regional Comprehensive School Health Coordinator. The list of coordinators is included as **Appendix F**.

Another implementation issue facing schools is whether to conduct reproductive health classes in coed groups or single-gender groups. There are pros and cons for each approach. Typically, younger students feel less self-conscious and are more willing to ask questions when they are in single-gender groups. However, coed classes provide an opportunity to hear the perspective of the other gender and to practice communication and refusal skills in a more realistic environment. It is probably ideal to conduct part of the reproductive health program in single-gender groups and part in coed groups.

Three additional resources have been included to help teachers of reproductive health and Sex Education Advisory Committees:

- ◆ **Appendix J:** “Answering Student Questions” provides tips for dealing with students’ questions and comments.
- ◆ **Appendix K:** “Guest Speaker Guidelines” tells how to maximize the educational experience when a guest does a classroom presentation.
- ◆ **Appendix L:** “Additional Video Classics” includes brief summaries of three additional videos that were included in previous versions of the resource guide.

Resource Checklists and Synopses:

- **Curricula Checklists**
- **Print Materials Checklists**
 - **Video Checklists**
- **Vendor Contact List**

Curricula Checklists

Can We Talk?

by NEA-HIN

National Education Association-Health Information Network	4 lessons	1999
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Synopsis

This parent education curriculum includes three components: a facilitator guide, a parent workbook for each participant to keep, and a video with brief cartoon vignettes that introduce each 90-minute lesson. The program is clearly laid out for ease of implementation. It focuses on encouraging family communication.

Teaching Strategies

- | | | |
|--|---|---|
| <input type="checkbox"/> Anonymous question box | <input type="checkbox"/> Cooperative learning—small groups | <input type="checkbox"/> Peer helper/educator component |
| <input checked="" type="checkbox"/> Audiovisual materials | <input type="checkbox"/> Ground rules | <input type="checkbox"/> Skills practice and rehearsal |
| <input checked="" type="checkbox"/> Case studies/scenarios | <input checked="" type="checkbox"/> Journals or story writing | <input checked="" type="checkbox"/> Student worksheets |
| <input type="checkbox"/> Community speakers/involvement | <input checked="" type="checkbox"/> Large-group discussion | <input checked="" type="checkbox"/> Teacher lecture |

Major Topics

- ☐ Abstinence
- ☐ Anatomy and function of reproductive system
 - ☐ Female ☐ Male
- ☐ Changes during puberty
 - ☐ Female ☐ Male
- ☐ HIV/AIDS ☐ Other STDs
- ☐ Hygiene
- ☒ Peer pressure
- ☐ Pregnancy & fetal development
- ☒ Relationships
 - ☒ Family ☒ Friends ☐ Romantic
- ☐ Sexual intercourse for reproduction
- ☒ Social and media influences

Skills Taught

- | | <u>Explained</u> | <u>Practiced</u> |
|--|-------------------------------------|------------------|
| <input type="checkbox"/> Assertiveness | | |
| <input checked="" type="checkbox"/> Communication | <input checked="" type="checkbox"/> | |
| <input type="checkbox"/> Decision making | | |
| <input type="checkbox"/> Goal setting | | |
| <input checked="" type="checkbox"/> Media literacy | <input checked="" type="checkbox"/> | |
| <input type="checkbox"/> Negotiation | | |
| <input type="checkbox"/> Personal limit setting | | |
| <input checked="" type="checkbox"/> Refusal | <input checked="" type="checkbox"/> | |
| <input type="checkbox"/> Seeking help | | |
| <input type="checkbox"/> None | | |

Strengths

- ☒ Is age appropriate
- ☒ Is visually appealing
- ☒ Is user-friendly
- ☐ Practices positive behavior
- ☐ Produced since 1998 or later
- ☒ Promotes family involvement
- ☐ Utilizes effective instructional strategies
- ☐ Other:

Weaknesses

- ☐ Addresses subject matter insensitively
- ☐ Appears outdated
- ☐ Costs more than \$100
- ☐ Contains inaccurate information
- ☐ Has poor production quality
- ☐ Lacks cultural diversity
- ☐ Practices negative behavior
- ☐ Stereotypes people

Sensitive Topics

- ☐ Abortion
- ☐ Condoms
- ☐ Masturbation
- ☐ Sexual orientation
- ☒ Sexual behavior (not for reproduction)

Target Audience

- | | | |
|---|---|---|
| <input type="checkbox"/> Students: <ul style="list-style-type: none"> <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6 | <input type="checkbox"/> Boys
<input type="checkbox"/> Girls | <input checked="" type="checkbox"/> Parents
<input type="checkbox"/> Educators |
|---|---|---|

Comments

The lessons could be enhanced by having participants practice the skills instead of merely discussing them.

Growing Up and Learning to Feel Good About Yourself

by B. Petrich-Kelly & K. Rohm

Planned Parenthood of Santa Barbara	8 lessons	1992
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Synopsis

This bilingual curriculum is in English and Spanish versions. It addresses sexual body systems, common puberty dilemmas, and problem-solving strategies to lay the foundation for a positive view of sexuality. The first six lessons are on puberty, relationships, and problem solving. There are two additional lessons: one on HIV and one on sexual abuse prevention. A parent interview is included.

Teaching Strategies

<input checked="" type="checkbox"/> Anonymous question box	<input checked="" type="checkbox"/> Cooperative learning—small groups	<input type="checkbox"/> Peer helper/educator component
<input checked="" type="checkbox"/> Audiovisual materials	<input type="checkbox"/> Ground rules	<input checked="" type="checkbox"/> Skills practice and rehearsal
<input checked="" type="checkbox"/> Case studies/scenarios	<input type="checkbox"/> Journals or story writing	<input checked="" type="checkbox"/> Student worksheets
<input type="checkbox"/> Community speakers/involvement	<input checked="" type="checkbox"/> Large-group discussion	<input checked="" type="checkbox"/> Teacher lecture

Major Topics

<input type="checkbox"/> Abstinence
<input checked="" type="checkbox"/> Anatomy and function of reproductive system
<input checked="" type="checkbox"/> Female <input checked="" type="checkbox"/> Male
<input checked="" type="checkbox"/> Changes during puberty
<input checked="" type="checkbox"/> Female <input checked="" type="checkbox"/> Male
<input type="checkbox"/> HIV/AIDS <input type="checkbox"/> Other STDs
<input type="checkbox"/> Hygiene
<input type="checkbox"/> Peer pressure
<input type="checkbox"/> Pregnancy & fetal development
<input checked="" type="checkbox"/> Relationships
<input checked="" type="checkbox"/> Family <input type="checkbox"/> Friends <input type="checkbox"/> Romantic
<input type="checkbox"/> Sexual intercourse for reproduction
<input type="checkbox"/> Social and media influences

Skills Taught

	<u>Explained</u>	<u>Practiced</u>
<input type="checkbox"/> Assertiveness		
<input checked="" type="checkbox"/> Communication	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Decision making	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/> Goal setting		
<input type="checkbox"/> Media literacy		
<input type="checkbox"/> Negotiation		
<input type="checkbox"/> Personal limit setting		
<input checked="" type="checkbox"/> Refusal		<input checked="" type="checkbox"/>
<input type="checkbox"/> Seeking help		
<input type="checkbox"/> None		

Strengths

<input checked="" type="checkbox"/> Is age appropriate
<input type="checkbox"/> Is visually appealing
<input checked="" type="checkbox"/> Is user-friendly
<input type="checkbox"/> Practices positive behavior
<input type="checkbox"/> Produced since 1998 or later (some)
<input checked="" type="checkbox"/> Promotes family involvement
<input checked="" type="checkbox"/> Utilizes effective instructional strategies
<input type="checkbox"/> Other:

Weaknesses

<input type="checkbox"/> Addresses subject matter insensitively
<input checked="" type="checkbox"/> Appears outdated
<input type="checkbox"/> Costs more than \$100
<input type="checkbox"/> Contains inaccurate information
<input type="checkbox"/> Has poor production quality
<input type="checkbox"/> Lacks cultural diversity
<input type="checkbox"/> Practices negative behavior
<input type="checkbox"/> Stereotypes people

Sensitive Topics

<input type="checkbox"/> Abortion
<input type="checkbox"/> Condoms
<input checked="" type="checkbox"/> Masturbation
<input checked="" type="checkbox"/> Sexual orientation
<input type="checkbox"/> Sexual behavior (not for reproduction)

Target Audience

<input checked="" type="checkbox"/> Students:	<input type="checkbox"/> Parents
<input type="checkbox"/> Grade 4	<input checked="" type="checkbox"/> Boys
<input checked="" type="checkbox"/> Grade 5	<input checked="" type="checkbox"/> Girls
<input checked="" type="checkbox"/> Grade 6	<input type="checkbox"/> Educators

Comments

The curriculum guide provides background information for teachers but the lesson directions are not always clear. Students are asked to role play situations that could cause embarrassment or place students in negative roles. Uses Magic Johnson as an example in the AIDS lesson.

Puberty and Menstrual Health

Tampax

10 lessons

unknown

Synopsis

This online teaching guide is available at www.bodymatters.com/teachers/guide1.html as a service of the makers of Tampax. It includes ten activity sheets, a few reference sheets for teachers, and a sample parent letter that can be printed off.

Teaching Strategies

- | | | |
|---|---|---|
| <input type="checkbox"/> Anonymous question box | <input checked="" type="checkbox"/> Cooperative learning—small groups | <input type="checkbox"/> Peer helper/educator component |
| <input type="checkbox"/> Audiovisual materials | <input type="checkbox"/> Ground rules | <input type="checkbox"/> Skills practice and rehearsal |
| <input type="checkbox"/> Case studies/scenarios | <input type="checkbox"/> Journals or story writing | <input checked="" type="checkbox"/> Student worksheets |
| <input type="checkbox"/> Community speakers/involvement | <input checked="" type="checkbox"/> Large-group discussion | <input checked="" type="checkbox"/> Teacher lecture |

Major Topics

- ☐ Abstinence
- ☒ Anatomy and function of reproductive system
 - ☒ Female ☒ Male
- ☒ Changes during puberty
 - ☒ Female ☒ Male
- ☐ HIV/AIDS ☐ Other STDs
- ☐ Hygiene
- ☐ Peer pressure
- ☐ Pregnancy & fetal development
- ☐ Relationships
 - ☐ Family ☐ Friends ☐ Romantic
- ☐ Sexual intercourse for reproduction
- ☐ Social and media influences

Skills Taught

- | | <u>Explained</u> | <u>Practiced</u> |
|---|------------------|------------------|
| <input type="checkbox"/> Assertiveness | | |
| <input type="checkbox"/> Communication | | |
| <input type="checkbox"/> Decision making | | |
| <input type="checkbox"/> Goal setting | | |
| <input type="checkbox"/> Media literacy | | |
| <input type="checkbox"/> Negotiation | | |
| <input type="checkbox"/> Personal limit setting | | |
| <input type="checkbox"/> Refusal | | |
| <input type="checkbox"/> Seeking help | | |
| <input checked="" type="checkbox"/> None | | |

Strengths

- ☐ Is age appropriate
- ☐ Is visually appealing
- ☐ Is user-friendly
- ☐ Practices positive behavior
- ☐ Produced since 1998 or later
- ☐ Promotes family involvement
- ☐ Utilizes effective instructional strategies
- ☐ Other:

Weaknesses

- ☐ Addresses subject matter insensitively
- ☒ Appears outdated
- ☐ Costs more than \$100
- ☐ Contains inaccurate information
- ☒ Has poor production quality
- ☐ Lacks cultural diversity
- ☐ Practices negative behavior
- ☐ Stereotypes people

Sensitive Topics

- ☐ Abortion
- ☐ Condoms
- ☐ Masturbation
- ☐ Sexual orientation
- ☐ Sexual behavior (not for reproduction)

Target Audience

- | | |
|---|------------------------------------|
| <input type="checkbox"/> Students: | <input type="checkbox"/> Parents |
| <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Boys | <input type="checkbox"/> Educators |
| <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Girls | |
| <input type="checkbox"/> Grade 6 | |

Comments

The most recently published resource included is dated 1990. The use of these lessons advertises Tampax.

Puberty: The Wonder Years

by W.L. Sellers

Educational Materials Center		20 lessons	2002	
Synopsis				
This curriculum includes six lessons per year for three years, plus two optional lessons. Lessons are 45 or 50 minutes long. The lessons focus on promoting respect for self and others through puberty and equipping young people to postpone sexual activity. Students learn about the changes they will experience and practice skills they need to communicate effectively with parents and peers, interpret media messages, and refuse pressure situations.				
Teaching Strategies				
<input checked="" type="checkbox"/> Anonymous question box	<input checked="" type="checkbox"/> Cooperative learning—small groups	<input type="checkbox"/> Peer helper/educator component		
<input checked="" type="checkbox"/> Audiovisual materials	<input checked="" type="checkbox"/> Ground rules	<input checked="" type="checkbox"/> Skills practice and rehearsal		
<input checked="" type="checkbox"/> Case studies/scenarios	<input type="checkbox"/> Journals or story writing	<input checked="" type="checkbox"/> Student worksheets		
<input type="checkbox"/> Community speakers/involvement	<input checked="" type="checkbox"/> Large-group discussion	<input checked="" type="checkbox"/> Teacher lecture		
Major Topics		Skills Taught		
<input checked="" type="checkbox"/> Abstinence		<input type="checkbox"/> Assertiveness	<u>Explained</u>	<u>Practiced</u>
<input checked="" type="checkbox"/> Anatomy and function of reproductive system			<input checked="" type="checkbox"/> Communication	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Female <input checked="" type="checkbox"/> Male			<input type="checkbox"/> Decision making	
<input checked="" type="checkbox"/> Changes during puberty			<input type="checkbox"/> Goal setting	
<input checked="" type="checkbox"/> Female <input checked="" type="checkbox"/> Male			<input checked="" type="checkbox"/> Media literacy	<input checked="" type="checkbox"/>
<input type="checkbox"/> HIV/AIDS <input type="checkbox"/> Other STDs			<input type="checkbox"/> Negotiation	
<input checked="" type="checkbox"/> Hygiene			<input type="checkbox"/> Personal limit setting	
<input type="checkbox"/> Peer pressure			<input checked="" type="checkbox"/> Refusal	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Pregnancy & fetal development			<input type="checkbox"/> Seeking help	
<input checked="" type="checkbox"/> Relationships			<input checked="" type="checkbox"/> Other: Identifying trouble	
<input checked="" type="checkbox"/> Family <input checked="" type="checkbox"/> Friends <input type="checkbox"/> Romantic				
<input checked="" type="checkbox"/> Sexual intercourse for reproduction				
<input checked="" type="checkbox"/> Social and media influences				
Strengths			Weaknesses	
<input checked="" type="checkbox"/> Is age appropriate			<input type="checkbox"/> Addresses subject matter insensitively	
<input checked="" type="checkbox"/> Is visually appealing		<input type="checkbox"/> Appears outdated		
<input checked="" type="checkbox"/> Is user-friendly		<input type="checkbox"/> Costs more than \$100		
<input type="checkbox"/> Practices positive behavior		<input type="checkbox"/> Contains inaccurate information		
<input checked="" type="checkbox"/> Produced since 1998 or later		<input type="checkbox"/> Has poor production quality		
<input checked="" type="checkbox"/> Promotes family involvement		<input type="checkbox"/> Lacks cultural diversity		
<input checked="" type="checkbox"/> Utilizes effective instructional strategies		<input type="checkbox"/> Practices negative behavior		
<input type="checkbox"/> Other:		<input type="checkbox"/> Stereotypes people		
Sensitive Topics		Target Audience		
<input type="checkbox"/> Abortion		<input checked="" type="checkbox"/> Students: <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Boys <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Girls <input checked="" type="checkbox"/> Grade 6	<input type="checkbox"/> Parents	
<input type="checkbox"/> Condoms			<input type="checkbox"/> Educators	
<input type="checkbox"/> Masturbation				
<input type="checkbox"/> Sexual orientation				
<input type="checkbox"/> Sexual behavior (not for reproduction)				
Comments				
This curriculum encourages young people to postpone sexual intercourse and parenthood until they are adults and preferably married. Correlations to Core Academic Benchmarks, National Standards for Health Education, and Developmental Assets are included.				

Sex Can Wait: An Upper Elementary Program

by ETR Associates

ETR Associates		23 lessons	1994														
Synopsis																	
This curriculum includes six units, focusing on self-esteem, values, communication, changes in puberty, and goal setting.																	
Teaching Strategies																	
<input checked="" type="checkbox"/> Anonymous question box	<input checked="" type="checkbox"/> Cooperative learning—small groups	<input type="checkbox"/> Peer helper/educator component															
<input type="checkbox"/> Audiovisual materials	<input checked="" type="checkbox"/> Ground rules	<input checked="" type="checkbox"/> Skills practice and rehearsal															
<input checked="" type="checkbox"/> Case studies/scenarios	<input type="checkbox"/> Journals or story writing	<input checked="" type="checkbox"/> Student worksheets															
<input type="checkbox"/> Community speakers/involvement	<input checked="" type="checkbox"/> Large-group discussion	<input checked="" type="checkbox"/> Teacher lecture															
Major Topics		Skills Taught															
<input checked="" type="checkbox"/> Abstinence <input checked="" type="checkbox"/> Anatomy and function of reproductive system <input checked="" type="checkbox"/> Female <input checked="" type="checkbox"/> Male <input checked="" type="checkbox"/> Changes during puberty <input checked="" type="checkbox"/> Female <input checked="" type="checkbox"/> Male <input checked="" type="checkbox"/> HIV/AIDS <input checked="" type="checkbox"/> Other STDs <input type="checkbox"/> Hygiene <input type="checkbox"/> Peer pressure <input type="checkbox"/> Pregnancy & fetal development <input type="checkbox"/> Relationships <input type="checkbox"/> Family <input type="checkbox"/> Friends <input type="checkbox"/> Romantic <input type="checkbox"/> Sexual intercourse for reproduction <input type="checkbox"/> Social and media influences		<input checked="" type="checkbox"/> Assertiveness <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Decision making <input checked="" type="checkbox"/> Goal setting <input type="checkbox"/> Media literacy <input checked="" type="checkbox"/> Negotiation <input type="checkbox"/> Personal limit setting <input type="checkbox"/> Refusal <input type="checkbox"/> Seeking help <input type="checkbox"/> None	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><u>Explained</u></th> <th style="text-align: center;"><u>Practiced</u></th> </tr> </thead> <tbody> <tr><td style="text-align: center;"><input checked="" type="checkbox"/></td><td style="text-align: center;"><input checked="" type="checkbox"/></td></tr> <tr><td style="text-align: center;"><input checked="" type="checkbox"/></td><td style="text-align: center;"><input checked="" type="checkbox"/></td></tr> <tr><td style="text-align: center;"><input checked="" type="checkbox"/></td><td style="text-align: center;"><input checked="" type="checkbox"/></td></tr> <tr><td style="text-align: center;"><input checked="" type="checkbox"/></td><td style="text-align: center;"><input checked="" type="checkbox"/></td></tr> <tr><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td style="text-align: center;"><input checked="" type="checkbox"/></td><td style="text-align: center;"><input checked="" type="checkbox"/></td></tr> </tbody> </table>	<u>Explained</u>	<u>Practiced</u>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<u>Explained</u>	<u>Practiced</u>																
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>																
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>																
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>																
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>																
<input type="checkbox"/>	<input type="checkbox"/>																
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>																
Strengths		Weaknesses															
<input checked="" type="checkbox"/> Is age appropriate <input type="checkbox"/> Is visually appealing <input type="checkbox"/> Is user-friendly <input type="checkbox"/> Practices positive behavior <input type="checkbox"/> Produced since 1998 or later <input checked="" type="checkbox"/> Promotes family involvement <input checked="" type="checkbox"/> Utilizes effective instructional strategies <input type="checkbox"/> Other:		<input type="checkbox"/> Addresses subject matter insensitively <input checked="" type="checkbox"/> Appears outdated <input type="checkbox"/> Costs more than \$100 <input type="checkbox"/> Contains inaccurate information <input type="checkbox"/> Has poor production quality <input type="checkbox"/> Lacks cultural diversity <input type="checkbox"/> Practices negative behavior <input type="checkbox"/> Stereotypes people															
Sensitive Topics		Target Audience															
<input type="checkbox"/> Abortion <input type="checkbox"/> Condoms <input type="checkbox"/> Masturbation <input type="checkbox"/> Sexual orientation <input type="checkbox"/> Sexual behavior (not for reproduction)		<input checked="" type="checkbox"/> Students: <input type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Boys <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Girls <input checked="" type="checkbox"/> Grade 6	<input type="checkbox"/> Parents <input type="checkbox"/> Educators														
Comments																	
This curriculum includes some outdated terminology, and the most recent reference materials listed for parents are dated 1990. It does not discuss nocturnal emissions, except in the Q & A game, and it does not include external female genitalia.																	

Print Materials Checklists

***Before She Gets Her Period:
Talking With Your Daughter About Menstruation***
by J. Gillooly

Perspective Publishing

164 pages

1998

Synopsis

This book prepares parents to talk to their daughters about menstruation and the changes that accompany puberty. It includes many stories written by young women about their experiences with periods.

Major Topics

Skills Taught

	<u>Explained</u>	<u>Practiced</u>
<input type="checkbox"/> Abstinence <input checked="" type="checkbox"/> Anatomy and function of reproductive system <input checked="" type="checkbox"/> Female <input type="checkbox"/> Male <input checked="" type="checkbox"/> Changes during puberty <input checked="" type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> HIV/AIDS <input type="checkbox"/> Other STDs <input type="checkbox"/> Hygiene <input type="checkbox"/> Peer pressure <input type="checkbox"/> Pregnancy & fetal development <input type="checkbox"/> Relationships <input type="checkbox"/> Family <input type="checkbox"/> Friends <input type="checkbox"/> Romantic <input type="checkbox"/> Sexual intercourse for reproduction <input type="checkbox"/> Social and media influences	<input type="checkbox"/> Assertiveness <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Decision making <input type="checkbox"/> Goal setting <input type="checkbox"/> Media literacy <input type="checkbox"/> Negotiation <input type="checkbox"/> Personal limit setting <input type="checkbox"/> Refusal <input type="checkbox"/> Seeking help <input type="checkbox"/> None	<input type="checkbox"/>

Strengths

Weaknesses

<input checked="" type="checkbox"/> Is age appropriate <input checked="" type="checkbox"/> Is visually appealing <input type="checkbox"/> Models positive behavior <input checked="" type="checkbox"/> Produced since 1998 or later <input checked="" type="checkbox"/> Promotes family communication <input type="checkbox"/> Other:	<input type="checkbox"/> Appears outdated <input type="checkbox"/> Costs more than \$15 <input type="checkbox"/> Contains inaccurate information <input type="checkbox"/> Has poor production quality <input type="checkbox"/> Lacks cultural diversity <input type="checkbox"/> Models negative behavior <input type="checkbox"/> Portrays subject matter insensitively <input type="checkbox"/> Stereotypes people
--	---

Sensitive Topics

Target Audience

<input type="checkbox"/> Abortion <input type="checkbox"/> Condoms <input type="checkbox"/> Masturbation <input type="checkbox"/> Sexual orientation <input type="checkbox"/> Sexual behavior (not for reproduction)	<input type="checkbox"/> Students: <input type="checkbox"/> Grade 4 <input type="checkbox"/> Boys <input type="checkbox"/> Grade 5 <input type="checkbox"/> Girls <input type="checkbox"/> Grade 6	<input checked="" type="checkbox"/> Parents <input type="checkbox"/> Educators
--	---	---

Comments

Ideas for celebrating menarche are included.

“But, I’m Almost 13!”
An Action Plan for Raising a Responsible Adolescent
 by K. Ginsburg & M. Jablow

Contemporary Books

218 pages

2002

Synopsis

This book offers parents specific skills and strategies they can use to strengthen their relationship with their adolescent child and to equip their child to make healthy choices in a variety of situations. It outlines activities to use with children to develop skills and critical thinking. It uses a skill-based and asset-development approach to parenting preteens and teens.

Major Topics

- ☐ Abstinence
- ☐ Anatomy and function of reproductive system
 - ☐ Female ☐ Male
- ☐ Changes during puberty
 - ☐ Female ☐ Male
- ☐ HIV/AIDS ☐ Other STDs
- ☐ Hygiene
- ☒ Peer pressure
- ☐ Pregnancy & fetal development
- ☒ Relationships
 - ☒ Family ☒ Friends ☐ Romantic
- ☐ Sexual intercourse for reproduction
- ☐ Social and media influences

Skills Taught

- | | <u>Explained</u> | <u>Practiced</u> |
|--|-------------------------------------|-------------------------------------|
| <input type="checkbox"/> Assertiveness | | |
| <input checked="" type="checkbox"/> Communication | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> Decision making | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| <input type="checkbox"/> Goal setting | | |
| <input type="checkbox"/> Media literacy | | |
| <input type="checkbox"/> Negotiation | | |
| <input checked="" type="checkbox"/> Personal limit setting | <input checked="" type="checkbox"/> | |
| <input checked="" type="checkbox"/> Refusal | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> Seeking help | <input checked="" type="checkbox"/> | |
| <input type="checkbox"/> None | | |

Strengths

- ☒ Is age appropriate
- ☐ Is visually appealing
- ☒ Models positive behavior
- ☒ Produced since 1998 or later
- ☒ Promotes family communication
- ☒ Other: Develops skill-based parenting strategies

Weaknesses

- ☐ Appears outdated
- ☐ Costs more than \$15
- ☐ Contains inaccurate information
- ☐ Has poor production quality
- ☐ Lacks cultural diversity
- ☐ Models negative behavior
- ☐ Portrays subject matter insensitively
- ☐ Stereotypes people

Sensitive Topics

- ☐ Abortion
- ☐ Condoms
- ☐ Masturbation
- ☐ Sexual orientation
- ☐ Sexual behavior (not for reproduction)

Target Audience

- | | |
|--|---|
| <input type="checkbox"/> Students: <ul style="list-style-type: none"> <input type="checkbox"/> Grade 4 <input type="checkbox"/> Boys <input type="checkbox"/> Grade 5 <input type="checkbox"/> Girls <input type="checkbox"/> Grade 6 | <input checked="" type="checkbox"/> Parents
<input type="checkbox"/> Educators |
|--|---|

Comments

This book does not specifically address puberty, except how preteens and teens think.

<p><i>Dear Michael: Letters From a Mother to Her Son</i> by C. Akagi</p>			
Gylantic Pub.		210 pages	1996
<p align="center">Synopsis</p> <p>This book is full of practical, accurate information and advice in the form of letters from a mother to her son. It promotes respect, delaying sexual intercourse until a long-term, committed relationship is formed (usually after high school), and reserving parenthood for adult couples. This book is one boys will read repeatedly over the years and get something new each time.</p>			
Major Topics		Skills Taught	
<input checked="" type="checkbox"/> Abstinence <input checked="" type="checkbox"/> Anatomy and function of reproductive system <input checked="" type="checkbox"/> Female <input checked="" type="checkbox"/> Male <input checked="" type="checkbox"/> Changes during puberty <input checked="" type="checkbox"/> Female <input checked="" type="checkbox"/> Male <input checked="" type="checkbox"/> HIV/AIDS <input checked="" type="checkbox"/> Other STDs <input checked="" type="checkbox"/> Hygiene <input checked="" type="checkbox"/> Peer pressure <input checked="" type="checkbox"/> Pregnancy & fetal development <input checked="" type="checkbox"/> Relationships <input type="checkbox"/> Family <input checked="" type="checkbox"/> Friends <input checked="" type="checkbox"/> Romantic <input checked="" type="checkbox"/> Sexual intercourse for reproduction <input checked="" type="checkbox"/> Social and media influences		<div> <input type="checkbox"/> Assertiveness <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Decision making <input type="checkbox"/> Goal setting <input type="checkbox"/> Media literacy <input type="checkbox"/> Negotiation <input checked="" type="checkbox"/> Personal limit setting <input type="checkbox"/> Refusal <input checked="" type="checkbox"/> Seeking help <input type="checkbox"/> None </div> <div> <u>Explained</u> <div><input checked="" type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input checked="" type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input checked="" type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> </div> <div> <u>Modeled</u> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> </div>	
Strengths		Weaknesses	
<input checked="" type="checkbox"/> Is age appropriate <input type="checkbox"/> Is visually appealing <input checked="" type="checkbox"/> Models positive behavior <input checked="" type="checkbox"/> Produced since 1998 or later <input type="checkbox"/> Promotes family communication <input type="checkbox"/> Other:		<input type="checkbox"/> Appears outdated <input type="checkbox"/> Costs more than \$15 <input type="checkbox"/> Contains inaccurate information <input type="checkbox"/> Has poor production quality <input type="checkbox"/> Lacks cultural diversity <input type="checkbox"/> Models negative behavior <input type="checkbox"/> Portrays subject matter insensitively <input type="checkbox"/> Stereotypes people	
Sensitive Topics		Target Audience	
<input checked="" type="checkbox"/> Abortion <input checked="" type="checkbox"/> Condoms <input checked="" type="checkbox"/> Masturbation <input checked="" type="checkbox"/> Sexual orientation <input checked="" type="checkbox"/> Sexual behavior (not for reproduction)		<div> <input checked="" type="checkbox"/> Students: <input type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Boys <input type="checkbox"/> Grade 5 <input type="checkbox"/> Girls <input checked="" type="checkbox"/> Grade 6 </div> <div> <input type="checkbox"/> Parents <input checked="" type="checkbox"/> Educators </div>	
<p align="center">Comments</p> <p>The book sensitively addresses various views on homosexuality, deciding when to have intercourse, abortion, and circumcision. It promotes masturbation as a natural and healthy, private activity. Correct terminology is used, with slang in parentheses. Anatomical explanations include the external female genitalia. An outdated recommendation of nonoxynol-9 is included.</p>			

Enjoy Your Middle Schooler by J. W. Rice

Zondervan

144 pages

1994

Synopsis

This book assists parents in understanding the physical, emotional, social, mental, and spiritual characteristics of children aged 11 to 14. It offers helpful parenting tips for the middle school years.

Major Topics

- ☐ Abstinence
- ☐ Anatomy and function of reproductive system
 - ☐ Female ☐ Male
- ☒ Changes during puberty
 - ☒ Female ☒ Male
- ☐ HIV/AIDS ☐ Other STDs
- ☐ Hygiene
- ☐ Peer pressure
- ☐ Pregnancy & fetal development
- ☒ Relationships
 - ☒ Family ☒ Friends ☐ Romantic
- ☐ Sexual intercourse for reproduction
- ☒ Social and media influences

Skills Taught

- | | <u>Explained</u> | <u>Practiced</u> |
|---|-------------------------------------|------------------|
| <input type="checkbox"/> Assertiveness | | |
| <input checked="" type="checkbox"/> Communication | <input checked="" type="checkbox"/> | |
| <input type="checkbox"/> Decision making | | |
| <input type="checkbox"/> Goal setting | | |
| <input type="checkbox"/> Media literacy | | |
| <input type="checkbox"/> Negotiation | | |
| <input type="checkbox"/> Personal limit setting | | |
| <input type="checkbox"/> Refusal | | |
| <input type="checkbox"/> Seeking help | | |
| <input type="checkbox"/> None | | |

Strengths

- ☒ Is age appropriate
- ☐ Is visually appealing
- ☐ Models positive behavior
- ☐ Produced since 1998 or later
- ☒ Promotes family communication
- ☐ Other:

Weaknesses

- ☐ Appears outdated
- ☐ Costs more than \$15
- ☐ Contains inaccurate information
- ☐ Has poor production quality
- ☐ Lacks cultural diversity
- ☐ Models negative behavior
- ☐ Portrays subject matter insensitively
- ☐ Stereotypes people

Sensitive Topics

- ☐ Abortion
- ☐ Condoms
- ☐ Masturbation
- ☐ Sexual orientation
- ☐ Sexual behavior (not for reproduction)

Target Audience

- | | |
|--|---|
| <input type="checkbox"/> Students: <ul style="list-style-type: none"> <input type="checkbox"/> Grade 4 <input type="checkbox"/> Boys <input type="checkbox"/> Grade 5 <input type="checkbox"/> Girls <input type="checkbox"/> Grade 6 | <input checked="" type="checkbox"/> Parents
<input type="checkbox"/> Educators |
|--|---|

Comments

This book is written from a Christian perspective but quotes both secular and religious authors and researchers.

*Finding Our Voices:
Talking With Our Children About Sexuality and AIDS*

Mothers' Voices	
<p>My son was born with a heart condition. He had a very low birth weight and was in the NICU for several weeks. I was very worried about his future. I was told that he would have a long life, but I knew that he would have a lot of challenges. I was very supportive of him and I was very involved in his care. I was very proud of him and I was very happy to see him grow up. I was very grateful to the doctors and nurses who took care of him. I was very lucky to have him. I was very proud of him and I was very happy to see him grow up. I was very grateful to the doctors and nurses who took care of him. I was very lucky to have him.</p>	<p>My son was born with a heart condition. He had a very low birth weight and was in the NICU for several weeks. I was very worried about his future. I was told that he would have a long life, but I knew that he would have a lot of challenges. I was very supportive of him and I was very involved in his care. I was very proud of him and I was very happy to see him grow up. I was very grateful to the doctors and nurses who took care of him. I was very lucky to have him. I was very proud of him and I was very happy to see him grow up. I was very grateful to the doctors and nurses who took care of him. I was very lucky to have him.</p>

36 pages

1998

Synopsis

This book equips adults to talk with their children about sexuality and AIDS in order to promote healthy sexuality and prevent risky sexual behavior and HIV infection. Parents are encouraged to assess their own values and concerns. Tips for talking and taking advantage of teachable moments are described. Children's developmental stages are described and appropriate topics suggested for each stage from birth through teen.

Major Topics

Skills Taught

- ☒ Abstinence
- ☐ Anatomy and function of reproductive system
 - ☐ Female
 - ☐ Male
- ☐ Changes during puberty
 - ☐ Female
 - ☐ Male
- ☒ HIV/AIDS
 - ☐ Other STDs
- ☐ Hygiene
- ☐ Peer pressure
- ☐ Pregnancy & fetal development
- ☒ Relationships
 - ☒ Family
 - ☐ Friends
 - ☐ Romantic
- ☐ Sexual intercourse for reproduction
- ☒ Social and media influences

- ☐ Assertiveness
- ☒ Communication
- ☐ Decision making
- ☐ Goal setting
- ☐ Media literacy
- ☐ Negotiation
- ☐ Personal limit setting
- ☐ Refusal
- ☒ Seeking help
- ☐ None

Explained
■
■

Modeled

Strengths

- Is age appropriate
- Is visually appealing
- ☐ Models positive behavior
- Produced since 1998 or later
- Promotes family communication
- Other: Includes resource list and references

Weaknesses

- ☐ Appears outdated
- ☐ Costs more than \$15
- ☐ Contains inaccurate information
- ☐ Has poor production quality
- ☐ Lacks cultural diversity
- ☐ Models negative behavior
- ☐ Portrays subject matter insensitively
- ☐ Stereotypes people

Sensitive Topics

- ☐ Abortion
- ☒ Condoms
- ☒ Masturbation
- ☒ Sexual orientation
- ☒ Sexual behavior (not for reproduction)

Target Audience

- | | | |
|--|---|---|
| <input type="checkbox"/> Students:
<input type="checkbox"/> Grade 4
<input type="checkbox"/> Grade 5
<input type="checkbox"/> Grade 6 | <input type="checkbox"/> Boys
<input type="checkbox"/> Girls | <input checked="" type="checkbox"/> Parents
<input type="checkbox"/> Educators |
|--|---|---|

Comments

This book promotes abstinence and risk reduction education and provides rationale for that approach. Diagrams of the external genitalia are provided to assist parents in teaching the proper terms. The organization's web site is also useful.

From Boys to Men: All About Adolescence and You
by M. Gurian

Price Stern Sloan

86 pages

1999

Synopsis

The author writes in a no-nonsense style, man to man. Boys are told what to expect during puberty and encouraged to control their behavior, avoid drugs, and talk to family about what it's like to grow up. The male sex drive and ways to postpone sexual intercourse are discussed.

Major Topics

Skills Taught

		<u>Explained</u>	<u>Practiced</u>
<input checked="" type="checkbox"/> Abstinence			
<input type="checkbox"/> Anatomy and function of reproductive system			
<input type="checkbox"/> Female <input type="checkbox"/> Male			
<input checked="" type="checkbox"/> Changes during puberty			
<input type="checkbox"/> Female <input checked="" type="checkbox"/> Male			
<input type="checkbox"/> HIV/AIDS <input type="checkbox"/> Other STDs			
<input type="checkbox"/> Hygiene			
<input type="checkbox"/> Peer pressure			
<input type="checkbox"/> Pregnancy & fetal development			
<input checked="" type="checkbox"/> Relationships			
<input checked="" type="checkbox"/> Family <input checked="" type="checkbox"/> Friends <input checked="" type="checkbox"/> Romantic			
<input type="checkbox"/> Sexual intercourse for reproduction			
<input checked="" type="checkbox"/> Social and media influences			
<input type="checkbox"/> Assertiveness			
<input type="checkbox"/> Communication			
<input type="checkbox"/> Decision making			
<input type="checkbox"/> Goal setting			
<input type="checkbox"/> Media literacy			
<input type="checkbox"/> Negotiation			
<input type="checkbox"/> Personal limit setting			
<input type="checkbox"/> Refusal			
<input type="checkbox"/> Seeking help			
<input checked="" type="checkbox"/> None			

Strengths

Weaknesses

<input type="checkbox"/> Is age appropriate	<input type="checkbox"/> Appears outdated
<input type="checkbox"/> Is visually appealing	<input type="checkbox"/> Costs more than \$15
<input type="checkbox"/> Models positive behavior	<input type="checkbox"/> Contains inaccurate information
<input checked="" type="checkbox"/> Produced since 1998 or later	<input type="checkbox"/> Has poor production quality
<input checked="" type="checkbox"/> Promotes family communication	<input type="checkbox"/> Lacks cultural diversity
<input type="checkbox"/> Other:	<input type="checkbox"/> Models negative behavior
	<input type="checkbox"/> Portrays subject matter insensitively
	<input type="checkbox"/> Stereotypes people

Sensitive Topics

Target Audience

<input type="checkbox"/> Abortion	<input checked="" type="checkbox"/> Students:	<input type="checkbox"/> Parents
<input type="checkbox"/> Condoms	<input type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Boys	<input type="checkbox"/> Educators
<input checked="" type="checkbox"/> Masturbation	<input checked="" type="checkbox"/> Grade 5 <input type="checkbox"/> Girls	
<input checked="" type="checkbox"/> Sexual orientation	<input checked="" type="checkbox"/> Grade 6	
<input checked="" type="checkbox"/> Sexual behavior (not for reproduction)		

Comments

This book is a good one for adults who want to understand adolescent boys better. It promotes masturbation as a way to postpone sexual intercourse.

Girl Stuff: A Survival Guide to Growing Up
by M. Blackstone & E. Haden Guest

Gulliver Books, Harcourt, Inc.

170 pages

2000

Synopsis

This book focuses on a holistic approach in answering the question “Am I normal?” The majority of the book is on healthy habits and relationships during puberty. The last chapter contains sensitive topics.

Major Topics

- ☒ Abstinence
- ☒ Anatomy and function of reproductive system
 - ☒ Female ☒ Male
- ☒ Changes during puberty
 - ☒ Female ☒ Male
- ☒ HIV/AIDS ☒ Other STDs
- ☒ Hygiene
- ☒ Peer pressure
- ☐ Pregnancy & fetal development
- ☒ Relationships
 - ☐ Family ☒ Friends ☐ Romantic
- ☒ Sexual intercourse for reproduction
- ☒ Social and media influences

Skills Taught

- | | <u>Explained</u> | <u>Practiced</u> |
|---|-------------------------------------|------------------|
| <input checked="" type="checkbox"/> Assertiveness | <input checked="" type="checkbox"/> | |
| <input type="checkbox"/> Communication | | |
| <input type="checkbox"/> Decision making | | |
| <input type="checkbox"/> Goal setting | | |
| <input type="checkbox"/> Media literacy | | |
| <input type="checkbox"/> Negotiation | | |
| <input type="checkbox"/> Personal limit setting | <input checked="" type="checkbox"/> | |
| <input checked="" type="checkbox"/> Refusal | | |
| <input type="checkbox"/> Seeking help | | |
| <input type="checkbox"/> None | | |

Strengths

- ☒ Is age appropriate
- ☒ Is visually appealing
- ☐ Models positive behavior
- ☒ Produced since 1998 or later
- ☐ Promotes family communication
- ☐ Other:

Weaknesses

- ☐ Appears outdated
- ☐ Costs more than \$15
- ☐ Contains inaccurate information
- ☐ Has poor production quality
- ☐ Lacks cultural diversity
- ☐ Models negative behavior
- ☐ Portrays subject matter insensitively
- ☐ Stereotypes people

Sensitive Topics

- ☐ Abortion
- ☒ Condoms and other contraception
- ☒ Masturbation
- ☒ Sexual orientation
- ☒ Sexual behavior (not for reproduction)

Target Audience

- | | | |
|---|--|--|
| <input checked="" type="checkbox"/> Students: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Grade 6 | <input type="checkbox"/> Boys
<input checked="" type="checkbox"/> Girls | <input type="checkbox"/> Parents
<input type="checkbox"/> Educators |
|---|--|--|

Comments

Content is very current, including laser hair removal. It has a whole health focus. Eating disorders are addressed and external female genitalia are included. It discusses alternative medicine, yoga, and calm breathing.

Growing Up: A Boy's Guide

Planned Parenthood of West Michigan

Three-part Set

2000

Synopsis

This resource is packaged as a three-part set: (1) Four-page guide for adults with resources and tips for talking; (2) Booklet that clarifies myths about puberty and what it means to be a man; and (3) *What's Going On Down There?* by K. Gravelle, a 144-page book on puberty information for boys. The book is reviewed separately.

Major Topics

- ☒ Abstinence
- ☐ Anatomy and function of reproductive system
 - ☐ Female ☐ Male
- ☒ Changes during puberty
 - ☐ Female ☒ Male
- ☐ HIV/AIDS ☐ Other STDs
- ☐ Hygiene
- ☒ Peer pressure
- ☐ Pregnancy & fetal development
- ☐ Relationships
 - ☐ Family ☐ Friends ☐ Romantic
- ☐ Sexual intercourse for reproduction
- ☐ Social and media influences

Skills Taught

- | | <u>Explained</u> | <u>Practiced</u> |
|---|------------------|------------------|
| <input type="checkbox"/> Assertiveness | | |
| <input type="checkbox"/> Communication | | |
| <input type="checkbox"/> Decision making | | |
| <input type="checkbox"/> Goal setting | | |
| <input type="checkbox"/> Media literacy | | |
| <input type="checkbox"/> Negotiation | | |
| <input type="checkbox"/> Personal limit setting | | |
| <input type="checkbox"/> Refusal | | |
| <input type="checkbox"/> Seeking help | | |
| <input checked="" type="checkbox"/> None | | |

Strengths

- ☒ Is age appropriate
- ☒ Is visually appealing
- ☐ Models positive behavior
- ☒ Produced since 1998 or later
- ☒ Promotes family communication
- ☐ Other:

Weaknesses

- ☐ Appears outdated
- ☐ Costs more than \$15
- ☐ Contains inaccurate information
- ☐ Has poor production quality
- ☐ Lacks cultural diversity
- ☐ Models negative behavior
- ☐ Portrays subject matter insensitively
- ☐ Stereotypes people

Sensitive Topics

- ☐ Abortion
- ☐ Condoms
- ☐ Masturbation
- ☐ Sexual orientation
- ☐ Sexual behavior (not for reproduction)

Target Audience

- | | |
|---|---|
| <input checked="" type="checkbox"/> Students: <ul style="list-style-type: none"> <input type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Boys <input type="checkbox"/> Grade 5 <input type="checkbox"/> Girls <input checked="" type="checkbox"/> Grade 6 | <input checked="" type="checkbox"/> Parents
<input type="checkbox"/> Educators |
|---|---|

Comments

See the checklist for *What's Going On Down There?* for more information.

Growing Up: A Girl's Guide

Planned Parenthood of West Michigan

Three-part Set

1998

Synopsis

This resource is packaged as a three-part set: (1) Four-page guide for adults with resources and tips for talking to daughters; (2) A journal girls can write in that includes facts and information about puberty and a calendar for recording their menstrual cycle; and (3) *Have You Started Yet?* by R. Thomson, a 122-page book on menstruation for girls. The book is reviewed separately.

Major Topics

- ☐ Abstinence
- ☒ Anatomy and function of reproductive system
 - ☒ Female ☐ Male
- ☒ Changes during puberty
 - ☒ Female ☐ Male
- ☐ HIV/AIDS ☐ Other STDs
- ☒ Hygiene
- ☒ Peer pressure
- ☐ Pregnancy & fetal development
- ☐ Relationships
 - ☐ Family ☐ Friends ☐ Romantic
- ☐ Sexual intercourse for reproduction
- ☐ Social and media influences

Skills Taught

- | | <u>Explained</u> | <u>Practiced</u> |
|---|------------------|------------------|
| <input type="checkbox"/> Assertiveness | | |
| <input type="checkbox"/> Communication | | |
| <input type="checkbox"/> Decision making | | |
| <input type="checkbox"/> Goal setting | | |
| <input type="checkbox"/> Media literacy | | |
| <input type="checkbox"/> Negotiation | | |
| <input type="checkbox"/> Personal limit setting | | |
| <input type="checkbox"/> Refusal | | |
| <input type="checkbox"/> Seeking help | | |
| <input checked="" type="checkbox"/> None | | |

Strengths

- ☒ Is age appropriate
- ☒ Is visually appealing
- ☐ Models positive behavior
- ☒ Produced since 1998 or later
- ☒ Promotes family communication
- ☐ Other:

Weaknesses

- ☐ Appears outdated
- ☐ Costs more than \$15
- ☐ Contains inaccurate information
- ☐ Has poor production quality
- ☐ Lacks cultural diversity
- ☐ Models negative behavior
- ☐ Portrays subject matter insensitively
- ☐ Stereotypes people

Sensitive Topics

- ☐ Abortion
- ☐ Condoms
- ☒ Masturbation
- ☐ Sexual orientation
- ☐ Sexual behavior (not for reproduction)

Target Audience

- | | |
|---|---|
| <input checked="" type="checkbox"/> Students: <ul style="list-style-type: none"> <input type="checkbox"/> Grade 4 <input type="checkbox"/> Boys <input type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Girls <input checked="" type="checkbox"/> Grade 6 | <input checked="" type="checkbox"/> Parents
<input type="checkbox"/> Educators |
|---|---|

Comments

The visually appealing journal includes multicultural rites of passage. See the checklist for *Have You Started Yet?* for more information.

Have You Started Yet? by R. Thomson

Price Stern Sloan

122 pages

1995

Synopsis

This book explains the changes the body experiences, outside and inside, during puberty. The focus is on understanding menstruation and how to handle the challenges that come with it. Various sanitary products, and the pros and cons of each, are discussed. Girls are encouraged to know and appreciate their bodies.

Major Topics

- ☐ Abstinence
- ☒ Anatomy and function of reproductive system
 - ☒ Female ☐ Male
- ☒ Changes during puberty
 - ☒ Female ☐ Male
- ☐ HIV/AIDS ☐ Other STDs
- ☒ Hygiene
- ☐ Peer pressure
- ☐ Pregnancy & fetal development
- ☐ Relationships
 - ☐ Family ☐ Friends ☐ Romantic
- ☐ Sexual intercourse for reproduction
- ☐ Social and media influences

Skills Taught

- | | <u>Explained</u> | <u>Practiced</u> |
|---|------------------|------------------|
| <input type="checkbox"/> Assertiveness | | |
| <input type="checkbox"/> Communication | | |
| <input type="checkbox"/> Decision making | | |
| <input type="checkbox"/> Goal setting | | |
| <input type="checkbox"/> Media literacy | | |
| <input type="checkbox"/> Negotiation | | |
| <input type="checkbox"/> Personal limit setting | | |
| <input type="checkbox"/> Refusal | | |
| <input type="checkbox"/> Seeking help | | |
| <input checked="" type="checkbox"/> None | | |

Strengths

- ☒ Is age appropriate
- ☒ Is visually appealing
- ☐ Models positive behavior
- ☐ Produced since 1998 or later
- ☐ Promotes family communication
- ☐ Other:

Weaknesses

- ☐ Appears outdated
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- ☒ Contains inaccurate information
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- ☐ Lacks cultural diversity
- ☐ Models negative behavior
- ☐ Portrays subject matter insensitively
- ☐ Stereotypes people

Sensitive Topics

- ☐ Abortion
- ☐ Condoms
- ☐ Masturbation
- ☐ Sexual orientation
- ☐ Sexual behavior (not for reproduction)

Target Audience

- | | | |
|---|--|--|
| <input checked="" type="checkbox"/> Students: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Grade 6 | <input type="checkbox"/> Boys
<input checked="" type="checkbox"/> Girls | <input type="checkbox"/> Parents
<input type="checkbox"/> Educators |
|---|--|--|

Comments

The explanation of the menstrual cycle is not accurate. It says ovulation occurs about 14 days after a period ends and that day one of the menstrual cycle is the day a period stops. This book is available individually, or as part of a three-part set titled *Growing Up: A Girl's Guide*, which is reviewed separately.

<i>How Your Baby Grows</i>																																				
March of Dimes		18 pages	1999																																	
Synopsis																																				
This pamphlet illustrates fetal development and highlights the major developmental milestones at each month of gestational age. It describes changes in the pregnant woman and details the health care the pregnant woman needs during each month of pregnancy.																																				
Major Topics		Skills Taught																																		
<input type="checkbox"/> Abstinence <input type="checkbox"/> Anatomy and function of reproductive system <input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> Changes during puberty <input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> HIV/AIDS <input type="checkbox"/> Other STDs <input type="checkbox"/> Hygiene <input type="checkbox"/> Peer pressure <input checked="" type="checkbox"/> Pregnancy & fetal development <input type="checkbox"/> Relationships <input type="checkbox"/> Family <input type="checkbox"/> Friends <input type="checkbox"/> Romantic <input type="checkbox"/> Sexual intercourse for reproduction <input type="checkbox"/> Social and media influences		<table border="1"> <thead> <tr> <th></th> <th><u>Explained</u></th> <th><u>Practiced</u></th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/> Assertiveness</td> <td></td> <td></td> </tr> <tr> <td><input type="checkbox"/> Communication</td> <td></td> <td></td> </tr> <tr> <td><input type="checkbox"/> Decision making</td> <td></td> <td></td> </tr> <tr> <td><input type="checkbox"/> Goal setting</td> <td></td> <td></td> </tr> <tr> <td><input type="checkbox"/> Media literacy</td> <td></td> <td></td> </tr> <tr> <td><input type="checkbox"/> Negotiation</td> <td></td> <td></td> </tr> <tr> <td><input type="checkbox"/> Personal limit setting</td> <td></td> <td></td> </tr> <tr> <td><input type="checkbox"/> Refusal</td> <td></td> <td></td> </tr> <tr> <td><input checked="" type="checkbox"/> Seeking help</td> <td><input checked="" type="checkbox"/></td> <td></td> </tr> <tr> <td><input type="checkbox"/> None</td> <td></td> <td></td> </tr> </tbody> </table>			<u>Explained</u>	<u>Practiced</u>	<input type="checkbox"/> Assertiveness			<input type="checkbox"/> Communication			<input type="checkbox"/> Decision making			<input type="checkbox"/> Goal setting			<input type="checkbox"/> Media literacy			<input type="checkbox"/> Negotiation			<input type="checkbox"/> Personal limit setting			<input type="checkbox"/> Refusal			<input checked="" type="checkbox"/> Seeking help	<input checked="" type="checkbox"/>		<input type="checkbox"/> None		
	<u>Explained</u>	<u>Practiced</u>																																		
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<input type="checkbox"/> Communication																																				
<input type="checkbox"/> Decision making																																				
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<input type="checkbox"/> Refusal																																				
<input checked="" type="checkbox"/> Seeking help	<input checked="" type="checkbox"/>																																			
<input type="checkbox"/> None																																				
Strengths		Weaknesses																																		
<input type="checkbox"/> Is age appropriate <input checked="" type="checkbox"/> Is visually appealing <input checked="" type="checkbox"/> Models positive behavior <input checked="" type="checkbox"/> Produced since 1998 or later <input type="checkbox"/> Promotes family communication <input type="checkbox"/> Other:		<input type="checkbox"/> Appears outdated <input type="checkbox"/> Costs more than \$15 <input type="checkbox"/> Contains inaccurate information <input type="checkbox"/> Has poor production quality <input type="checkbox"/> Lacks cultural diversity <input type="checkbox"/> Models negative behavior <input type="checkbox"/> Portrays subject matter insensitively <input type="checkbox"/> Stereotypes people																																		
Sensitive Topics		Target Audience																																		
<input type="checkbox"/> Abortion <input type="checkbox"/> Condoms <input type="checkbox"/> Masturbation <input type="checkbox"/> Sexual orientation <input type="checkbox"/> Sexual behavior (not for reproduction)		<table border="1"> <tbody> <tr> <td><input checked="" type="checkbox"/> Students:</td> <td><input checked="" type="checkbox"/> Parents</td> </tr> <tr> <td><input type="checkbox"/> Grade 4</td> <td><input checked="" type="checkbox"/> Boys</td> </tr> <tr> <td><input type="checkbox"/> Grade 5</td> <td><input checked="" type="checkbox"/> Girls</td> </tr> <tr> <td><input checked="" type="checkbox"/> Grade 6</td> <td></td> </tr> <tr> <td></td> <td><input checked="" type="checkbox"/> Educators</td> </tr> </tbody> </table>		<input checked="" type="checkbox"/> Students:	<input checked="" type="checkbox"/> Parents	<input type="checkbox"/> Grade 4	<input checked="" type="checkbox"/> Boys	<input type="checkbox"/> Grade 5	<input checked="" type="checkbox"/> Girls	<input checked="" type="checkbox"/> Grade 6			<input checked="" type="checkbox"/> Educators																							
<input checked="" type="checkbox"/> Students:	<input checked="" type="checkbox"/> Parents																																			
<input type="checkbox"/> Grade 4	<input checked="" type="checkbox"/> Boys																																			
<input type="checkbox"/> Grade 5	<input checked="" type="checkbox"/> Girls																																			
<input checked="" type="checkbox"/> Grade 6																																				
	<input checked="" type="checkbox"/> Educators																																			
Comments																																				
This pamphlet was designed for pregnant women, but the language is simple enough for students in 6 th grade and higher. It recommends good nutrition, physical activity, and drug-free living.																																				

***It's a Girl Thing:
How to Stay Healthy, Safe, and in Charge***
by M. Jukes

Alfred A. Knopf

134 pages

1996

Synopsis

This exhaustive book covers issues from menstruation to drugs to sexual abuse. Its practical approach advocates for personal responsibility and safety.

Major Topics

- ☒ Abstinence
- ☒ Anatomy and function of reproductive system
 - ☒ Female ☒ Male
- ☒ Changes during puberty
 - ☒ Female ☒ Male
- ☒ HIV/AIDS ☒ Other STDs
- ☒ Hygiene
- ☒ Peer pressure
- ☒ Pregnancy & fetal development
- ☒ Relationships
 - ☐ Family ☐ Friends ☒ Romantic
- ☒ Sexual intercourse for reproduction
- ☐ Social and media influences

Skills Taught

- | | <u>Explained</u> | <u>Practiced</u> |
|--|-------------------------------------|------------------|
| <input type="checkbox"/> Assertiveness | | |
| <input type="checkbox"/> Communication | | |
| <input type="checkbox"/> Decision making | | |
| <input type="checkbox"/> Goal setting | | |
| <input type="checkbox"/> Media literacy | | |
| <input type="checkbox"/> Negotiation | | |
| <input checked="" type="checkbox"/> Personal limit setting | <input checked="" type="checkbox"/> | |
| <input checked="" type="checkbox"/> Refusal | <input checked="" type="checkbox"/> | |
| <input checked="" type="checkbox"/> Seeking help | <input checked="" type="checkbox"/> | |
| <input type="checkbox"/> None | | |

Strengths

- ☒ Is age appropriate
- ☐ Is visually appealing
- ☐ Models positive behavior
- ☐ Produced since 1998 or later
- ☒ Promotes family communication
- ☐ Other:

Weaknesses

- ☐ Appears outdated
- ☐ Costs more than \$15
- ☐ Contains inaccurate information
- ☐ Has poor production quality
- ☐ Lacks cultural diversity
- ☐ Models negative behavior
- ☐ Portrays subject matter insensitively
- ☐ Stereotypes people

Sensitive Topics

- ☒ Abortion
- ☒ Condoms and other contraception
- ☒ Masturbation
- ☒ Sexual orientation
- ☒ Sexual behavior (not for reproduction)

Target Audience

- | | |
|---|--|
| <input checked="" type="checkbox"/> Students: <ul style="list-style-type: none"> <input type="checkbox"/> Grade 4 <input type="checkbox"/> Boys <input type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Girls <input checked="" type="checkbox"/> Grade 6 | <input type="checkbox"/> Parents
<input type="checkbox"/> Educators |
|---|--|

Comments

The author frequently tells humorous, true stories about childhood situations to lighten the sometimes heavy content. This is a book girls will read repeatedly through the years and get something new each time.

Just for Moms & Just for Girls by E. Hoekstra & B. Cutaia

Crossway Books

90 & 121 pages

1999

Synopsis

This two-book set encourages mothers and daughters to talk about the changes in puberty and reasons to wait until marriage before having sexual intercourse. It encourages healthy choices in diet, exercise, and disease prevention.

Major Topics

Skills Taught

	<u>Explained</u>	<u>Practiced</u>
<input checked="" type="checkbox"/> Abstinence		
<input checked="" type="checkbox"/> Anatomy and function of reproductive system		
<input checked="" type="checkbox"/> Female <input type="checkbox"/> Male		
<input checked="" type="checkbox"/> Changes during puberty		
<input checked="" type="checkbox"/> Female <input type="checkbox"/> Male		
<input type="checkbox"/> HIV/AIDS <input type="checkbox"/> Other STDs		
<input checked="" type="checkbox"/> Hygiene		
<input type="checkbox"/> Peer pressure		
<input type="checkbox"/> Pregnancy & fetal development		
<input type="checkbox"/> Relationships		
<input type="checkbox"/> Family <input type="checkbox"/> Friends <input type="checkbox"/> Romantic		
<input checked="" type="checkbox"/> Sexual intercourse for reproduction		
<input type="checkbox"/> Social and media influences		
<input type="checkbox"/> Assertiveness		
<input checked="" type="checkbox"/> Communication	<input checked="" type="checkbox"/>	
<input type="checkbox"/> Decision making		
<input checked="" type="checkbox"/> Goal setting	<input checked="" type="checkbox"/>	
<input type="checkbox"/> Media literacy		
<input type="checkbox"/> Negotiation		
<input type="checkbox"/> Personal limit setting		
<input checked="" type="checkbox"/> Refusal	<input checked="" type="checkbox"/>	
<input type="checkbox"/> Seeking help		
<input type="checkbox"/> None		

Strengths

Weaknesses

<input type="checkbox"/> Is age appropriate	<input type="checkbox"/> Appears outdated
<input type="checkbox"/> Is visually appealing	<input type="checkbox"/> Costs more than \$15
<input type="checkbox"/> Models positive behavior	<input type="checkbox"/> Contains inaccurate information
<input checked="" type="checkbox"/> Produced since 1998 or later	<input type="checkbox"/> Has poor production quality
<input checked="" type="checkbox"/> Promotes family communication	<input type="checkbox"/> Lacks cultural diversity
<input type="checkbox"/> Other:	<input type="checkbox"/> Models negative behavior
	<input type="checkbox"/> Portrays subject matter insensitively
	<input type="checkbox"/> Stereotypes people

Sensitive Topics

Target Audience

<input type="checkbox"/> Abortion	<input checked="" type="checkbox"/> Students:	<input checked="" type="checkbox"/> Parents
<input type="checkbox"/> Condoms	<input type="checkbox"/> Grade 4 <input type="checkbox"/> Boys	<input type="checkbox"/> Educators
<input checked="" type="checkbox"/> Masturbation	<input type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Girls	
<input type="checkbox"/> Sexual orientation	<input checked="" type="checkbox"/> Grade 6	
<input checked="" type="checkbox"/> Sexual behavior (not for reproduction)		

Comments

These books are written from a Christian perspective. They include lots of text and few illustrations. Information about the external female genitalia is included. This resource is also appropriate for older girls.

***More Speaking of Sex:
What Your Children Need to Know and When They Need to Know It***
by M. Hickling

Northstone

252 pages

1996/1999

Synopsis

This book equips parents to talk with their children about sexuality. It has four sections: (1) Developmental stages and information needed at each; (2) Typical questions and possible responses; (3) Sexual health issues; and (4) How to communicate family values. The author, a nurse, draws on her experience with students to share information they want to know. Authentic student questions are included in the margins.

Major Topics

- ☐ Abstinence
- ☐ Anatomy and function of reproductive system
 - ☐ Female ☐ Male
- ☒ Changes during puberty
 - ☒ Female ☒ Male
- ☒ HIV/AIDS ☒ Other STDs
- ☐ Hygiene
- ☒ Peer pressure
- ☐ Pregnancy & fetal development
- ☒ Relationships
 - ☒ Family ☐ Friends ☒ Romantic
- ☐ Sexual intercourse for reproduction
- ☒ Social and media influences

Skills Taught

- | | <u>Explained</u> | <u>Modeled</u> |
|---|-------------------------------------|-------------------------------------|
| <input type="checkbox"/> Assertiveness | | |
| <input checked="" type="checkbox"/> Communication | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| <input type="checkbox"/> Decision making | | |
| <input type="checkbox"/> Goal setting | | |
| <input type="checkbox"/> Media literacy | | |
| <input type="checkbox"/> Negotiation | | |
| <input type="checkbox"/> Personal limit setting | | |
| <input type="checkbox"/> Refusal | | |
| <input checked="" type="checkbox"/> Seeking help | <input checked="" type="checkbox"/> | |
| <input type="checkbox"/> None | | |

Strengths

- ☒ Is age appropriate
- ☐ Is visually appealing
- ☐ Models positive behavior
- ☒ Produced since 1998 or later
- ☒ Promotes family communication
- ☐ Other:

Weaknesses

- ☐ Appears outdated
- ☒ Costs more than \$15
- ☐ Contains inaccurate information
- ☐ Has poor production quality
- ☐ Lacks cultural diversity
- ☐ Models negative behavior
- ☐ Portrays subject matter insensitively
- ☐ Stereotypes people

Sensitive Topics

- ☒ Abortion
- ☒ Condoms
- ☒ Masturbation
- ☒ Sexual orientation
- ☒ Sexual behavior (not for reproduction)

Target Audience

- | | |
|--|--|
| <input type="checkbox"/> Students: <ul style="list-style-type: none"> <input type="checkbox"/> Grade 4 <input type="checkbox"/> Boys <input type="checkbox"/> Grade 5 <input type="checkbox"/> Girls <input type="checkbox"/> Grade 6 | <input checked="" type="checkbox"/> Parents
<input checked="" type="checkbox"/> Educators |
|--|--|

Comments

This book includes a section on alternative methods of conception, such as “test tube babies.” It does not specifically address how parents can promote abstinence. The author also hosts a video series for parents titled, “Sex Spelled Out for Parents.” It is available from the Bureau for At-Risk Youth, (800) 99-YOUTH.

Orita:
Rites of Passage for Youth of African Descent in America
 by M. & W. Maye

Faith Works

160 pages

2000

Synopsis

This book encourages adults to celebrate rites of passage for young people and to honor their transitions to adulthood. It describes a process for young people to study and complete tasks prior to a celebration.

Major Topics

- ☐ Abstinence
- ☐ Anatomy and function of reproductive system
 - ☐ Female ☐ Male
- ☐ Changes during puberty
 - ☐ Female ☐ Male
- ☐ HIV/AIDS ☐ Other STDs
- ☐ Hygiene
- ☐ Peer pressure
- ☐ Pregnancy & fetal development
- ☐ Relationships
 - ☐ Family ☐ Friends ☐ Romantic
- ☐ Sexual intercourse for reproduction
- ☐ Social and media influences

Skills Taught

- | | <u>Explained</u> | <u>Modeled</u> |
|---|------------------|----------------|
| <input type="checkbox"/> Assertiveness | | |
| <input type="checkbox"/> Communication | | |
| <input type="checkbox"/> Decision making | | |
| <input type="checkbox"/> Goal setting | | |
| <input type="checkbox"/> Media literacy | | |
| <input type="checkbox"/> Negotiation | | |
| <input type="checkbox"/> Personal limit setting | | |
| <input type="checkbox"/> Refusal | | |
| <input type="checkbox"/> Seeking help | | |
| <input checked="" type="checkbox"/> None | | |

Strengths

- ☐ Is age appropriate
- ☐ Is visually appealing
- ☐ Models positive behavior
- ☒ Produced since 1998 or later
- ☒ Promotes family communication
- ☐ Other:

Weaknesses

- ☐ Appears outdated
- ☐ Costs more than \$15
- ☐ Contains inaccurate information
- ☐ Has poor production quality
- ☒ Lacks cultural diversity
- ☐ Models negative behavior
- ☐ Portrays subject matter insensitively
- ☐ Stereotypes people
- ☐ Other:

Sensitive Topics

- ☐ Abortion
- ☐ Condoms
- ☐ Masturbation
- ☐ Sexual orientation
- ☐ Sexual behavior (not for reproduction)

Target Audience

- | | | |
|---|---|---|
| <input type="checkbox"/> Students: <ul style="list-style-type: none"> <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6 | <input type="checkbox"/> Boys
<input type="checkbox"/> Girls | <input checked="" type="checkbox"/> Parents
<input type="checkbox"/> Educators |
|---|---|---|

Comments

This book promotes religious/spiritual study and ceremonial aspects.

Period: A Girl's Guide
by J. Loulan & B. Worthen

Book Peddlers

76 pages

1971/2001

Synopsis

Girls are encouraged to appreciate their unique bodies and the timing of their development. Anatomical terms are simply defined and pronunciation is provided. Sanitary products are thoroughly explained and a calendar for tracking periods is included. Normal vaginal discharge is mentioned and pelvic exams are described.

Major Topics

Skills Taught

	<u>Explained</u>	<u>Practiced</u>
<input type="checkbox"/> Abstinence		
<input checked="" type="checkbox"/> Anatomy and function of reproductive system	<input type="checkbox"/> Assertiveness	
<input checked="" type="checkbox"/> Female <input type="checkbox"/> Male	<input type="checkbox"/> Communication	
<input checked="" type="checkbox"/> Changes during puberty	<input type="checkbox"/> Decision making	
<input checked="" type="checkbox"/> Female <input type="checkbox"/> Male	<input type="checkbox"/> Goal setting	
<input type="checkbox"/> HIV/AIDS <input type="checkbox"/> Other STDs	<input type="checkbox"/> Media literacy	
<input checked="" type="checkbox"/> Hygiene	<input type="checkbox"/> Negotiation	
<input type="checkbox"/> Peer pressure	<input type="checkbox"/> Personal limit setting	
<input type="checkbox"/> Pregnancy & fetal development	<input type="checkbox"/> Refusal	
<input type="checkbox"/> Relationships	<input type="checkbox"/> Seeking help	
<input type="checkbox"/> Family <input type="checkbox"/> Friends <input type="checkbox"/> Romantic	<input checked="" type="checkbox"/> None	
<input type="checkbox"/> Sexual intercourse for reproduction		
<input type="checkbox"/> Social and media influences		

Strengths

Weaknesses

<input checked="" type="checkbox"/> Is age appropriate	<input type="checkbox"/> Appears outdated
<input type="checkbox"/> Is visually appealing	<input type="checkbox"/> Costs more than \$15
<input type="checkbox"/> Models positive behavior	<input type="checkbox"/> Contains inaccurate information
<input checked="" type="checkbox"/> Produced since 1998 or later	<input type="checkbox"/> Has poor production quality
<input checked="" type="checkbox"/> Promotes family communication	<input type="checkbox"/> Lacks cultural diversity
<input type="checkbox"/> Other:	<input type="checkbox"/> Models negative behavior
	<input type="checkbox"/> Portrays subject matter insensitively
	<input type="checkbox"/> Stereotypes people

Sensitive Topics

Target Audience

<input type="checkbox"/> Abortion	<input checked="" type="checkbox"/> Students:	<input checked="" type="checkbox"/> Parents
<input type="checkbox"/> Condoms	<input checked="" type="checkbox"/> Grade 4 <input type="checkbox"/> Boys	<input type="checkbox"/> Educators
<input type="checkbox"/> Masturbation	<input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Girls	
<input type="checkbox"/> Sexual orientation	<input checked="" type="checkbox"/> Grade 6	
<input type="checkbox"/> Sexual behavior (not for reproduction)		

Comments

This book includes a removable, fourteen-page parent guide on how to talk with children about menstruation. The parent guide may also be ordered separately in bulk.

***The Period Book:
Everything You Don't Want to Ask (But Need to Know)***
by K. Gravelle & J. Gravelle

Walker and Company

110 pages

1996

Synopsis

In a conversational tone, the authors, a woman and her teenaged niece, talk to girls about the changes leading to menstruation. They explain what's normal, how to handle problems, and what to expect during a gynecological exam.

Major Topics

- ☐ Abstinence
- ☒ Anatomy and function of reproductive system
 - ☒ Female ☐ Male
- ☒ Changes during puberty
 - ☒ Female ☐ Male
- ☐ HIV/AIDS ☐ Other STDs
- ☒ Hygiene
- ☒ Peer pressure
- ☐ Pregnancy & fetal development
- ☒ Relationships
 - ☒ Family ☒ Friends ☐ Romantic
- ☒ Sexual intercourse for reproduction
- ☐ Social and media influences

Skills Taught

- | | <u>Explained</u> | <u>Practiced</u> |
|--|-------------------------------------|------------------|
| <input type="checkbox"/> Assertiveness | | |
| <input type="checkbox"/> Communication | | |
| <input type="checkbox"/> Decision making | | |
| <input type="checkbox"/> Goal setting | | |
| <input type="checkbox"/> Media literacy | | |
| <input type="checkbox"/> Negotiation | | |
| <input type="checkbox"/> Personal limit setting | | |
| <input type="checkbox"/> Refusal | | |
| <input checked="" type="checkbox"/> Seeking help | <input checked="" type="checkbox"/> | |
| <input type="checkbox"/> None | | |

Strengths

- ☒ Is age appropriate
- ☒ Is visually appealing
- ☐ Models positive behavior
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- ☒ Promotes family communication
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Weaknesses

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- ☐ Stereotypes people

Sensitive Topics

- ☐ Abortion
- ☐ Condoms
- ☐ Masturbation
- ☐ Sexual orientation
- ☒ Sexual behavior (not for reproduction)

Target Audience

- | | |
|---|--|
| <input checked="" type="checkbox"/> Students: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Grade 4 <input type="checkbox"/> Boys <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Girls <input checked="" type="checkbox"/> Grade 6 | <input type="checkbox"/> Parents
<input type="checkbox"/> Educators |
|---|--|

Comments

This book includes the external female genitalia, a brief explanation of male reproductive anatomy, and a brief reference to birth control without defining it. It nicely explains the difference between “normal” and “like everyone else.” The last chapter and the portions that address sexual intercourse include messages from parents encouraging young people to postpone sexual intercourse.

<i>Puberty</i> by A. & V. Silversteen & L. Silversteen Nunn			
Franklin Watts		64 pages	2000
Synopsis			
This book provides a very thorough explanation of reproductive anatomy and physiology, using many big words. It addresses many topics of concern to young people and is intended for students to read themselves.			
Major Topics		Skills Taught	
<input checked="" type="checkbox"/> Abstinence <input checked="" type="checkbox"/> Anatomy and function of reproductive system <input checked="" type="checkbox"/> Female <input checked="" type="checkbox"/> Male <input checked="" type="checkbox"/> Changes during puberty <input checked="" type="checkbox"/> Female <input checked="" type="checkbox"/> Male <input checked="" type="checkbox"/> HIV/AIDS <input checked="" type="checkbox"/> Other STDs <input checked="" type="checkbox"/> Hygiene <input type="checkbox"/> Peer pressure <input type="checkbox"/> Pregnancy & fetal development <input checked="" type="checkbox"/> Relationships <input checked="" type="checkbox"/> Family <input checked="" type="checkbox"/> Friends <input checked="" type="checkbox"/> Romantic <input checked="" type="checkbox"/> Sexual intercourse for reproduction <input type="checkbox"/> Social and media influences		<input type="checkbox"/> Assertiveness <input type="checkbox"/> Communication <input type="checkbox"/> Decision making <input type="checkbox"/> Goal setting <input type="checkbox"/> Media literacy <input type="checkbox"/> Negotiation <input type="checkbox"/> Personal limit setting <input type="checkbox"/> Refusal <input type="checkbox"/> Seeking help <input checked="" type="checkbox"/> None	
Strengths		Weaknesses	
<input type="checkbox"/> Is age appropriate <input checked="" type="checkbox"/> Is visually appealing <input type="checkbox"/> Models positive behavior <input checked="" type="checkbox"/> Produced since 1998 or later <input type="checkbox"/> Promotes family communication <input type="checkbox"/> Other:		<input type="checkbox"/> Appears outdated <input type="checkbox"/> Costs more than \$15 <input type="checkbox"/> Contains inaccurate information <input type="checkbox"/> Has poor production quality <input type="checkbox"/> Lacks cultural diversity <input type="checkbox"/> Models negative behavior <input checked="" type="checkbox"/> Portrays subject matter insensitively <input type="checkbox"/> Stereotypes people	
Sensitive Topics		Target Audience	
<input type="checkbox"/> Abortion <input checked="" type="checkbox"/> Condoms and other contraception <input checked="" type="checkbox"/> Masturbation <input checked="" type="checkbox"/> Sexual orientation <input checked="" type="checkbox"/> Sexual behavior (not for reproduction)		<input checked="" type="checkbox"/> Students: <input type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Boys <input type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Girls <input checked="" type="checkbox"/> Grade 6 <input type="checkbox"/> Parents <input type="checkbox"/> Educators	
Comments			
This book ends on a positive health habit focus but makes several negative statements about menstruation. When the book discusses talking to parents about sex, it states, "forget about it!" It states that masturbation is okay as long as it's done behind closed doors.			

***Puberty in Boys:
Normal Body Changes in Preteens***
by C. Freitas

Health Information Network

20 pages

2000

Synopsis

This booklet has a very positive approach to puberty and reassures the reader that the physical, emotional, and intellectual changes are normal. Explanations are brief, simple and practical. It does not discuss intercourse but warns about risks of “sexual behavior” and encourages the reader to talk to adults. It presumes the reader is not considering having sex.

Major Topics

Skills Taught

	<u>Explained</u>	<u>Practiced</u>
<input type="checkbox"/> Abstinence <input checked="" type="checkbox"/> Anatomy and function of reproductive system <input checked="" type="checkbox"/> Female <input checked="" type="checkbox"/> Male <input checked="" type="checkbox"/> Changes during puberty <input checked="" type="checkbox"/> Female <input checked="" type="checkbox"/> Male <input type="checkbox"/> HIV/AIDS <input type="checkbox"/> Other STDs <input checked="" type="checkbox"/> Hygiene <input type="checkbox"/> Peer pressure <input type="checkbox"/> Pregnancy & fetal development <input type="checkbox"/> Relationships <input type="checkbox"/> Family <input type="checkbox"/> Friends <input type="checkbox"/> Romantic <input type="checkbox"/> Sexual intercourse for reproduction <input type="checkbox"/> Social and media influences	<input type="checkbox"/> Assertiveness <input type="checkbox"/> Communication <input type="checkbox"/> Decision making <input type="checkbox"/> Goal setting <input type="checkbox"/> Media literacy <input type="checkbox"/> Negotiation <input type="checkbox"/> Personal limit setting <input type="checkbox"/> Refusal <input type="checkbox"/> Seeking help <input checked="" type="checkbox"/> None	

Strengths

Weaknesses

<input checked="" type="checkbox"/> Is age appropriate <input type="checkbox"/> Is visually appealing <input type="checkbox"/> Models positive behavior <input checked="" type="checkbox"/> Produced since 1998 or later <input checked="" type="checkbox"/> Promotes family communication <input type="checkbox"/> Other:	<input type="checkbox"/> Appears outdated <input type="checkbox"/> Costs more than \$15 <input type="checkbox"/> Contains inaccurate information <input type="checkbox"/> Has poor production quality <input type="checkbox"/> Lacks cultural diversity <input type="checkbox"/> Models negative behavior <input type="checkbox"/> Portrays subject matter insensitively <input type="checkbox"/> Stereotypes people
---	---

Sensitive Topics

Target Audience

<input type="checkbox"/> Abortion <input type="checkbox"/> Condoms <input type="checkbox"/> Masturbation <input type="checkbox"/> Sexual orientation <input type="checkbox"/> Sexual behavior (not for reproduction)	<input checked="" type="checkbox"/> Students: <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Boys <input checked="" type="checkbox"/> Grade 5 <input type="checkbox"/> Girls <input type="checkbox"/> Grade 6	<input checked="" type="checkbox"/> Parents <input type="checkbox"/> Educators
--	---	---

Comments

The book warns against steroid use when discussing growth. It discusses gynecomastia in boys but does not mention breast development in girls. Deep breathing and other strategies are suggested for handling mood swings.

***Puberty in Girls:
Normal Body Changes in Preteens***
by C. Freitas

Health Information Network

20 pages

2000

Synopsis

This booklet has a very positive approach to puberty and reassures the reader that the physical, emotional, and intellectual changes are normal. Explanations are brief, simple, and practical. It provides a thorough, but simple, explanation of menstruation and illustrates a variety of sanitary products.

Major Topics

- ☐ Abstinence
- ☒ Anatomy and function of reproductive system
 - ☒ Female ☒ Male
- ☒ Changes during puberty
 - ☒ Female ☒ Male
- ☐ HIV/AIDS ☐ Other STDs
- ☒ Hygiene
- ☐ Peer pressure
- ☐ Pregnancy & fetal development
- ☐ Relationships
 - ☐ Family ☐ Friends ☐ Romantic
- ☐ Sexual intercourse for reproduction
- ☐ Social and media influences

Skills Taught

- | | <u>Explained</u> | <u>Practiced</u> |
|---|------------------|------------------|
| <input type="checkbox"/> Assertiveness | | |
| <input type="checkbox"/> Communication | | |
| <input type="checkbox"/> Decision making | | |
| <input type="checkbox"/> Goal setting | | |
| <input type="checkbox"/> Media literacy | | |
| <input type="checkbox"/> Negotiation | | |
| <input type="checkbox"/> Personal limit setting | | |
| <input type="checkbox"/> Refusal | | |
| <input type="checkbox"/> Seeking help | | |
| <input checked="" type="checkbox"/> None | | |

Strengths

- ☒ Is age appropriate
- ☐ Is visually appealing
- ☐ Models positive behavior
- ☒ Produced since 1998 or later
- ☒ Promotes family communication
- ☐ Other:

Weaknesses

- ☐ Appears outdated
- ☐ Costs more than \$15
- ☐ Contains inaccurate information
- ☐ Has poor production quality
- ☐ Lacks cultural diversity
- ☐ Models negative behavior
- ☐ Portrays subject matter insensitively
- ☐ Stereotypes people

Sensitive Topics

- ☐ Abortion
- ☐ Condoms
- ☐ Masturbation
- ☐ Sexual orientation
- ☐ Sexual behavior (not for reproduction)

Target Audience

- | | |
|--|--|
| <input checked="" type="checkbox"/> Students: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Grade 4 <input type="checkbox"/> Boys <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Girls <input type="checkbox"/> Grade 6 | <input type="checkbox"/> Parents
<input type="checkbox"/> Educators |
|--|--|

Comments

The book includes the external female genitalia and mentions normal vaginal discharge. It states that the menstrual cycle can vary between 28 and 50 days. Deep breathing and other strategies are suggested for handling mood swings.

Reproductive Anatomy & Physiology: A Picture of Health Flip Chart by ETR

ETR Associates

10 pages

1995

Synopsis

This is an oversized flip chart that contains ten color illustration panels depicting a variety of aspects of human sexuality. Diagrams include hormones, male/female external and internal reproductive anatomy, menstruation, fertilization, and sexual intercourse. On the back of each panel are notes that assist with the presentation of the topic.

Major Topics

- ☐ Abstinence
- ☒ Anatomy and function of reproductive system
 - ☐ Female ☒ Male
- ☐ Changes during puberty
 - ☐ Female ☐ Male
- ☐ HIV/AIDS ☐ Other STDs
- ☐ Hygiene
- ☐ Peer pressure
- ☐ Pregnancy & fetal development
- ☐ Relationships
 - ☐ Family ☐ Friends ☐ Romantic
- ☒ Sexual intercourse for reproduction
- ☐ Social and media influences

Skills Taught

- | | <u>Explained</u> | <u>Modeled</u> |
|---|------------------|----------------|
| <input type="checkbox"/> Assertiveness | | |
| <input type="checkbox"/> Communication | | |
| <input type="checkbox"/> Decision making | | |
| <input type="checkbox"/> Goal setting | | |
| <input type="checkbox"/> Media literacy | | |
| <input type="checkbox"/> Negotiation | | |
| <input type="checkbox"/> Personal limit setting | | |
| <input type="checkbox"/> Refusal | | |
| <input type="checkbox"/> Seeking help | | |
| <input checked="" type="checkbox"/> None | | |

Strengths

- ☐ Is age appropriate
- ☒ Is visually appealing
- ☐ Models positive behavior
- ☐ Produced since 1998 or later
- ☐ Promotes family communication
- ☐ Other:

Weaknesses

- ☐ Appears outdated
- ☒ Costs more than \$15
- ☐ Contains inaccurate information
- ☐ Has poor production quality
- ☐ Lacks cultural diversity
- ☐ Models negative behavior
- ☐ Portrays subject matter insensitively
- ☐ Stereotypes people
- ☐ Other:

Sensitive Topics

- ☐ Abortion
- ☐ Condoms
- ☐ Masturbation
- ☐ Sexual orientation
- ☐ Sexual behavior (not for reproduction)

Target Audience

- | | |
|--|--|
| <input checked="" type="checkbox"/> Students: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Boys <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Girls <input checked="" type="checkbox"/> Grade 6 | <input type="checkbox"/> Parents
<input type="checkbox"/> Educators |
|--|--|

Comments

The diagram of sexual intercourse is the last panel, so it can be omitted as desired. The flip chart forms its own stand.

***Rites of Passage:
A Celebration of Menarche***
by L. LaFlamme

Synchronicity Press

70 pages

2000

Synopsis

This book is a collection of multicultural writings about women and menstruation. It does not educate about menstruation but encourages self-esteem and self-knowledge.

Major Topics

- ☐ Abstinence
- ☐ Anatomy and function of reproductive system
 - ☐ Female ☐ Male
- ☐ Changes during puberty
 - ☐ Female ☐ Male
- ☐ HIV/AIDS ☐ Other STDs
- ☐ Hygiene
- ☐ Peer pressure
- ☐ Pregnancy & fetal development
- ☐ Relationships
 - ☐ Family ☐ Friends ☐ Romantic
- ☐ Sexual intercourse for reproduction
- ☐ Social and media influences

Skills Taught

- | | <u>Explained</u> | <u>Modeled</u> |
|---|------------------|----------------|
| <input type="checkbox"/> Assertiveness | | |
| <input type="checkbox"/> Communication | | |
| <input type="checkbox"/> Decision making | | |
| <input type="checkbox"/> Goal setting | | |
| <input type="checkbox"/> Media literacy | | |
| <input type="checkbox"/> Negotiation | | |
| <input type="checkbox"/> Personal limit setting | | |
| <input type="checkbox"/> Refusal | | |
| <input type="checkbox"/> Seeking help | | |
| <input checked="" type="checkbox"/> None | | |

Strengths

- ☐ Is age appropriate
- ☒ Is visually appealing
- ☐ Models positive behavior
- ☐ Produced since 1998 or later
- ☐ Promotes family communication
- ☐ Other:

Weaknesses

- ☐ Appears outdated
- ☒ Costs more than \$15
- ☐ Contains inaccurate information
- ☐ Has poor production quality
- ☐ Lacks cultural diversity
- ☐ Models negative behavior
- ☐ Portrays subject matter insensitively
- ☐ Stereotypes people
- ☐ Other:

Sensitive Topics

- ☐ Abortion
- ☐ Condoms
- ☐ Masturbation
- ☐ Sexual orientation
- ☐ Sexual behavior (not for reproduction)

Target Audience

- | | |
|--|---|
| <input checked="" type="checkbox"/> Students: <ul style="list-style-type: none"> <input type="checkbox"/> Grade 4 <input type="checkbox"/> Boys <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Girls <input checked="" type="checkbox"/> Grade 6 | <input checked="" type="checkbox"/> Parents
<input type="checkbox"/> Educators |
|--|---|

Comments

This is a gift book for an adult to present to a girl or young woman.

Sexuality Education Materials for the Classroom

by S. Nottingham & A. Craven

Connection Health		Six sets	1996-99
Synopsis			
<p>This is a collection of interactive activity sets on a variety of topics: Ovulation and Menstruation - Male, Female, Both; Puberty; Friendship; Body Image; and Fact or Opinion? Several activities include sentence completion or word-matching cards. Activity sets may be ordered individually and used in any order.</p>			
Major Topics		Skills Taught	
<input type="checkbox"/> Abstinence <input checked="" type="checkbox"/> Anatomy and function of reproductive system <input checked="" type="checkbox"/> Female <input checked="" type="checkbox"/> Male <input checked="" type="checkbox"/> Changes during puberty <input checked="" type="checkbox"/> Female <input checked="" type="checkbox"/> Male <input type="checkbox"/> HIV/AIDS <input type="checkbox"/> Other STDs <input type="checkbox"/> Hygiene <input type="checkbox"/> Peer pressure <input type="checkbox"/> Pregnancy & fetal development <input checked="" type="checkbox"/> Relationships <input type="checkbox"/> Family <input checked="" type="checkbox"/> Friends <input type="checkbox"/> Romantic <input type="checkbox"/> Sexual intercourse for reproduction <input type="checkbox"/> Social and media influences		<div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Assertiveness <input type="checkbox"/> Communication <input type="checkbox"/> Decision making <input type="checkbox"/> Goal setting <input type="checkbox"/> Media literacy <input type="checkbox"/> Negotiation <input type="checkbox"/> Personal limit setting <input type="checkbox"/> Refusal <input type="checkbox"/> Seeking help <input checked="" type="checkbox"/> None </div> <div style="text-align: center;"> <u>Explained</u> <div style="border: 1px solid black; height: 100px; width: 100%;"></div> </div> <div style="text-align: center;"> <u>Modeled</u> <div style="border: 1px solid black; height: 100px; width: 100%;"></div> </div> </div>	
Strengths		Weaknesses	
<input checked="" type="checkbox"/> Is age appropriate <input checked="" type="checkbox"/> Is visually appealing <input type="checkbox"/> Models positive behavior <input checked="" type="checkbox"/> Produced since 1998 or later (most) <input type="checkbox"/> Promotes family communication <input checked="" type="checkbox"/> Other: Uses interactive, engaging teaching strategies		<input type="checkbox"/> Appears outdated <input checked="" type="checkbox"/> Costs more than \$15 <input type="checkbox"/> Contains inaccurate information <input type="checkbox"/> Has poor production quality <input type="checkbox"/> Lacks cultural diversity <input type="checkbox"/> Models negative behavior <input type="checkbox"/> Portrays subject matter insensitively <input type="checkbox"/> Stereotypes people	
Sensitive Topics		Target Audience	
<input type="checkbox"/> Abortion <input type="checkbox"/> Condoms <input type="checkbox"/> Masturbation <input type="checkbox"/> Sexual orientation <input type="checkbox"/> Sexual behavior (not for reproduction)		<div style="display: flex; justify-content: space-between;"> <div> <input checked="" type="checkbox"/> Students: <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Boys <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Girls <input checked="" type="checkbox"/> Grade 6 </div> <div> <input type="checkbox"/> Parents <input type="checkbox"/> Educators </div> </div>	
Comments			
<p>These supplemental resource activities reinforce reproductive health curriculum concepts.</p>			

What's Going on Down There?
Answers to Questions Boys Find Hard to Ask
 by K. Gravelle

Walker and Company

150 pages

1998

Synopsis

In a conversational tone, the author explains changes in puberty and sexual behavior. Boys are reassured about the normalcy of a variety of events in puberty and how to handle typical situations.

Major Topics

- ☐ Abstinence
- ☒ Anatomy and function of reproductive system
 - ☒ Female ☒ Male
- ☒ Changes during puberty
 - ☒ Female ☒ Male
- ☒ HIV/AIDS ☒ Other STDs
- ☐ Hygiene
- ☐ Peer pressure
- ☐ Pregnancy & fetal development
- ☐ Relationships
 - ☐ Family ☐ Friends ☐ Romantic
- ☒ Sexual intercourse for reproduction
- ☐ Social and media influences

Skills Taught

- | | <u>Explained</u> | <u>Practiced</u> |
|---|------------------|------------------|
| <input type="checkbox"/> Assertiveness | | |
| <input type="checkbox"/> Communication | | |
| <input type="checkbox"/> Decision making | | |
| <input type="checkbox"/> Goal setting | | |
| <input type="checkbox"/> Media literacy | | |
| <input type="checkbox"/> Negotiation | | |
| <input type="checkbox"/> Personal limit setting | | |
| <input type="checkbox"/> Refusal | | |
| <input type="checkbox"/> Seeking help | | |
| <input checked="" type="checkbox"/> None | | |

Strengths

- ☒ Is age appropriate
- ☐ Is visually appealing
- ☐ Models positive behavior
- ☒ Produced since 1998 or later
- ☐ Promotes family communication
- ☐ Other:

Weaknesses

- ☐ Appears outdated
- ☐ Costs more than \$15
- ☐ Contains inaccurate information
- ☐ Has poor production quality
- ☐ Lacks cultural diversity
- ☒ Models negative behavior
- ☐ Portrays subject matter insensitively
- ☐ Stereotypes people

Sensitive Topics

- ☒ Abortion
- ☒ Condoms and other contraception
- ☒ Masturbation
- ☒ Sexual orientation
- ☒ Sexual behavior (not for reproduction)

Target Audience

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Students: <ul style="list-style-type: none"> <input type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Grade 6 | <input checked="" type="checkbox"/> Boys
<input type="checkbox"/> Girls | <input type="checkbox"/> Parents
<input type="checkbox"/> Educators |
|--|--|--|

Comments

Testicular self-exam is described. Description of anatomy includes the external female genitalia. The abstinence message could be much stronger.

The What's Happening to My Body? Book for Boys by L. Madaras

Newmarket Press

304 pages

1983/2000

Synopsis

This book is an exhaustive reference book on the changes in puberty and the reproductive anatomy and physiology. It addresses many topics of interest to boys and their parents. Emphasis is on the physical changes, but the last chapters include emotional and social issues.

Major Topics

- ☒ Abstinence
- ☒ Anatomy and function of reproductive system
 - ☒ Female ☒ Male
- ☒ Changes during puberty
 - ☒ Female ☒ Male
- ☒ HIV/AIDS ☒ Other STDs
- ☒ Hygiene
- ☐ Peer pressure
- ☒ Pregnancy & fetal development
- ☐ Relationships
 - ☐ Family ☐ Friends ☐ Romantic
- ☒ Sexual intercourse for reproduction
- ☐ Social and media influences

Skills Taught

- | | <u>Explained</u> | <u>Practiced</u> |
|---|------------------|------------------|
| <input type="checkbox"/> Assertiveness | | |
| <input type="checkbox"/> Communication | | |
| <input type="checkbox"/> Decision making | | |
| <input type="checkbox"/> Goal setting | | |
| <input type="checkbox"/> Media literacy | | |
| <input type="checkbox"/> Negotiation | | |
| <input type="checkbox"/> Personal limit setting | | |
| <input type="checkbox"/> Refusal | | |
| <input type="checkbox"/> Seeking help | | |
| <input checked="" type="checkbox"/> None | | |

Strengths

- ☐ Is age appropriate
- ☐ Is visually appealing
- ☐ Models positive behavior
- ☒ Produced since 1998 or later
- ☒ Promotes family communication
- ☒ Other: Includes numerous illustrations

Weaknesses

- ☐ Appears outdated
- ☐ Costs more than \$15
- ☐ Contains inaccurate information
- ☐ Has poor production quality
- ☐ Lacks cultural diversity
- ☐ Models negative behavior
- ☐ Portrays subject matter insensitively
- ☐ Stereotypes people

Sensitive Topics

- ☒ Abortion
- ☒ Condoms and other contraception
- ☒ Masturbation
- ☒ Sexual orientation
- ☒ Sexual behavior (not for reproduction)

Target Audience

- | | | |
|--|--|---|
| <input checked="" type="checkbox"/> Students: <ul style="list-style-type: none"> <input type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Grade 6 | <input checked="" type="checkbox"/> Boys
<input type="checkbox"/> Girls | <input checked="" type="checkbox"/> Parents
<input type="checkbox"/> Educators |
|--|--|---|

Comments

This book undergoes periodic updates to prevent outdated information. It might be difficult for younger readers. This is a book boys will read repeatedly through the years and get something new each time.

The What's Happening to My Body? Book for Girls by L. Madaras

Newmarket Press

304 pages

1983/2000

Synopsis

This book is an exhaustive reference book on the changes in puberty and the reproductive anatomy and physiology. It addresses many topics of interest to girls and their parents. Emphasis is on the physical changes, but the last chapters include emotional and social issues.

Major Topics

- ☒ Abstinence
- ☒ Anatomy and function of reproductive system
 - ☒ Female ☒ Male
- ☒ Changes during puberty
 - ☒ Female ☒ Male
- ☒ HIV/AIDS ☒ Other STDs
- ☒ Hygiene
- ☐ Peer pressure
- ☒ Pregnancy & fetal development
- ☐ Relationships
 - ☐ Family ☐ Friends ☐ Romantic
- ☒ Sexual intercourse for reproduction
- ☐ Social and media influences

Skills Taught

- | | <u>Explained</u> | <u>Practiced</u> |
|---|------------------|------------------|
| <input type="checkbox"/> Assertiveness | | |
| <input type="checkbox"/> Communication | | |
| <input type="checkbox"/> Decision making | | |
| <input type="checkbox"/> Goal setting | | |
| <input type="checkbox"/> Media literacy | | |
| <input type="checkbox"/> Negotiation | | |
| <input type="checkbox"/> Personal limit setting | | |
| <input type="checkbox"/> Refusal | | |
| <input type="checkbox"/> Seeking help | | |
| <input checked="" type="checkbox"/> None | | |

Strengths

- ☐ Is age appropriate
- ☐ Is visually appealing
- ☐ Models positive behavior
- ☒ Produced since 1998 or later
- ☒ Promotes family communication
- ☒ Other: Includes numerous illustrations

Weaknesses

- ☐ Appears outdated
- ☐ Costs more than \$15
- ☐ Contains inaccurate information
- ☐ Has poor production quality
- ☐ Lacks cultural diversity
- ☐ Models negative behavior
- ☐ Portrays subject matter insensitively
- ☐ Stereotypes people

Sensitive Topics

- ☒ Abortion
- ☒ Condoms and other contraception
- ☒ Masturbation
- ☒ Sexual orientation
- ☒ Sexual behavior (not for reproduction)

Target Audience

- | | |
|--|---|
| <input checked="" type="checkbox"/> Students: <ul style="list-style-type: none"> <input type="checkbox"/> Grade 4 <input type="checkbox"/> Boys <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Girls <input checked="" type="checkbox"/> Grade 6 | <input checked="" type="checkbox"/> Parents
<input type="checkbox"/> Educators |
|--|---|

Comments

This book undergoes periodic updates to prevent outdated information. It might be difficult for younger readers. External female genitalia are described in detail. This is a book girls will read repeatedly through the years and get something new each time.

What's Up...With Abstinence

Channing L. Bete Co., Inc.

24 pages

2000

Synopsis

This 8 ½ by 11-inch booklet includes information, quizzes, and games that cover topics related to abstinence: ways to show affection, reasons to wait, pressure lines, a parent interview, refusal and communication skills, and teen parenting. It includes a password that allows students to access a web site with additional information and online activities. The teacher/leader guide that accompanies the booklet has eleven additional activities and a password to access a web site for educators.

Major Topics

- ☒ Abstinence
- ☐ Anatomy and function of reproductive system
 - ☐ Female ☐ Male
- ☐ Changes during puberty
 - ☐ Female ☐ Male
- ☒ HIV/AIDS ☒ Other STDs
- ☐ Hygiene
- ☒ Peer pressure
- ☐ Pregnancy & fetal development
- ☒ Relationships
 - ☐ Family ☒ Friends ☒ Romantic
- ☐ Sexual intercourse for reproduction
- ☒ Social and media influences

Skills Taught

- | | <u>Explained</u> | <u>Practiced</u> |
|---|-------------------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> Assertiveness | <input checked="" type="checkbox"/> | |
| <input checked="" type="checkbox"/> Communication | <input checked="" type="checkbox"/> | |
| <input checked="" type="checkbox"/> Decision making | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> Goal setting | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| <input type="checkbox"/> Media literacy | | |
| <input type="checkbox"/> Negotiation | | |
| <input type="checkbox"/> Personal limit setting | | |
| <input checked="" type="checkbox"/> Refusal | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| <input type="checkbox"/> Seeking help | | |
| <input type="checkbox"/> None | | |

Strengths

- ☐ Is age appropriate
- ☒ Is visually appealing
- ☐ Models positive behavior
- ☒ Produced since 1998 or later
- ☒ Promotes family communication
- ☐ Other:

Weaknesses

- ☐ Appears outdated
- ☐ Costs more than \$15
- ☐ Contains inaccurate information
- ☐ Has poor production quality
- ☐ Lacks cultural diversity
- ☐ Models negative behavior
- ☐ Portrays subject matter insensitively
- ☐ Stereotypes people

Sensitive Topics

- ☐ Abortion
- ☐ Condoms
- ☐ Masturbation
- ☐ Sexual orientation
- ☒ Sexual behavior (not for reproduction)

Target Audience

- | | |
|--|---|
| <input checked="" type="checkbox"/> Students: <ul style="list-style-type: none"> <input type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Boys <input type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Girls <input checked="" type="checkbox"/> Grade 6 | <input type="checkbox"/> Parents
<input checked="" type="checkbox"/> Educators |
|--|---|

Comments

Abstinence is defined as “waiting to have sex” and is promoted in a very positive manner. The last page is a contract that students complete. The frequent references to dating and sexual decision-making might be more appropriate for older middle school students.

What's Up...With Growing Up—for Boys

Channing L. Bete Co., Inc.

24 pages

2000

Synopsis

This 8 ½ by 11-inch booklet includes information, quizzes, and games that cover topics of interest to boys related to puberty, relationships, body image, love, and sex. It includes a password that allows students to access a web site with additional information and online activities. The teacher/leader guide that accompanies the booklet has ten additional activities and a password to access a web site for educators.

Major Topics

- ☐ Abstinence
- ☒ Anatomy and function of reproductive system
 - ☐ Female ☒ Male
- ☒ Changes during puberty
 - ☐ Female ☒ Male
- ☐ HIV/AIDS ☐ Other STDs
- ☒ Hygiene
- ☐ Peer pressure
- ☐ Pregnancy & fetal development
- ☒ Relationships
 - ☐ Family ☒ Friends ☒ Romantic
- ☒ Sexual intercourse for reproduction
- ☒ Social and media influences

Skills Taught

- | | <u>Explained</u> | <u>Practiced</u> |
|--|-------------------------------------|-------------------------------------|
| <input type="checkbox"/> Assertiveness | | |
| <input type="checkbox"/> Communication | | |
| <input type="checkbox"/> Decision making | | |
| <input checked="" type="checkbox"/> Goal setting | | <input checked="" type="checkbox"/> |
| <input type="checkbox"/> Media literacy | | |
| <input type="checkbox"/> Negotiation | | |
| <input type="checkbox"/> Personal limit setting | | |
| <input type="checkbox"/> Refusal | | |
| <input checked="" type="checkbox"/> Seeking help | <input checked="" type="checkbox"/> | |
| <input type="checkbox"/> None | | |

Strengths

- ☐ Is age appropriate
- ☒ Is visually appealing
- ☐ Models positive behavior
- ☒ Produced since 1998 or later
- ☐ Promotes family communication
- ☒ Other: Includes hotlines for help and information

Weaknesses

- ☐ Appears outdated
- ☐ Costs more than \$15
- ☐ Contains inaccurate information
- ☐ Has poor production quality
- ☐ Lacks cultural diversity
- ☐ Models negative behavior
- ☒ Portrays subject matter insensitively
- ☐ Stereotypes people

Sensitive Topics

- ☐ Abortion
- ☒ Condoms
- ☐ Masturbation
- ☒ Sexual orientation
- ☒ Sexual behavior (not for reproduction)

Target Audience

- | | |
|---|---|
| <input checked="" type="checkbox"/> Students: <ul style="list-style-type: none"> <input type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Boys <input type="checkbox"/> Grade 5 <input type="checkbox"/> Girls <input checked="" type="checkbox"/> Grade 6 | <input type="checkbox"/> Parents
<input checked="" type="checkbox"/> Educators |
|---|---|

Comments

Good nutrition and health habits are promoted. Students are warned not to use alcohol and other drugs. Very little female anatomy is included. Abstinence and contraception are mentioned. The frequent references to dating and sexual decision-making might be more appropriate for older middle school students.

What's Up...With Growing Up—for Girls

Channing L. Bete Co., Inc.

24 pages

2000

Synopsis

This 8 ½ by 11-inch booklet includes information, quizzes, and games that cover topics of interest to girls related to puberty, relationships, body image, love, and sex. It includes a password that allows students to access a web site with additional information and online activities. The teacher/leader guide that accompanies the booklet has ten additional activities and a password to access a web site for educators.

Major Topics

- ☐ Abstinence
- ☒ Anatomy and function of reproductive system
 - ☒ Female ☐ Male
- ☒ Changes during puberty
 - ☒ Female ☐ Male
- ☐ HIV/AIDS ☐ Other STDs
- ☒ Hygiene
- ☐ Peer pressure
- ☐ Pregnancy & fetal development
- ☒ Relationships
 - ☐ Family ☒ Friends ☒ Romantic
- ☒ Sexual intercourse for reproduction
- ☒ Social and media influences

Skills Taught

- | | <u>Explained</u> | <u>Practiced</u> |
|--|-------------------------------------|-------------------------------------|
| <input type="checkbox"/> Assertiveness | | |
| <input type="checkbox"/> Communication | | |
| <input type="checkbox"/> Decision making | | |
| <input checked="" type="checkbox"/> Goal setting | | <input checked="" type="checkbox"/> |
| <input type="checkbox"/> Media literacy | | |
| <input type="checkbox"/> Negotiation | | |
| <input type="checkbox"/> Personal limit setting | | |
| <input type="checkbox"/> Refusal | | |
| <input checked="" type="checkbox"/> Seeking help | <input checked="" type="checkbox"/> | |
| <input type="checkbox"/> None | | |

Strengths

- ☐ Is age appropriate
- ☒ Is visually appealing
- ☐ Models positive behavior
- ☒ Produced since 1998 or later
- ☐ Promotes family communication
- ☒ Other: Includes hotlines for help and information

Weaknesses

- ☐ Appears outdated
- ☐ Costs more than \$15
- ☐ Contains inaccurate information
- ☐ Has poor production quality
- ☐ Lacks cultural diversity
- ☐ Models negative behavior
- ☒ Portrays subject matter insensitively
- ☐ Stereotypes people

Sensitive Topics

- ☐ Abortion
- ☒ Condoms
- ☐ Masturbation
- ☒ Sexual orientation
- ☒ Sexual behavior (not for reproduction)

Target Audience

- | | |
|---|---|
| <input checked="" type="checkbox"/> Students: <ul style="list-style-type: none"> <input type="checkbox"/> Grade 4 <input type="checkbox"/> Boys <input type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Girls <input checked="" type="checkbox"/> Grade 6 | <input type="checkbox"/> Parents
<input checked="" type="checkbox"/> Educators |
|---|---|

Comments

Good nutrition and health habits are promoted. Students are warned not to use alcohol and other drugs. Very little male anatomy is included. Abstinence and contraception are mentioned. The frequent references to dating and sexual decision-making might be more appropriate for older middle school students.

Video Checklists

<i>Boy to Man</i> (4th ed.)																																				
SVE & Churchill		24 minutes	2000																																	
Synopsis																																				
This video details the typical changes and events experienced by a young man and his friends. Sexual attraction is highlighted. Detailed reproductive anatomy is overviewed. This edition is all new, except for some diagrams from the 3 rd edition (1992, 20 minutes), which is still available.																																				
Major Topics		Skills Taught																																		
<input type="checkbox"/> Abstinence <input checked="" type="checkbox"/> Anatomy and function of reproductive system <input checked="" type="checkbox"/> Female <input checked="" type="checkbox"/> Male <input checked="" type="checkbox"/> Changes during puberty <input checked="" type="checkbox"/> Female <input checked="" type="checkbox"/> Male <input type="checkbox"/> HIV/AIDS <input type="checkbox"/> Other STDs <input checked="" type="checkbox"/> Hygiene <input type="checkbox"/> Peer pressure <input type="checkbox"/> Pregnancy & fetal development <input type="checkbox"/> Relationships <input type="checkbox"/> Family <input type="checkbox"/> Friends <input type="checkbox"/> Romantic <input checked="" type="checkbox"/> Sexual intercourse for reproduction <input type="checkbox"/> Social and media influences		<table border="1"> <thead> <tr> <th></th> <th><u>Explained</u></th> <th><u>Modeled</u></th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/> Assertiveness</td> <td></td> <td></td> </tr> <tr> <td><input type="checkbox"/> Communication</td> <td></td> <td></td> </tr> <tr> <td><input type="checkbox"/> Decision making</td> <td></td> <td></td> </tr> <tr> <td><input type="checkbox"/> Goal setting</td> <td></td> <td></td> </tr> <tr> <td><input type="checkbox"/> Media literacy</td> <td></td> <td></td> </tr> <tr> <td><input type="checkbox"/> Negotiation</td> <td></td> <td></td> </tr> <tr> <td><input type="checkbox"/> Personal limit setting</td> <td></td> <td></td> </tr> <tr> <td><input type="checkbox"/> Refusal</td> <td></td> <td></td> </tr> <tr> <td><input checked="" type="checkbox"/> Seeking help</td> <td><input checked="" type="checkbox"/></td> <td></td> </tr> <tr> <td><input type="checkbox"/> None</td> <td></td> <td></td> </tr> </tbody> </table>			<u>Explained</u>	<u>Modeled</u>	<input type="checkbox"/> Assertiveness			<input type="checkbox"/> Communication			<input type="checkbox"/> Decision making			<input type="checkbox"/> Goal setting			<input type="checkbox"/> Media literacy			<input type="checkbox"/> Negotiation			<input type="checkbox"/> Personal limit setting			<input type="checkbox"/> Refusal			<input checked="" type="checkbox"/> Seeking help	<input checked="" type="checkbox"/>		<input type="checkbox"/> None		
	<u>Explained</u>	<u>Modeled</u>																																		
<input type="checkbox"/> Assertiveness																																				
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<input type="checkbox"/> Negotiation																																				
<input type="checkbox"/> Personal limit setting																																				
<input type="checkbox"/> Refusal																																				
<input checked="" type="checkbox"/> Seeking help	<input checked="" type="checkbox"/>																																			
<input type="checkbox"/> None																																				
Strengths		Weaknesses																																		
<input checked="" type="checkbox"/> Includes video discussion guide <input type="checkbox"/> Is age appropriate <input checked="" type="checkbox"/> Is close-captioned <input checked="" type="checkbox"/> Is visually appealing <input type="checkbox"/> Models positive behavior <input checked="" type="checkbox"/> Produced since 1998 or later <input type="checkbox"/> Promotes family communication <input type="checkbox"/> Other:		<input type="checkbox"/> Costs more than \$150 <input type="checkbox"/> Contains inaccurate information <input type="checkbox"/> Displays outdated styles, music, or items <input type="checkbox"/> Has poor technical quality <input type="checkbox"/> Lacks cultural diversity <input type="checkbox"/> Models negative behavior <input checked="" type="checkbox"/> Portrays subject matter insensitively <input type="checkbox"/> Stereotypes people																																		
Sensitive Topics		Target Audience																																		
<input type="checkbox"/> Abortion <input type="checkbox"/> Condoms <input checked="" type="checkbox"/> Masturbation (3 rd edition only) <input type="checkbox"/> Sexual orientation <input type="checkbox"/> Sexual behavior (not for reproduction)		<table border="1"> <tbody> <tr> <td> <input checked="" type="checkbox"/> Students: <input type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Boys <input type="checkbox"/> Grade 5 <input type="checkbox"/> Girls <input checked="" type="checkbox"/> Grade 6 </td> <td> <input type="checkbox"/> Parents <input type="checkbox"/> Educators </td> </tr> </tbody> </table>		<input checked="" type="checkbox"/> Students: <input type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Boys <input type="checkbox"/> Grade 5 <input type="checkbox"/> Girls <input checked="" type="checkbox"/> Grade 6	<input type="checkbox"/> Parents <input type="checkbox"/> Educators																															
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Comments																																				
This video is essentially the same as the version for girls, <i>Girl to Woman</i> (4 th ed.), but has more on male anatomy, defines sexual intercourse as “male putting penis in female vagina,” and has less on menstrual cycle.																																				

A Family Talks About Sex (2nd ed.)

SVE & Churchill

30 minutes

1988

Synopsis

This video models answering children's questions and handling typical situations every family experiences.

Major Topics

- ☐ Abstinence
- ☐ Anatomy and function of reproductive system
 - ☐ Female ☐ Male
- ☐ Changes during puberty
 - ☐ Female ☐ Male
- ☐ HIV/AIDS ☐ Other STDs
- ☐ Hygiene
- ☐ Peer pressure
- ☐ Pregnancy & fetal development
- ☐ Relationships
 - ☐ Family ☐ Friends ☐ Romantic
- ☐ Sexual intercourse for reproduction
- ☐ Social and media influences

Skills Taught

- | | <u>Explained</u> | <u>Modeled</u> |
|--|------------------|-------------------------------------|
| <input type="checkbox"/> Assertiveness | | |
| <input checked="" type="checkbox"/> Communication | | <input checked="" type="checkbox"/> |
| <input type="checkbox"/> Decision making | | |
| <input type="checkbox"/> Goal setting | | |
| <input type="checkbox"/> Media literacy | | |
| <input type="checkbox"/> Negotiation | | |
| <input checked="" type="checkbox"/> Personal limit setting | | <input checked="" type="checkbox"/> |
| <input type="checkbox"/> Refusal | | |
| <input type="checkbox"/> Seeking help | | |
| <input type="checkbox"/> None | | |

Strengths

- ☒ Includes video discussion guide
- ☒ Is age appropriate
- ☐ Is close-captioned
- ☐ Is visually appealing
- ☒ Models positive behavior
- ☐ Produced since 1998 or later
- ☒ Promotes family communication
- ☐ Other:

Weaknesses

- ☐ Costs more than \$150
- ☐ Contains inaccurate information
- ☒ Displays outdated styles, music, or items
- ☐ Has poor technical quality
- ☐ Lacks cultural diversity
- ☐ Models negative behavior
- ☐ Portrays subject matter insensitively
- ☐ Stereotypes people

Sensitive Topics

- ☒ Abortion
- ☒ Condoms
- ☒ Masturbation
- ☒ Sexual orientation
- ☒ Sexual behavior (not for reproduction)

Target Audience

- | | |
|--|--|
| <input type="checkbox"/> Students: <ul style="list-style-type: none"> <input type="checkbox"/> Grade 4 <input type="checkbox"/> Boys <input type="checkbox"/> Grade 5 <input type="checkbox"/> Girls <input type="checkbox"/> Grade 6 | <input checked="" type="checkbox"/> Parents
<input checked="" type="checkbox"/> Educators |
|--|--|

Comments

This video is quite old, but the quality of the modeling of parent-child communication is still valuable and helpful. To acquire this video, it must be requested from the producer, since it is not in the catalog. There are no plans to update it.

Fertilization and Birth (2nd ed.)

SVE & Churchill Media

15 minutes

1991, 1999

Synopsis

Using cartoons and photos, this video explains how reproduction occurs in a variety of animals. After showing a couple getting married, it describes the changes that occur in humans during puberty and explains sexual intercourse. Fetal development and birth are shown using diagrams. Throughout, the media emphasizes the importance of family support and personal responsibility.

Major Topics

- ☐ Abstinence
- ☒ Anatomy and function of reproductive system
 - ☒ Female ☒ Male
- ☒ Changes during puberty
 - ☒ Female ☒ Male
- ☐ HIV/AIDS ☐ Other STDs
- ☐ Hygiene
- ☐ Peer pressure
- ☒ Pregnancy & fetal development
- ☒ Relationships
 - ☒ Family ☐ Friends ☐ Romantic
- ☒ Sexual intercourse for reproduction
- ☐ Social and media influences

Skills Taught

- | | <u>Explained</u> | <u>Modeled</u> |
|---|------------------|----------------|
| <input type="checkbox"/> Assertiveness | | |
| <input type="checkbox"/> Communication | | |
| <input type="checkbox"/> Decision making | | |
| <input type="checkbox"/> Goal setting | | |
| <input type="checkbox"/> Media literacy | | |
| <input type="checkbox"/> Negotiation | | |
| <input type="checkbox"/> Personal limit setting | | |
| <input type="checkbox"/> Refusal | | |
| <input type="checkbox"/> Seeking help | | |
| <input checked="" type="checkbox"/> None | | |

Strengths

- ☐ Includes video discussion guide
- ☒ Is age appropriate
- ☐ Is close-captioned
- ☒ Is visually appealing
- ☐ Models positive behavior
- ☐ Produced since 1998 or later
- ☐ Promotes family communication
- ☐ Other:

Weaknesses

- ☐ Costs more than \$150
- ☐ Contains inaccurate information
- ☐ Displays outdated styles, music, or items
- ☐ Has poor technical quality
- ☐ Lacks cultural diversity
- ☐ Models negative behavior
- ☐ Portrays subject matter insensitively
- ☐ Stereotypes people

Sensitive Topics

- ☐ Abortion
- ☐ Condoms
- ☐ Masturbation
- ☐ Sexual orientation
- ☐ Sexual behavior (not for reproduction)

Target Audience

- | | |
|--|--|
| <input checked="" type="checkbox"/> Students: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Boys <input type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Girls <input type="checkbox"/> Grade 6 | <input type="checkbox"/> Parents
<input type="checkbox"/> Educators |
|--|--|

Comments

This video was produced in 1991 and revised in 1999.

Fetal Development: A Nine Month Journey

AIMS Multimedia

15 minutes

1990

Synopsis

This video traces the development of a fetus from conception through birth using remarkable photography, drawings, and animation. Emphasis is placed on the importance of a positive lifestyle, including good nutrition and abstinence from drugs, for the mother. The live birth shown at the conclusion of the video is modestly and gently depicted.

Major Topics

- ☐ Abstinence
- ☒ Anatomy and function of reproductive system
 - ☒ Female ☐ Male
- ☐ Changes during puberty
 - ☐ Female ☐ Male
- ☐ HIV/AIDS ☐ Other STDs
- ☐ Hygiene
- ☐ Peer pressure
- ☒ Pregnancy & fetal development
- ☐ Relationships
 - ☐ Family ☐ Friends ☐ Romantic
- ☒ Sexual intercourse for reproduction
- ☐ Social and media influences

Skills Taught

- | | <u>Explained</u> | <u>Modeled</u> |
|---|------------------|----------------|
| <input type="checkbox"/> Assertiveness | | |
| <input type="checkbox"/> Communication | | |
| <input type="checkbox"/> Decision making | | |
| <input type="checkbox"/> Goal setting | | |
| <input type="checkbox"/> Media literacy | | |
| <input type="checkbox"/> Negotiation | | |
| <input type="checkbox"/> Personal limit setting | | |
| <input type="checkbox"/> Refusal | | |
| <input type="checkbox"/> Seeking help | | |
| <input checked="" type="checkbox"/> None | | |

Strengths

- ☐ Includes video discussion guide
- ☒ Is age appropriate
- ☐ Is close-captioned
- ☒ Is visually appealing
- ☐ Models positive behavior
- ☐ Produced since 1998 or later
- ☐ Promotes family communication
- ☐ Other:

Weaknesses

- ☐ Costs more than \$150
- ☐ Contains inaccurate information
- ☐ Displays outdated styles, music, or items
- ☐ Has poor technical quality
- ☐ Lacks cultural diversity
- ☐ Models negative behavior
- ☐ Portrays subject matter insensitively
- ☐ Stereotypes people

Sensitive Topics

- ☐ Abortion
- ☐ Condoms
- ☐ Masturbation
- ☐ Sexual orientation
- ☐ Sexual behavior (not for reproduction)

Target Audience

- | | |
|--|--|
| <input checked="" type="checkbox"/> Students: <ul style="list-style-type: none"> <input type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Boys <input type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Girls <input checked="" type="checkbox"/> Grade 6 | <input checked="" type="checkbox"/> Parents
<input checked="" type="checkbox"/> Educators |
|--|--|

Comments

This video is quite old, but the quality of the modeling of parent-child communication is still valuable and helpful. To acquire this video, it must be requested from the producer, since it is not in the catalog. There are no plans to update it.

Girl to Woman (4th ed.)

SVE & Churchill

25 minutes

2000

Synopsis

This video describes the physical and emotional changes experienced by a young woman and her friends. Detailed reproductive anatomy is overviewed. This edition is all new, except for some diagrams from the 3rd edition (1994, 23 minutes), which is still available.

Major Topics

- ☐ Abstinence
- ☒ Anatomy and function of reproductive system
 - ☒ Female ☒ Male
- ☒ Changes during puberty
 - ☒ Female ☒ Male
- ☐ HIV/AIDS ☐ Other STDs
- ☒ Hygiene
- ☐ Peer pressure
- ☐ Pregnancy & fetal development
- ☐ Relationships
 - ☐ Family ☐ Friends ☐ Romantic
- ☐ Sexual intercourse for reproduction
- ☐ Social and media influences

Skills Taught

- | | <u>Explained</u> | <u>Modeled</u> |
|--|-------------------------------------|----------------|
| <input type="checkbox"/> Assertiveness | | |
| <input type="checkbox"/> Communication | | |
| <input type="checkbox"/> Decision making | | |
| <input type="checkbox"/> Goal setting | | |
| <input type="checkbox"/> Media literacy | | |
| <input type="checkbox"/> Negotiation | | |
| <input type="checkbox"/> Personal limit setting | | |
| <input type="checkbox"/> Refusal | | |
| <input checked="" type="checkbox"/> Seeking help | <input checked="" type="checkbox"/> | |
| <input type="checkbox"/> None | | |

Strengths

- ☒ Includes video discussion guide
- ☐ Is age appropriate
- ☐ Is close-captioned
- ☒ Is visually appealing
- ☐ Models positive behavior
- ☒ Produced since 1998 or later
- ☒ Promotes family communication
- ☐ Other:

Weaknesses

- ☐ Costs more than \$150
- ☐ Contains inaccurate information
- ☐ Displays outdated styles, music, or items
- ☐ Has poor technical quality
- ☐ Lacks cultural diversity
- ☐ Models negative behavior
- ☐ Portrays subject matter insensitively
- ☐ Stereotypes people

Sensitive Topics

- ☐ Abortion
- ☐ Condoms
- ☒ Masturbation (3rd edition only)
- ☐ Sexual orientation
- ☐ Sexual behavior (not for reproduction)

Target Audience

- | | |
|---|--|
| <input checked="" type="checkbox"/> Students: <ul style="list-style-type: none"> <input type="checkbox"/> Grade 4 <input type="checkbox"/> Boys <input type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Girls <input checked="" type="checkbox"/> Grade 6 | <input type="checkbox"/> Parents
<input type="checkbox"/> Educators |
|---|--|

Comments

This video is essentially the same as the version for boys, *Boy to Man* (4th ed.), but has more information about the menstrual cycle, has less on male anatomy, and does not define sexual intercourse.

Human Growth (5th ed.)

SVE & Churchill

22 minutes

1998

Synopsis

This video describes growth from conception to adulthood, focusing on physical, emotional, and social changes of puberty. It includes multiple clips of young people sharing their experiences, concerns, ideas, and questions.

Major Topics

- ☐ Abstinence
- ☒ Anatomy and function of reproductive system
 - ☒ Female ☒ Male
- ☒ Changes during puberty
 - ☒ Female ☒ Male
- ☐ HIV/AIDS ☐ Other STDs
- ☐ Hygiene
- ☐ Peer pressure
- ☒ Pregnancy & fetal development
- ☐ Relationships
 - ☐ Family ☐ Friends ☐ Romantic
- ☒ Sexual intercourse for reproduction
- ☐ Social and media influences

Skills Taught

- | | <u>Explained</u> | <u>Modeled</u> |
|---|------------------|----------------|
| <input type="checkbox"/> Assertiveness | | |
| <input type="checkbox"/> Communication | | |
| <input type="checkbox"/> Decision making | | |
| <input type="checkbox"/> Goal setting | | |
| <input type="checkbox"/> Media literacy | | |
| <input type="checkbox"/> Negotiation | | |
| <input type="checkbox"/> Personal limit setting | | |
| <input type="checkbox"/> Refusal | | |
| <input type="checkbox"/> Seeking help | | |
| <input checked="" type="checkbox"/> None | | |

Strengths

- ☒ Includes video discussion guide
- ☐ Is age appropriate
- ☐ Is close-captioned
- ☒ Is visually appealing
- ☐ Models positive behavior
- ☒ Produced since 1998 or later
- ☐ Promotes family communication
- ☐ Other:

Weaknesses

- ☐ Costs more than \$150
- ☐ Contains inaccurate information
- ☐ Displays outdated styles, music, or items
- ☐ Has poor technical quality
- ☐ Lacks cultural diversity
- ☐ Models negative behavior
- ☐ Portrays subject matter insensitively
- ☐ Stereotypes people

Sensitive Topics

- ☐ Abortion
- ☐ Condoms
- ☒ Masturbation
- ☐ Sexual orientation
- ☐ Sexual behavior (not for reproduction)

Target Audience

- | | |
|--|--|
| <input checked="" type="checkbox"/> Students: <ul style="list-style-type: none"> <input type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Boys <input type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Girls <input checked="" type="checkbox"/> Grade 6 | <input type="checkbox"/> Parents
<input type="checkbox"/> Educators |
|--|--|

Comments

This video includes a diagram of a penis inside a vagina to illustrate the description of sexual intercourse.

Just Around the Corner for Boys

MarshMedia

15 minutes

2000

Synopsis

A teen narrator tells what to expect in puberty. The approach is upbeat, but honest in reassuring normalcy of changes. The video is live action except for cartoon drawings that illustrate the changes of puberty. It includes male information only.

Major Topics

- ☐ Abstinence
- ☒ Anatomy and function of reproductive system
 - ☐ Female ☒ Male
- ☒ Changes during puberty
 - ☐ Female ☒ Male
- ☐ HIV/AIDS ☐ Other STDs
- ☒ Hygiene
- ☐ Peer pressure
- ☐ Pregnancy & fetal development
- ☐ Relationships
 - ☐ Family ☐ Friends ☐ Romantic
- ☐ Sexual intercourse for reproduction
- ☐ Social and media influences

Skills Taught

- | | <u>Explained</u> | <u>Modeled</u> |
|---|------------------|----------------|
| <input type="checkbox"/> Assertiveness | | |
| <input type="checkbox"/> Communication | | |
| <input type="checkbox"/> Decision making | | |
| <input type="checkbox"/> Goal setting | | |
| <input type="checkbox"/> Media literacy | | |
| <input type="checkbox"/> Negotiation | | |
| <input type="checkbox"/> Personal limit setting | | |
| <input type="checkbox"/> Refusal | | |
| <input type="checkbox"/> Seeking help | | |
| <input checked="" type="checkbox"/> None | | |

Strengths

- ☒ Includes video discussion guide
- ☒ Is age appropriate
- ☒ Is close-captioned
- ☐ Is visually appealing
- ☐ Models positive behavior
- ☒ Produced since 1998 or later
- ☒ Promotes family communication
- ☐ Other:

Weaknesses

- ☐ Costs more than \$150
- ☐ Contains inaccurate information
- ☐ Displays outdated styles, music, or items
- ☐ Has poor technical quality
- ☐ Lacks cultural diversity
- ☐ Models negative behavior
- ☐ Portrays subject matter insensitively
- ☐ Stereotypes people
- ☒ Other: Contains too much “talking head”

Sensitive Topics

- ☐ Abortion
- ☐ Condoms
- ☐ Masturbation
- ☐ Sexual orientation
- ☐ Sexual behavior (not for reproduction)

Target Audience

- | | |
|---|--|
| <input checked="" type="checkbox"/> Students: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Boys <input type="checkbox"/> Grade 5 <input type="checkbox"/> Girls <input type="checkbox"/> Grade 6 | <input type="checkbox"/> Parents
<input type="checkbox"/> Educators |
|---|--|

Comments

This video has the same script as the version for girls, *Just Around the Corner for Girls*, except it only has information about males.

Just Around the Corner for Girls

MarshMedia

15 minutes

2000

Synopsis

A teen narrator tells what to expect in puberty using simple terms. The approach is upbeat, but honest in reassuring normalcy of changes. The video is live action except for cartoon drawings that illustrate the changes of puberty. It includes female information only.

Major Topics

- ☐ Abstinence
- ☒ Anatomy and function of reproductive system
 - ☒ Female ☐ Male
- ☒ Changes during puberty
 - ☒ Female ☐ Male
- ☐ HIV/AIDS ☐ Other STDs
- ☒ Hygiene
- ☐ Peer pressure
- ☐ Pregnancy & fetal development
- ☐ Relationships
 - ☐ Family ☐ Friends ☐ Romantic
- ☐ Sexual intercourse for reproduction
- ☐ Social and media influences

Skills Taught

- | | <u>Explained</u> | <u>Modeled</u> |
|---|------------------|----------------|
| <input type="checkbox"/> Assertiveness | | |
| <input type="checkbox"/> Communication | | |
| <input type="checkbox"/> Decision making | | |
| <input type="checkbox"/> Goal setting | | |
| <input type="checkbox"/> Media literacy | | |
| <input type="checkbox"/> Negotiation | | |
| <input type="checkbox"/> Personal limit setting | | |
| <input type="checkbox"/> Refusal | | |
| <input type="checkbox"/> Seeking help | | |
| <input checked="" type="checkbox"/> None | | |

Strengths

- ☒ Includes video discussion guide
- ☒ Is age appropriate
- ☒ Is close-captioned
- ☐ Is visually appealing
- ☐ Models positive behavior
- ☒ Produced since 1998 or later
- ☒ Promotes family communication
- ☐ Other:

Weaknesses

- ☐ Costs more than \$150
- ☐ Contains inaccurate information
- ☐ Displays outdated styles, music, or items
- ☐ Has poor technical quality
- ☐ Lacks cultural diversity
- ☐ Models negative behavior
- ☐ Portrays subject matter insensitively
- ☐ Stereotypes people
- ☒ Other: Contains too much “talking head”

Sensitive Topics

- ☐ Abortion
- ☐ Condoms
- ☐ Masturbation
- ☐ Sexual orientation
- ☐ Sexual behavior (not for reproduction)

Target Audience

- | | |
|---|--|
| <input checked="" type="checkbox"/> Students: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Grade 4 <input type="checkbox"/> Boys <input type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Girls <input type="checkbox"/> Grade 6 | <input type="checkbox"/> Parents
<input type="checkbox"/> Educators |
|---|--|

Comments

This video has the same script as the version for boys, *Just Around the Corner for Boys*, except it only has information about females. It does not include the external female genitalia.

<i>Puberty for Boys</i>																																				
United Learning		21 minutes	2001																																	
Synopsis																																				
This video interviews many boys and young men to relate changes of puberty and their questions, experiences, and feelings. It reassures young men that their feelings are normal and encourages them to get help if it is needed.																																				
Major Topics		Skills Taught																																		
<input type="checkbox"/> Abstinence <input checked="" type="checkbox"/> Anatomy and function of reproductive system <input checked="" type="checkbox"/> Female <input checked="" type="checkbox"/> Male <input checked="" type="checkbox"/> Changes during puberty <input checked="" type="checkbox"/> Female <input checked="" type="checkbox"/> Male <input type="checkbox"/> HIV/AIDS <input type="checkbox"/> Other STDs <input checked="" type="checkbox"/> Hygiene <input type="checkbox"/> Peer pressure <input type="checkbox"/> Pregnancy & fetal development <input checked="" type="checkbox"/> Relationships <input type="checkbox"/> Family <input checked="" type="checkbox"/> Friends <input checked="" type="checkbox"/> Romantic <input type="checkbox"/> Sexual intercourse for reproduction <input type="checkbox"/> Social and media influences		<table border="1"> <thead> <tr> <th></th> <th><u>Explained</u></th> <th><u>Modeled</u></th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/> Assertiveness</td> <td></td> <td></td> </tr> <tr> <td><input type="checkbox"/> Communication</td> <td></td> <td></td> </tr> <tr> <td><input type="checkbox"/> Decision making</td> <td></td> <td></td> </tr> <tr> <td><input checked="" type="checkbox"/> Goal setting</td> <td><input checked="" type="checkbox"/></td> <td></td> </tr> <tr> <td><input type="checkbox"/> Media literacy</td> <td></td> <td></td> </tr> <tr> <td><input type="checkbox"/> Negotiation</td> <td></td> <td></td> </tr> <tr> <td><input type="checkbox"/> Personal limit setting</td> <td></td> <td></td> </tr> <tr> <td><input type="checkbox"/> Refusal</td> <td></td> <td></td> </tr> <tr> <td><input checked="" type="checkbox"/> Seeking help</td> <td></td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> None</td> <td></td> <td></td> </tr> </tbody> </table>			<u>Explained</u>	<u>Modeled</u>	<input type="checkbox"/> Assertiveness			<input type="checkbox"/> Communication			<input type="checkbox"/> Decision making			<input checked="" type="checkbox"/> Goal setting	<input checked="" type="checkbox"/>		<input type="checkbox"/> Media literacy			<input type="checkbox"/> Negotiation			<input type="checkbox"/> Personal limit setting			<input type="checkbox"/> Refusal			<input checked="" type="checkbox"/> Seeking help		<input checked="" type="checkbox"/>	<input type="checkbox"/> None		
	<u>Explained</u>	<u>Modeled</u>																																		
<input type="checkbox"/> Assertiveness																																				
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<input type="checkbox"/> Decision making																																				
<input checked="" type="checkbox"/> Goal setting	<input checked="" type="checkbox"/>																																			
<input type="checkbox"/> Media literacy																																				
<input type="checkbox"/> Negotiation																																				
<input type="checkbox"/> Personal limit setting																																				
<input type="checkbox"/> Refusal																																				
<input checked="" type="checkbox"/> Seeking help		<input checked="" type="checkbox"/>																																		
<input type="checkbox"/> None																																				
Strengths		Weaknesses																																		
<input checked="" type="checkbox"/> Includes video discussion guide <input checked="" type="checkbox"/> Is age appropriate <input checked="" type="checkbox"/> Is close-captioned <input checked="" type="checkbox"/> Is visually appealing <input checked="" type="checkbox"/> Models positive behavior <input checked="" type="checkbox"/> Produced since 1998 or later <input checked="" type="checkbox"/> Promotes family communication <input type="checkbox"/> Other:		<input type="checkbox"/> Costs more than \$150 <input type="checkbox"/> Contains inaccurate information <input type="checkbox"/> Displays outdated styles, music, or items <input type="checkbox"/> Has poor technical quality <input type="checkbox"/> Lacks cultural diversity <input type="checkbox"/> Models negative behavior <input type="checkbox"/> Portrays subject matter insensitively <input type="checkbox"/> Stereotypes people <input checked="" type="checkbox"/> Other: Contains too much "talking head"																																		
Sensitive Topics		Target Audience																																		
<input type="checkbox"/> Abortion <input type="checkbox"/> Condoms <input type="checkbox"/> Masturbation <input type="checkbox"/> Sexual orientation <input type="checkbox"/> Sexual behavior (not for reproduction)		<table border="1"> <tbody> <tr> <td> <input checked="" type="checkbox"/> Students: <input type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Boys <input type="checkbox"/> Grade 5 <input type="checkbox"/> Girls <input checked="" type="checkbox"/> Grade 6 </td> <td> <input type="checkbox"/> Parents <input type="checkbox"/> Educators </td> </tr> </tbody> </table>		<input checked="" type="checkbox"/> Students: <input type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Boys <input type="checkbox"/> Grade 5 <input type="checkbox"/> Girls <input checked="" type="checkbox"/> Grade 6	<input type="checkbox"/> Parents <input type="checkbox"/> Educators																															
<input checked="" type="checkbox"/> Students: <input type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Boys <input type="checkbox"/> Grade 5 <input type="checkbox"/> Girls <input checked="" type="checkbox"/> Grade 6	<input type="checkbox"/> Parents <input type="checkbox"/> Educators																																			
Comments																																				
This video lacks the abstinence message that is communicated in the girls' version, <i>Puberty for Girls</i> . It also lacks the health message about diet and exercise that the girls' video contains. This video contains no external female genitalia.																																				

Puberty for Girls

United Learning

25 minutes

2001

Synopsis

This video describes puberty for girls from a female perspective by interviewing many young women and female experts. It provides health messages in a manner that encourages girls to be proud they are female.

Major Topics

- ☒ Abstinence
- ☒ Anatomy and function of reproductive system
 - ☒ Female ☒ Male
- ☒ Changes during puberty
 - ☒ Female ☒ Male
- ☐ HIV/AIDS ☐ Other STDs
- ☒ Hygiene
- ☐ Peer pressure
- ☐ Pregnancy & fetal development
- ☒ Relationships
 - ☐ Family ☒ Friends ☒ Romantic
- ☐ Sexual intercourse for reproduction
- ☐ Social and media influences

Skills Taught

- | | <u>Explained</u> | <u>Modeled</u> |
|--|-------------------------------------|----------------|
| <input checked="" type="checkbox"/> Assertiveness | <input checked="" type="checkbox"/> | |
| <input type="checkbox"/> Communication | | |
| <input type="checkbox"/> Decision making | | |
| <input checked="" type="checkbox"/> Goal setting | <input checked="" type="checkbox"/> | |
| <input type="checkbox"/> Media literacy | | |
| <input type="checkbox"/> Negotiation | | |
| <input checked="" type="checkbox"/> Personal limit setting | <input checked="" type="checkbox"/> | |
| <input type="checkbox"/> Refusal | | |
| <input type="checkbox"/> Seeking help | | |
| <input type="checkbox"/> None | | |

Strengths

- ☒ Includes video discussion guide
- ☒ Is age appropriate
- ☒ Is close-captioned
- ☒ Is visually appealing
- ☒ Models positive behavior
- ☒ Produced since 1998 or later
- ☐ Promotes family communication
- ☐ Other:

Weaknesses

- ☐ Costs more than \$150
- ☐ Contains inaccurate information
- ☐ Displays outdated styles, music, or items
- ☐ Has poor technical quality
- ☐ Lacks cultural diversity
- ☐ Models negative behavior
- ☐ Portrays subject matter insensitively
- ☐ Stereotypes people
- ☒ Other: Contains too many “talking heads”

Sensitive Topics

- ☐ Abortion
- ☐ Condoms
- ☐ Masturbation
- ☐ Sexual orientation
- ☐ Sexual behavior (not for reproduction)

Target Audience

- | | |
|---|--|
| <input checked="" type="checkbox"/> Students: <ul style="list-style-type: none"> <input type="checkbox"/> Grade 4 <input type="checkbox"/> Boys <input type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Girls <input checked="" type="checkbox"/> Grade 6 | <input type="checkbox"/> Parents
<input type="checkbox"/> Educators |
|---|--|

Comments

This video addresses body image and healthy versus unhealthy eating habits. It contains an abstinence message that is not communicated in the boys' version, *Puberty for Boys*. This video contains no external female genitalia.

*Sexual Harassment:
An Adolescent Perspective Series*

SVE & Churchill	8 minutes each	1996
Synopsis		
This set includes three videos: (1) <i>What Is Abuse?</i> ; (2) <i>Who Are Harassers and Victims?</i> ; and (3) <i>Avoiding Sexual Harassment</i> . The first video describes sexual harassment and lists examples. Students are encouraged to develop self-esteem and empathy. The second video tells four ways to tell if you're being harassed and identifies four profiles of harassers and recommends a response for each. Three types of victims are also described. The third video tells what to do to avoid being victimized and steps to take if harassed.		
Major Topics	Skills Taught	
<input type="checkbox"/> Abstinence <input type="checkbox"/> Anatomy and function of reproductive system <input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> Changes during puberty <input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> HIV/AIDS <input type="checkbox"/> Other STDs <input type="checkbox"/> Hygiene <input type="checkbox"/> Peer pressure <input type="checkbox"/> Pregnancy & fetal development <input checked="" type="checkbox"/> Relationships <input type="checkbox"/> Family <input checked="" type="checkbox"/> Friends <input type="checkbox"/> Romantic <input type="checkbox"/> Sexual intercourse for reproduction <input type="checkbox"/> Social and media influences	<input checked="" type="checkbox"/> Assertiveness <input type="checkbox"/> Communication <input type="checkbox"/> Decision making <input type="checkbox"/> Goal setting <input type="checkbox"/> Media literacy <input type="checkbox"/> Negotiation <input type="checkbox"/> Personal limit setting <input type="checkbox"/> Refusal <input checked="" type="checkbox"/> Seeking help <input type="checkbox"/> None	<u>Explained</u> <input checked="" type="checkbox"/> <u>Modeled</u>
Strengths	Weaknesses	
<input checked="" type="checkbox"/> Includes video discussion guide <input type="checkbox"/> Is age appropriate <input type="checkbox"/> Is close-captioned <input type="checkbox"/> Is visually appealing <input type="checkbox"/> Models positive behavior <input type="checkbox"/> Produced since 1998 or later <input type="checkbox"/> Promotes family communication <input type="checkbox"/> Other:	<input type="checkbox"/> Costs more than \$150 <input type="checkbox"/> Contains inaccurate information <input type="checkbox"/> Displays outdated styles, music, or items <input type="checkbox"/> Has poor technical quality <input type="checkbox"/> Lacks cultural diversity <input checked="" type="checkbox"/> Models negative behavior <input checked="" type="checkbox"/> Portrays subject matter insensitively <input type="checkbox"/> Stereotypes people	
Sensitive Topics	Target Audience	
<input type="checkbox"/> Abortion <input type="checkbox"/> Condoms <input type="checkbox"/> Masturbation <input type="checkbox"/> Sexual orientation <input type="checkbox"/> Sexual behavior (not for reproduction)	<input checked="" type="checkbox"/> Students: <input type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Boys <input type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Girls <input checked="" type="checkbox"/> Grade 6	<input type="checkbox"/> Parents <input type="checkbox"/> Educators
Comments		

Straight Talk About Sexual Health

MarshMedia

19 minutes

2001

Synopsis

Teens narrate an advice talk show and discuss reproduction with a focus on responsibility and thinking ahead about limits. Advice is interspersed with scenarios that illustrate the use of skills. Choices and consequences are discussed.

Major Topics

- ☒ Abstinence
- ☒ Anatomy and function of reproductive system
 - ☒ Female ☒ Male
- ☐ Changes during puberty
 - ☐ Female ☐ Male
- ☒ HIV/AIDS ☒ Other STDs
- ☒ Hygiene
- ☐ Peer pressure
- ☐ Pregnancy & fetal development
- ☒ Relationships
 - ☐ Family ☒ Friends ☒ Romantic
- ☒ Sexual intercourse for reproduction
- ☒ Social and media influences

Skills Taught

- | | <u>Explained</u> | <u>Modeled</u> |
|--|------------------|-------------------------------------|
| <input checked="" type="checkbox"/> Assertiveness | | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> Communication | | <input checked="" type="checkbox"/> |
| <input type="checkbox"/> Decision making | | |
| <input type="checkbox"/> Goal setting | | |
| <input type="checkbox"/> Media literacy | | |
| <input type="checkbox"/> Negotiation | | |
| <input checked="" type="checkbox"/> Personal limit setting | | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> Refusal | | <input checked="" type="checkbox"/> |
| <input type="checkbox"/> Seeking help | | |
| <input type="checkbox"/> None | | |

Strengths

- ☒ Includes video discussion guide
- ☐ Is age appropriate
- ☒ Is close-captioned
- ☒ Is visually appealing
- ☒ Models positive behavior
- ☒ Produced since 1998 or later
- ☐ Promotes family communication
- ☐ Other:

Weaknesses

- ☐ Costs more than \$150
- ☐ Contains inaccurate information
- ☐ Displays outdated styles, music, or items
- ☐ Has poor technical quality
- ☐ Lacks cultural diversity
- ☐ Models negative behavior
- ☐ Portrays subject matter insensitively
- ☐ Stereotypes people

Sensitive Topics

- ☐ Abortion
- ☐ Condoms
- ☐ Masturbation
- ☐ Sexual orientation
- ☒ Sexual behavior (not for reproduction)

Target Audience

- | | |
|--|--|
| <input checked="" type="checkbox"/> Students: <ul style="list-style-type: none"> <input type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Boys <input type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Girls <input checked="" type="checkbox"/> Grade 6 | <input type="checkbox"/> Parents
<input type="checkbox"/> Educators |
|--|--|

Comments

This video is also suitable for older students. The external female genitalia are not included in the description of the reproductive systems.

Talking About Sex Series

Sunburst

12/10 minutes

2000

Synopsis

This series includes two videos: (1) *Am I Normal?*; and (2) *Thinking Ahead*. The first video depicts young people who have different interests in romantic relationships and wonder if they are normal. The changes in puberty are quickly reviewed and viewers are assured that changes are normal. The second video shows real young people who have questions about the romantic feelings experienced during puberty. It clarifies myths about crushes, rumors, sex, and pregnancy.

Major Topics

- ☒ Abstinence (2)
- ☒ Anatomy and function of reproductive system (1)
 - ☒ Female ☒ Male
- ☒ Changes during puberty (1)
 - ☒ Female ☒ Male
- ☐ HIV/AIDS ☒ Other STDs (1-optional)
- ☐ Hygiene
- ☒ Peer pressure (2)
- ☐ Pregnancy & fetal development
- ☒ Relationships (1,2)
 - ☐ Family ☐ Friends ☒ Romantic
- ☒ Sexual intercourse for reproduction (1)
- ☐ Social and media influences

Skills Taught

- | | <u>Explained</u> | <u>Modeled</u> |
|--|-------------------------------------|----------------|
| <input type="checkbox"/> Assertiveness | | |
| <input type="checkbox"/> Communication | | |
| <input checked="" type="checkbox"/> Decision making (2) | <input checked="" type="checkbox"/> | |
| <input type="checkbox"/> Goal setting | | |
| <input type="checkbox"/> Media literacy | | |
| <input type="checkbox"/> Negotiation | | |
| <input checked="" type="checkbox"/> Personal limit setting (2) | <input checked="" type="checkbox"/> | |
| <input type="checkbox"/> Refusal | | |
| <input checked="" type="checkbox"/> Seeking help (1) | <input checked="" type="checkbox"/> | |
| <input type="checkbox"/> None | | |

Strengths

- ☒ Includes video discussion guide & worksheets
- ☒ Is age appropriate (1)
- ☐ Is close-captioned
- ☒ Is visually appealing
- ☒ Models positive behavior (1)
- ☒ Produced since 1998 or later
- ☐ Promotes family communication
- ☐ Other:

Weaknesses

- ☒ Costs more than \$150 (for both)
- ☐ Contains inaccurate information
- ☐ Displays outdated styles, music, or items
- ☐ Has poor technical quality
- ☐ Lacks cultural diversity
- ☒ Models negative behavior (2)
- ☐ Portrays subject matter insensitively
- ☐ Stereotypes people

Sensitive Topics

- ☐ Abortion
- ☒ Condoms (1-optional)
- ☒ Masturbation (1-optional)
- ☐ Sexual orientation
- ☒ Sexual behavior (not for reproduction) (2)

Target Audience

- | | |
|--|--|
| <input checked="" type="checkbox"/> Students: <ul style="list-style-type: none"> <input type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Boys <input type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Girls <input checked="" type="checkbox"/> Grade 6 | <input type="checkbox"/> Parents
<input type="checkbox"/> Educators |
|--|--|

Comments

- (1) Video is available with or without mention of STDs, condoms, and masturbation. It states masturbation is normal.
- (2) Only one version of this video is available. It includes a scenario showing students at a party drinking alcohol and making out. It encourages the girl who made a decision to stop, even though the boy ridiculed her. This video is also appropriate for older students.

Then One Year (2nd ed.)

SVE & Churchill

24 minutes

1992

Synopsis

This video was designed to be used in place of the 3rd edition versions of *Girl to Woman* and *Boy to Man*. It combines the information for both sexes into one presentation. It includes anatomy and physiology of the male and female reproductive systems and the emotional, social, and physical changes of puberty.

Major Topics

- ☐ Abstinence
- ☒ Anatomy and function of reproductive system
 - ☒ Female ☒ Male
- ☒ Changes during puberty
 - ☒ Female ☒ Male
- ☐ HIV/AIDS ☐ Other STDs
- ☒ Hygiene
- ☐ Peer pressure
- ☐ Pregnancy & fetal development
- ☒ Relationships
 - ☐ Family ☒ Friends ☒ Romantic
- ☐ Sexual intercourse for reproduction
- ☐ Social and media influences

Skills Taught

- | | <u>Explained</u> | <u>Modeled</u> |
|---|------------------|----------------|
| <input type="checkbox"/> Assertiveness | | |
| <input type="checkbox"/> Communication | | |
| <input type="checkbox"/> Decision making | | |
| <input type="checkbox"/> Goal setting | | |
| <input type="checkbox"/> Media literacy | | |
| <input type="checkbox"/> Negotiation | | |
| <input type="checkbox"/> Personal limit setting | | |
| <input type="checkbox"/> Refusal | | |
| <input type="checkbox"/> Seeking help | | |
| <input checked="" type="checkbox"/> None | | |

Strengths

- ☐ Includes video discussion guide
- ☒ Is age appropriate
- ☐ Is close-captioned
- ☒ Is visually appealing
- ☐ Models positive behavior
- ☐ Produced since 1998 or later
- ☐ Promotes family communication
- ☐ Other:

Weaknesses

- ☐ Costs more than \$150
- ☐ Contains inaccurate information
- ☐ Displays outdated styles, music, or items
- ☐ Has poor technical quality
- ☐ Lacks cultural diversity
- ☐ Models negative behavior
- ☐ Portrays subject matter insensitively
- ☐ Stereotypes people

Sensitive Topics

- ☐ Abortion
- ☐ Condoms
- ☒ Masturbation
- ☐ Sexual orientation
- ☐ Sexual behavior (not for reproduction)

Target Audience

- | | |
|---|--|
| <input checked="" type="checkbox"/> Students: <ul style="list-style-type: none"> <input type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Boys <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Girls <input checked="" type="checkbox"/> Grade 6 | <input type="checkbox"/> Parents
<input type="checkbox"/> Educators |
|---|--|

Comments

This video is essentially the same as the 3rd edition versions of *Girl to Woman* and *Boy to Man* combined.

We're Growing Up!

MarshMedia

12 minutes

1996

Synopsis

Two young adults talk about physical and emotional changes. Emphasis is placed on gaining maturity, self-control, and responsibility.

Major Topics

- ☒ Abstinence
- ☒ Anatomy and function of reproductive system
 - ☒ Female ☒ Male
- ☒ Changes during puberty
 - ☒ Female ☒ Male
- ☐ HIV/AIDS ☐ Other STDs
- ☒ Hygiene
- ☐ Peer pressure
- ☐ Pregnancy & fetal development
- ☐ Relationships
 - ☐ Family ☐ Friends ☐ Romantic
- ☐ Sexual intercourse for reproduction
- ☐ Social and media influences

Skills Taught

- | | <u>Explained</u> | <u>Modeled</u> |
|---|------------------|----------------|
| <input type="checkbox"/> Assertiveness | | |
| <input type="checkbox"/> Communication | | |
| <input type="checkbox"/> Decision making | | |
| <input type="checkbox"/> Goal setting | | |
| <input type="checkbox"/> Media literacy | | |
| <input type="checkbox"/> Negotiation | | |
| <input type="checkbox"/> Personal limit setting | | |
| <input type="checkbox"/> Refusal | | |
| <input type="checkbox"/> Seeking help | | |
| <input checked="" type="checkbox"/> None | | |

Strengths

- ☒ Includes video discussion guide
- ☐ Is age appropriate
- ☒ Is close-captioned
- ☒ Is visually appealing
- ☐ Models positive behavior
- ☐ Produced since 1998 or later
- ☐ Promotes family communication
- ☐ Other:

Weaknesses

- ☐ Costs more than \$150
- ☐ Contains inaccurate information
- ☐ Displays outdated styles, music, or items
- ☐ Has poor technical quality
- ☐ Lacks cultural diversity
- ☐ Models negative behavior
- ☐ Portrays subject matter insensitively
- ☐ Stereotypes people
- ☒ Other: Few explanations of terms

Sensitive Topics

- ☐ Abortion
- ☐ Condoms
- ☐ Masturbation
- ☐ Sexual orientation
- ☐ Sexual behavior (not for reproduction)

Target Audience

- | | |
|---|--|
| <input checked="" type="checkbox"/> Students: <ul style="list-style-type: none"> <input type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Boys <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Girls <input checked="" type="checkbox"/> Grade 6 | <input type="checkbox"/> Parents
<input type="checkbox"/> Educators |
|---|--|

Comments

The quick pace and use of multiple terms may be difficult for students to absorb. The external female genitalia are not included in the description of the reproductive systems.

What Kids Want to Know About Sex

GPN

57 minutes

1998

Synopsis

This video addresses puberty in a reassuring manner from the kids' perspective. Positive, open adults answer questions in single sex groups of students. Emotional and physical changes that occur during puberty are explained in a very positive way.

Major Topics

- ☐ Abstinence
- ☒ Anatomy and function of reproductive system
 - ☒ Female ☒ Male
- ☒ Changes during puberty
 - ☒ Female ☒ Male
- ☐ HIV/AIDS ☐ Other STDs
- ☐ Hygiene
- ☒ Peer pressure
- ☐ Pregnancy & fetal development
- ☐ Relationships
 - ☐ Family ☐ Friends ☐ Romantic
- ☒ Sexual intercourse for reproduction
- ☐ Social and media influences

Skills Taught

- | | <u>Explained</u> | <u>Modeled</u> |
|---|-------------------------------------|-------------------------------------|
| <input type="checkbox"/> Assertiveness | | |
| <input checked="" type="checkbox"/> Communication | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| <input type="checkbox"/> Decision making | | |
| <input type="checkbox"/> Goal setting | | |
| <input type="checkbox"/> Media literacy | | |
| <input type="checkbox"/> Negotiation | | |
| <input type="checkbox"/> Personal limit setting | | |
| <input type="checkbox"/> Refusal | | |
| <input type="checkbox"/> Seeking help | | |
| <input type="checkbox"/> None | | |

Strengths

- ☒ Includes video discussion guide
- ☒ Is age appropriate
- ☒ Is close-captioned
- ☒ Is visually appealing
- ☒ Models positive behavior
- ☒ Produced since 1998 or later
- ☒ Promotes family communication
- ☐ Other:

Weaknesses

- ☐ Costs more than \$150
- ☐ Contains inaccurate information
- ☐ Displays outdated styles, music, or items
- ☐ Has poor technical quality
- ☐ Lacks cultural diversity
- ☐ Models negative behavior
- ☐ Portrays subject matter insensitively
- ☐ Stereotypes people

Sensitive Topics

- ☐ Abortion
- ☒ Condoms
- ☒ Masturbation
- ☒ Sexual orientation
- ☒ Sexual behavior (not for reproduction)

Target Audience

- | | |
|---|--|
| <input checked="" type="checkbox"/> Students: <ul style="list-style-type: none"> <input type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Boys <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Girls <input checked="" type="checkbox"/> Grade 6 | <input type="checkbox"/> Parents
<input type="checkbox"/> Educators |
|---|--|

Comments

The external female genitalia are included in the description of the reproductive systems, and orgasm and clitoris are defined. The flour sack babies' activity is implemented to illustrate the stress of teen parenting. A more extensive teacher guide is available for an additional cost.

You, Me and the Kids: Dumbing Down

Film Ideas

24 minutes

1999

Synopsis

This video explores issues for girls who alter behavior at puberty in order to conform to societal norms for females. The impact this has on learning is discussed.

Major Topics

- ☐ Abstinence
- ☐ Anatomy and function of reproductive system
 - ☐ Female ☐ Male
- ☐ Changes during puberty
 - ☐ Female ☐ Male
- ☐ HIV/AIDS ☐ Other STDs
- ☐ Hygiene
- ☒ Peer pressure
- ☐ Pregnancy & fetal development
- ☒ Relationships
 - ☐ Family ☒ Friends ☐ Romantic
- ☐ Sexual intercourse for reproduction
- ☒ Social and media influences

Skills Taught

- | | <u>Explained</u> | <u>Modeled</u> |
|---|------------------|----------------|
| <input type="checkbox"/> Assertiveness | | |
| <input type="checkbox"/> Communication | | |
| <input type="checkbox"/> Decision making | | |
| <input type="checkbox"/> Goal setting | | |
| <input type="checkbox"/> Media literacy | | |
| <input type="checkbox"/> Negotiation | | |
| <input type="checkbox"/> Personal limit setting | | |
| <input type="checkbox"/> Refusal | | |
| <input type="checkbox"/> Seeking help | | |
| <input checked="" type="checkbox"/> None | | |

Strengths

- ☐ Includes video discussion guide
- ☒ Is age appropriate
- ☐ Is close-captioned
- ☒ Is visually appealing
- ☐ Models positive behavior
- ☒ Produced since 1998 or later
- ☐ Promotes family communication
- ☐ Other:

Weaknesses

- ☐ Costs more than \$150
- ☐ Contains inaccurate information
- ☐ Displays outdated styles, music, or items
- ☐ Has poor technical quality
- ☐ Lacks cultural diversity
- ☒ Models negative behavior
- ☐ Portrays subject matter insensitively
- ☐ Stereotypes people
- ☐ Other:

Sensitive Topics

- ☐ Abortion
- ☐ Condoms
- ☐ Masturbation
- ☐ Sexual orientation
- ☐ Sexual behavior (not for reproduction)

Target Audience

- | | |
|---|--|
| <input checked="" type="checkbox"/> Students: <ul style="list-style-type: none"> <input type="checkbox"/> Grade 4 <input type="checkbox"/> Boys <input type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Girls <input checked="" type="checkbox"/> Grade 6 | <input checked="" type="checkbox"/> Parents
<input checked="" type="checkbox"/> Educators |
|---|--|

Comments

This video addresses social and emotional changes that occur in girls during puberty, but not physical ones.

You, Me and the Kids: Puberty Happens

Film Ideas

24 minutes

1999

Synopsis

This video focuses on the emotional changes that accompany puberty, especially embarrassment and moodiness. Feelings about developing earlier or later than peers, and the teasing that may result, are discussed. Teens relate how difficult it may be to talk about these feelings.

Major Topics

- ☐ Abstinence
- ☐ Anatomy and function of reproductive system
 - ☐ Female ☐ Male
- ☐ Changes during puberty
 - ☐ Female ☐ Male
- ☐ HIV/AIDS ☐ Other STDs
- ☐ Hygiene
- ☐ Peer pressure
- ☐ Pregnancy & fetal development
- ☒ Relationships
 - ☒ Family ☒ Friends ☒ Romantic
- ☐ Sexual intercourse for reproduction
- ☒ Social and media influences

Skills Taught

- | | <u>Explained</u> | <u>Modeled</u> |
|---|------------------|-------------------------------------|
| <input type="checkbox"/> Assertiveness | | |
| <input checked="" type="checkbox"/> Communication | | <input checked="" type="checkbox"/> |
| <input type="checkbox"/> Decision making | | |
| <input type="checkbox"/> Goal setting | | |
| <input type="checkbox"/> Media literacy | | |
| <input type="checkbox"/> Negotiation | | |
| <input type="checkbox"/> Personal limit setting | | |
| <input type="checkbox"/> Refusal | | |
| <input type="checkbox"/> Seeking help | | |
| <input type="checkbox"/> None | | |

Strengths

- ☐ Includes video discussion guide
- ☒ Is age appropriate
- ☐ Is close-captioned
- ☒ Is visually appealing
- ☐ Models positive behavior
- ☒ Produced since 1998 or later
- ☐ Promotes family communication
- ☐ Other:

Weaknesses

- ☐ Costs more than \$150
- ☐ Contains inaccurate information
- ☐ Displays outdated styles, music, or items
- ☐ Has poor technical quality
- ☐ Lacks cultural diversity
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- ☐ Stereotypes people
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Sensitive Topics

- ☐ Abortion
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- ☐ Masturbation
- ☐ Sexual orientation
- ☐ Sexual behavior (not for reproduction)

Target Audience

- | | |
|--|---|
| <input checked="" type="checkbox"/> Students: <ul style="list-style-type: none"> <input type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Boys <input type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Girls <input checked="" type="checkbox"/> Grade 6 | <input checked="" type="checkbox"/> Parents
<input type="checkbox"/> Educators |
|--|---|

Comments

This video addresses emotional changes that occur during puberty, but not physical ones.

Vendor Contact List

<p>AIMS Multimedia 9710 DeSoto Avenue Chatsworth, CA 91311-4409 (800) 367-2467 www.aims-multimedia.com</p>	<p>Disney Educational Productions 105 Terry Drive, Suite 120 Newtown, PA 18940 (800) 295-5010 ext. 7 www.disney.go.com/educational</p>
<p>Alfred A. Knopf Publishing 299 Park Avenue, 4th Floor New York, NY 10171 (800) 733-3000 www.randomhouse.com</p>	<p>ETR Associates P.O. Box 1830 Santa Cruz, CA 95061-1830 (800) 321-4407 www.etr.org</p>
<p>Book Peddlers 15245 Minnetonka Blvd. Minnetonka, MN 55345 (800) 255-3379 www.bookpeddlers.com</p>	<p>Educational Materials Center 139 Combined Services Building Mt. Pleasant, MI 48859 (800) 214-8961 www.emc.cmich.edu</p>
<p>Channing L. Bete 200 State Road Deerfield, MA 01373-0200 (800) 628-7733 www.channing-bete.com</p>	<p>Faith Works P.O. Box 144 Bronx, NY 10475-0144</p>
<p>Connection Health 4600 Stanton Road Oxford, MI 48371 (248) 969-0053 FAX: (248) 969-0407 Email: sunot@aol.com</p>	<p>Film Ideas, Inc. 308 N. Wolf Road Wheeling, IL 60090 (800) 475-3456 www.filmideas.com</p>
<p>Contemporary Books McGraw-Hill PO Box 182625 Columbus, OH 43218 (877) 226-4997 www.contemporarybooks.com</p>	<p>Franklin Watts/Grolier Publishing New York, NY (800) 621-1115 www.publishing.grolier.com</p>
<p>Crossway Books Good News Publishers 1300 Crescent Street Wheaton, IL 60187 (800) 635-7993 goodnews.gospelcom.net</p>	<p>GPN P.O. Box 80669 Lincoln, NE 68501-0669 (800) 228-4630 www.GPN.unl.edu</p>

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Orlando, FL 32887-6777

Newmarket Press
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www.newmarketpress.com

Gylantic Publishing Company
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Littleton, CO 80161-2792
(800) 828-0113

Northstone Publishing
Wood Lake Books, Inc.
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<http://www.joinhands.com>

Health Information Network
231 Market Place, #331
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www.HINhealthbooks.com

Perspective Publishing, Inc.
2528 Sleepy Hollow Dr. #A
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www.familyhelp.com

March of Dimes
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www.modimes.org

Planned Parenthood of West Michigan
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MarshMedia
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Planned Parenthood of Santa Barbara
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www.ppsbvslo.org

Mothers' Voices
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www.mvoices.org

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SVE & Churchill Media
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www.SVEmedia.com

<p>Sunburst Communications 1900 South Batavia Avenue Geneva, IL 60134 (800) 431-1934 www.SUNBURST.com</p>	
<p>Synchronicity Press P.O. Box 481 Winchester, MA 01890 (781) 729-3530 www.spress.org</p>	
<p>Tampax www.bodymatters.com/teachers/guide.html</p>	
<p>United Learning (formerly Altschul/Perennial) 1560 Sherman Avenue, Suite 100 Evanston, IL 60201 (800) 323-9084 www.unitedlearning.com</p>	
<p>Walker and Company 435 Hudson Street New York, NY 10014 (800) 289-2553 www.walkerbooks.com</p>	
<p>Zondervan Publishing House 5300 Patterson SE Grand Rapids, MI 49530 www.zondervan.com</p>	

Appendices

PARENT/COMMUNITY SEX EDUCATION SURVEY**(Sample)**

The _____ school district is in the process of reviewing the sex education/reproductive health education program so that it better meets the needs of students as well as the standards of the community. Thank you for taking a few minutes to complete the following survey and share your thoughts with us.

1. **Should the school district include a set of lessons on sex education/reproductive health at the:** *(Please circle one response for each level)*

Elementary Level?		Middle School Level?		High School Level?	
Yes	No	Yes	No	Yes	No

2. **If a set of lessons were offered at the age-appropriate grade level, would you allow your child to participate?** *(Please circle one response)*

Yes	No	I don't have a child currently enrolled in the school district
-----	----	--

3. **At what grade should each of the following possible sex education/reproductive health topics first be taught?** *(Please check one grade for each of the following topics K-12)*

Topics	Elementary							Middle				High School			
	K	1	2	3	4	5		6	7	8		9	10	11	12
A. Reproductive Anatomy: <i>Describes the reproductive parts of the male and female bodies and how they work.</i>															
B. Physical and Social Changes Associated With Puberty and Adolescence: <i>Teaches boys and girls about the physical, emotional, and social changes of puberty and adolescence.</i>															
C. Positive Communication With Family: <i>Develops expressing feelings, listening, empathy, problem-solving, and limit-setting skills recognizing parents as a resource.</i>															
D. Positive Friendships: <i>Identifies characteristics of positive friends; initiating, maintaining, and ending friendships.</i>															
E. Healthy Intimate Relationships: <i>Recognizes healthy and unhealthy relationships, differentiating between emotional and sexual intimacy and positive characteristics of boyfriend/girlfriend.</i>															

	K	1	2	3	4	5		6	7	8		9	10	11	12
F. Sexual Decision Making: <i>Includes developing skills such as communication, assertiveness, refusal, and negotiation skills for sexual decision-making.</i>															
G. Pregnancy and Childbirth: <i>Explains how pregnancy occurs, the importance of prenatal care, and the birth of babies.</i>															
H. Parenting Responsibilities: <i>Explores physical, emotional, social, and economic responsibilities of parenting and impact on future goals.</i>															
I. Abstinence: <i>Discusses reasons for not having sexual intercourse and develops skills (e.g., communication and refusal) for being abstinent.</i>															
J. Sexually Transmitted Diseases (including HIV/AIDS): <i>Includes information about the transmission, symptoms, treatment, and prevention of sexually transmitted diseases such as HIV/AIDS, herpes, and syphilis.</i>															
K. Risk Reduction: <i>Provides information about condoms as a means to reduce risk for HIV and other sexually transmitted diseases.</i>															
L. Contraception: <i>Provides information about birth control methods such as abstinence, condoms, birth control pills, and Depo-Provera and their roles in preventing pregnancy.</i>															
M. Sexual Orientation/Identity: <i>Teaches that some students self-identify or are perceived to be gay, lesbian, or bisexual and that all students deserve to be treated with respect (i.e., no name-calling, taunting, bullying).</i>															
N. Sexual Abuse, Rape, and Sexual Assault: <i>Provides information about forced sexual activity and ways to prevent it, the laws, and where to go for help.</i>															
O. Other															

4. Which topics, if any, do you believe the school district should not cover in a sex education/reproductive health set of lessons?

5. Please feel free to make any additional comments you wish to make. Thank you.

*Topics and definitions are adapted from Journal of School Health, May 1998

HIV/STD and Sex Education in Michigan Schools

Mandate	<p>School districts are required to teach about dangerous communicable diseases: including, but not limited to, HIV/AIDS. (Section 1169, Michigan School Code)</p> <p>School districts can choose to teach sex education. If they do, they must do so in accordance with Sections 1506 and 1507 of the Michigan School Code, and Section 166a of the Michigan School Aid Act.</p>
Instructional Standard	Instruction regarding dangerous communicable diseases: including, but not limited to, HIV/AIDS, must be offered at least once a year at every building level (elementary, middle/junior, senior high).
Content	<p>Content of HIV/STD and sex education instruction is largely determined by local school districts. According to Sections 1169 and 1507 of the Michigan School Code:</p> <ul style="list-style-type: none"> • It must include the principal modes by which dangerous communicable diseases are spread and the best methods for the restriction and prevention of these diseases (HIV/STD education). • It must include the teaching of abstinence from sex as a responsible method for restriction and prevention of these diseases and as a positive lifestyle for unmarried young people (HIV/STD and sex education). • It cannot include the teaching of abortion as a method of reproductive health (HIV/STD and sex education). • It cannot include the dispensing or distribution of a family planning drug or device (HIV/STD and sex education). Violation can result in a loss of five percent of the district's state aid allocation (Michigan School Aid Act, Section 166).
Changing Curricula	<p>Curricula that are used as a part of HIV/STD or sex education instruction offered by a school district must go through the formal approval process including two public hearings and school board approval (Sections 1169 and 1507, Michigan School Code).</p> <p>Curricula, materials, and methods must be approved in advance regardless of the:</p> <ul style="list-style-type: none"> • Class in which it is taught (e.g., health class, school-wide assembly, English class). • Person providing the instruction (teacher, school nurse, guest speaker). • Time of day the instruction is offered (during the school day versus after school). • Place the instruction takes place (within the building versus off the school premises).

Sex Education Committees	<p>Every district that chooses to implement sex education must have a sex education advisory committee to periodically review materials and methods, and make recommendations to the district regarding changes. The committee is established by the school district and must include at a minimum:</p> <ul style="list-style-type: none"> • Parents of children attending the district's schools • Pupils in the district's schools • Educators • Local clergy • Community health professionals <p>Every district choosing to have a sex education program must have a Sex Education Supervisor, approved by the Michigan Department of Education, who oversees the program of instruction. (Sections 1506 and 1507, Michigan School Code)</p>
Definition of Sex Education	<p>Every district choosing to have a sex education program needs to develop or adopt a definition of sex education. The definition determines which content and materials are considered "sex education" and need to go through the approval and parent notification process detailed in Section 1507 of the Michigan School Code and Section 166a of the Michigan School Aid Act.</p>
Parent Notification	<p>For HIV/AIDS and sex education instruction, parents and/or legal guardians must be notified in advance of:</p> <ul style="list-style-type: none"> • The content of the instruction. • Their right to review materials in advance. • Their right to observe instruction. • Their right to excuse their child without penalty. <p>Districts that do not properly notify parents can lose up to five percent of their total state school aid allocation (Section 166a, Michigan State Aid Act).</p> <p>If a parent or legal guardian files a continuing written notice (i.e., a request to have their child permanently excluded from sex education classes), the student shall not be enrolled in the class(es) unless the parent or legal guardian submits a written authorization for that enrollment (Section 1507a, Michigan School Code).</p>
Teacher Training	<p>Each person who teaches K-12 pupils about HIV/AIDS shall have training in HIV and AIDS education for young people (Section 1169, Michigan School Code). Training requirements for teachers of sex education as well as the determination of who is "qualified" to teach sex education are determined by the local school district.</p> <p>Trainings in both HIV/AIDS and sex education/reproductive health are usually offered through the regional ISD or RESA that services that school district. Guest speakers are not required by law to go through these trainings. A trained teacher, however, should always be in the classroom when guest speakers are presenting.</p>
Model Curricula	<p>Michigan has a model health education curriculum that is used by a majority of school districts in Michigan. In HIV/STD prevention, there are model curricula for grades K-6 and grades 7-8. The K-6 lessons include one to two lessons per grade level. The seven-lesson middle school unit-of-study is abstinence-only (i.e., condoms are not discussed as a means of risk reduction). Districts can choose to adopt, adapt, or disregard the model curriculum and implement commercially or locally developed curricula.</p>

Sex Education Planning Guide for Schools

	Activity	Not Done	In Prog	In Place
1.	Establish, or re-establish, a sex education advisory committee with the membership required by law.			
2.	Assign a sex education supervisor.			
3.	Determine charge, mission, and outcomes for the committee.			
4.	Establish ground rules, timelines, and a decision-making model (e.g., consensus or majority) for the committee.			
5.	Establish working subcommittees, such as parent involvement, audiovisual materials, evaluation, etc.			
6.	Develop a working definition of sex education.			
7.	Assess what is already being done in the school and community.			
8.	Survey parents, community, and students about their needs and wishes.			
9.	Utilize available data, such as teen pregnancy statistics, and help document need for the program.			
10.	Identify desired student outcomes, including knowledge and skills, for each developmental level.			
11.	Identify criteria for reviewing programs and materials.			
12.	Identify programs and materials that match desired student outcomes.			
13.	Review programs and materials.			
14.	Select optimal curriculum and materials for each developmental level.			
15.	Specify a policy for answering students' questions.			
16.	Plan parent notification procedure.			
17.	Make recommendations regarding program, curricula, materials, resources, and policy issues to the board.			
18.	Hold two public hearings, at least one week apart.			
19.	Document board of education approval for plan.			
20.	Determine who will teach and whether they are qualified.			
21.	Define staff training needs.			
22.	Train staff as necessary.			
23.	Inform parents on the content of the program, their right to opt out their children, and their right to observe the class.			
24.	Plan ways to collect feedback from parents, students, and teachers.			
25.	Implement the program.			
26.	Establish a plan to regularly review the program and revise as needed to maximize effectiveness.			

(Sample): Must attach
content/course description

NOTIFICATION TO PARENTS/GUARDIANS

Name of School District: _____

Date: _____

The _____ Board of Education has established a program of instruction, which includes HIV/AIDS and other serious communicable disease prevention education and sexuality education. Enclosed is an outline for the units of study in each of the above content area(s).

According to Michigan law, you have the right to review the materials and curriculum content to be used in HIV and other serious communicable disease prevention education, as well as sex education. The local board of education, in compliance with the statute, has made the materials and curriculum guides available for your review. If you wish to review the materials or curriculum content, please contact the district at _____ (phone #) to arrange a time for your review. You also have the right to observe instruction in your child's classroom. If you wish to do this, please call _____ (phone #) to make arrangements.

This statute allows you to excuse your child from participation in the classes that include HIV and other serious communicable disease prevention instruction, as well as sex education if you choose. If you wish to exercise your right to excuse your child from instruction without penalty, please send written notice to the principal of your child's school before _____.
(date when instruction is to begin)

Sincerely,

Superintendent of Schools
(or designated representative)

Parent Request to Excuse Student From Reproductive Health and/or HIV Education

- | | |
|-------|---|
| _____ | 1. My child may be included in this instruction. If you choose this option, you do not need to return this form to school. |
| _____ | 2. My child will be excused from the instruction only for the lessons outlined on the attachment. |
| _____ | 3. My child will be excused from the instruction outlined on the attachment and all future reproductive health education instruction until I further notify the principal of my child's school. |

Student Name: _____

Parent Signature

Date

Suggested Topics and Concepts for Grades 4-6

According to an American School Health Association publication, the following sexuality education topics and concepts are appropriate for students in grades 4 through 6:

- ◆ Equal opportunity regardless of race, gender, religion, physical or mental ability, or cultural background
- ◆ Prejudice, discrimination, and sexism
- ◆ Heredity influences on growth
- ◆ Puberty and changes in the body during preadolescence, including menstruation and nocturnal emissions
- ◆ Assertive affirmation of beliefs as a part of the growth process
- ◆ Biology of human reproduction
- ◆ Myths about masturbation
- ◆ The importance of responsible social behavior that is consistent with moral and ethical values
- ◆ The family as the origin of personal value systems, and the role schools play in providing supplementary facts and ideas that can help in making decisions
- ◆ Emotions that preadolescents and adolescents may experience
- ◆ Healthy decision-making
- ◆ Boy-girl relationships
- ◆ Major family life events including breakup of a marriage, birth of a child, death, adoption, stepparents, stepchildren, serious illness, and a new job requiring family relocation
- ◆ Individual differences associated with the rate and timing of physical and emotional changes
- ◆ The birth of a baby

Adapted from *Sexuality Education Within Comprehensive School Health Education*, (1991) Neutens, Drolet, Dushaw, & Jubb (Eds.), American School Health Association.



Regional School Health Coordinators Contact Information

Every Michigan school district is served by a regional school health coordinator. Coordinators are usually housed at an Intermediate School District or a Regional Education Service Agency within their region. Most of the coordinators service several counties, and several coordinators service large urban school districts. Coordinators are funded to provide materials, staff development, and technical assistance to local districts in health education, including HIV/STD prevention. Contact the Michigan Department of Education School Health Unit at (517) 241-4284 if you need assistance determining the regional health education coordinator who services your school district.

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Curriculum Checklist

(Curriculum Title & Author)			
(Publisher/Source)		(# Lessons)	(Copyright)
Synopsis			
Teaching Strategies			
<input type="checkbox"/> Anonymous question box	<input type="checkbox"/> Cooperative learning—small groups	<input type="checkbox"/> Peer helper/educator component	
<input type="checkbox"/> Audiovisual materials	<input type="checkbox"/> Ground rules	<input type="checkbox"/> Skills practice and rehearsal	
<input type="checkbox"/> Case studies/scenarios	<input type="checkbox"/> Journals or story writing	<input type="checkbox"/> Student worksheets	
<input type="checkbox"/> Community speakers/involvement	<input type="checkbox"/> Large-group discussion	<input type="checkbox"/> Teacher lecture	
Major Topics		Skills Taught	
<input type="checkbox"/> Abstinence <input type="checkbox"/> Anatomy and function of reproductive system <input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> Changes during puberty <input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> HIV/AIDS <input type="checkbox"/> Other STDs <input type="checkbox"/> Hygiene <input type="checkbox"/> Peer pressure <input type="checkbox"/> Pregnancy & fetal development <input type="checkbox"/> Relationships <input type="checkbox"/> Family <input type="checkbox"/> Friends <input type="checkbox"/> Romantic <input type="checkbox"/> Sexual intercourse for reproduction <input type="checkbox"/> Social and media influences		<input type="checkbox"/> Assertiveness <input type="checkbox"/> Communication <input type="checkbox"/> Decision making <input type="checkbox"/> Goal setting <input type="checkbox"/> Media literacy <input type="checkbox"/> Negotiation <input type="checkbox"/> Personal limit setting <input type="checkbox"/> Refusal <input type="checkbox"/> Seeking help <input type="checkbox"/> None	<div style="text-align: center;"><u>Explained</u></div> <div style="text-align: center;"><u>Practiced</u></div>
Strengths		Weaknesses	
<input type="checkbox"/> Is age appropriate <input type="checkbox"/> Is visually appealing <input type="checkbox"/> Is user-friendly <input type="checkbox"/> Practices positive behavior <input type="checkbox"/> Produced since 1998 or later <input type="checkbox"/> Promotes family involvement <input type="checkbox"/> Utilizes effective instructional strategies <input type="checkbox"/> Other:		<input type="checkbox"/> Addresses subject matter insensitively <input type="checkbox"/> Appears outdated <input type="checkbox"/> Costs more than \$100 <input type="checkbox"/> Contains inaccurate information <input type="checkbox"/> Has poor production quality <input type="checkbox"/> Lacks cultural diversity <input type="checkbox"/> Practices negative behavior <input type="checkbox"/> Stereotypes people	
Sensitive Topics		Target Audience	
<input type="checkbox"/> Abortion <input type="checkbox"/> Condoms <input type="checkbox"/> Masturbation <input type="checkbox"/> Sexual orientation <input type="checkbox"/> Sexual behavior (not for reproduction)		<div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Students: <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6 </div> <div> <input type="checkbox"/> Boys <input type="checkbox"/> Girls </div> <div> <input type="checkbox"/> Parents <input type="checkbox"/> Educators </div> </div>	
Comments			

Print Material Checklist

(Print Material Title & Author)			
(Publisher/Source)		(# pages)	(Copyright)
Synopsis			
Major Topics		Skills Taught	
<input type="checkbox"/> Abstinence <input type="checkbox"/> Anatomy and function of reproductive system <input type="checkbox"/> <input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> Changes during puberty <input type="checkbox"/> <input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> HIV/AIDS <input type="checkbox"/> Other STDs <input type="checkbox"/> Hygiene <input type="checkbox"/> Peer pressure <input type="checkbox"/> Pregnancy & fetal development <input type="checkbox"/> Relationships <input type="checkbox"/> <input type="checkbox"/> Family <input type="checkbox"/> Friends <input type="checkbox"/> Romantic <input type="checkbox"/> Sexual intercourse for reproduction <input type="checkbox"/> Social and media influences		<input type="checkbox"/> Assertiveness <input type="checkbox"/> Communication <input type="checkbox"/> Decision making <input type="checkbox"/> Goal setting <input type="checkbox"/> Media literacy <input type="checkbox"/> Negotiation <input type="checkbox"/> Personal limit setting <input type="checkbox"/> Refusal <input type="checkbox"/> Seeking help <input type="checkbox"/> None	
Strengths		Weaknesses	
<input type="checkbox"/> Is age appropriate <input type="checkbox"/> Is visually appealing <input type="checkbox"/> Models positive behavior <input type="checkbox"/> Produced since 1998 or later <input type="checkbox"/> Promotes family communication <input type="checkbox"/> Other:		<input type="checkbox"/> Appears outdated <input type="checkbox"/> Costs more than \$15 <input type="checkbox"/> Contains inaccurate information <input type="checkbox"/> Has poor production quality <input type="checkbox"/> Lacks cultural diversity <input type="checkbox"/> Models negative behavior <input type="checkbox"/> Portrays subject matter insensitively <input type="checkbox"/> Stereotypes people <input type="checkbox"/> Other:	
Sensitive Topics		Target Audience	
<input type="checkbox"/> Abortion <input type="checkbox"/> Condoms <input type="checkbox"/> Masturbation <input type="checkbox"/> Sexual orientation <input type="checkbox"/> Sexual behavior (not for reproduction)		<input type="checkbox"/> Students: <input type="checkbox"/> Grade 4 <input type="checkbox"/> Boys <input type="checkbox"/> Grade 5 <input type="checkbox"/> Girls <input type="checkbox"/> Grade 6 <input type="checkbox"/> Parents <input type="checkbox"/> Educators	
Comments			

Video Checklist

(Video Title)			
(Producer/Source)		(Length)	(Copyright)
Synopsis			
Major Topics		Skills Taught	
<input type="checkbox"/> Abstinence <input type="checkbox"/> Anatomy and function of reproductive system <input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> Changes during puberty <input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> HIV/AIDS <input type="checkbox"/> Other STDs <input type="checkbox"/> Hygiene <input type="checkbox"/> Peer pressure <input type="checkbox"/> Pregnancy & fetal development <input type="checkbox"/> Relationships <input type="checkbox"/> Family <input type="checkbox"/> Friends <input type="checkbox"/> Romantic <input type="checkbox"/> Sexual intercourse for reproduction <input type="checkbox"/> Social and media influences		<input type="checkbox"/> Assertiveness <input type="checkbox"/> Communication <input type="checkbox"/> Decision making <input type="checkbox"/> Goal setting <input type="checkbox"/> Media literacy <input type="checkbox"/> Negotiation <input type="checkbox"/> Personal limit setting <input type="checkbox"/> Refusal <input type="checkbox"/> Seeking help <input type="checkbox"/> None	
Strengths		Weaknesses	
<input type="checkbox"/> Includes video discussion guide <input type="checkbox"/> Is age appropriate <input type="checkbox"/> Is close-captioned <input type="checkbox"/> Is visually appealing <input type="checkbox"/> Models positive behavior <input type="checkbox"/> Produced since 1998 or later <input type="checkbox"/> Promotes family communication <input type="checkbox"/> Other:		<input type="checkbox"/> Costs more than \$150 <input type="checkbox"/> Contains inaccurate information <input type="checkbox"/> Displays outdated styles, music, or items <input type="checkbox"/> Has poor technical quality <input type="checkbox"/> Lacks cultural diversity <input type="checkbox"/> Models negative behavior <input type="checkbox"/> Portrays subject matter insensitively <input type="checkbox"/> Stereotypes people <input type="checkbox"/> Other:	
Sensitive Topics		Target Audience	
<input type="checkbox"/> Abortion <input type="checkbox"/> Condoms <input type="checkbox"/> Masturbation <input type="checkbox"/> Sexual orientation <input type="checkbox"/> Sexual behavior (not for reproduction)		<input type="checkbox"/> Students: <input type="checkbox"/> Grade 4 <input type="checkbox"/> Boys <input type="checkbox"/> Grade 5 <input type="checkbox"/> Girls <input type="checkbox"/> Grade 6	
		<input type="checkbox"/> Parents <input type="checkbox"/> Educators	
Comments			

Answering Student Questions

Young people are very interested in learning about their bodies, particularly during the years of rapid change called puberty. Given an opportunity, students ask many questions during reproductive health classes. This is an excellent opportunity for teachers to communicate several principles:

- It is “okay” - acceptable, appropriate, and normal to talk about sex and to be curious about related topics.
- Sexuality is a facet of each individual’s total person.
- Decisions regarding sexual health are not to be taken lightly.
- All sincere questions are good.
- Everyone has gone through, or will go through, puberty.
- There are reliable sources of information about sexuality, reproductive health, and related topics.
- Many adults who care about young people are willing to talk with them about sexuality and reproductive health.
- Young people are not yet ready for the responsibility that comes with being sexually active.

Communication - Verbal and Nonverbal

In order to communicate openness to questions and discussions about sexuality and related issues, it is critical that each teacher be very aware of the messages he/she is sending to the students. These messages are sent verbally and nonverbally. Verbal messages consist of the actual words we say, as well as the way we say them - inflection, volume, and tone. Nonverbal messages include body language, facial expressions, gestures, and eye contact.

When preparing to teach reproductive health classes, it is particularly helpful to check that verbal and nonverbal messages are consistent, and that they are sending the messages intended. Practicing delivery of a lesson and responses to student questions will increase personal comfort with the terms and subjects that will be used. If this practice is done in front of a mirror, it is easy to see if the nonverbal messages are communicating discomfort or embarrassment. Practicing with a colleague allows for constructive feedback that will increase confidence also.

Steps in Answering Student Questions

When a student asks a question, no matter what the topic, it is helpful to keep the following steps in mind when formulating a response:

- Recognize the value of the question.
Thank you for asking that.
That's an interesting question.
I'm glad you asked that question.
Many people wonder about that.
- Determine what is already known about the topic.
What have you heard about that?
What can you tell me about that?
Do you already know anything about that?
- Discover the true meaning of the question.
Re-phrase the question and repeat it.
I heard you ask...Is that right?
Let me see if I understand the question...
When you asked..., did you mean...?
- Clarify terms as needed.
You asked what a ... is.
When you say..., do you mean...?
That is another word for....
The word ... has several meanings, but in this case, it means....
- Give a brief, concise, age-appropriate answer. Too little information is better than too much.
That word means....
Some people think.... Other people think....
...is when....happens.
- Ask if the answer was suitable and allow for further questions.
Did that answer your question?
Was that what you wanted to know?
Is there anything else you'd like to ask?
- Open the door for future questions.
I'm glad you were able to talk to me about... I'm here if you have more questions.
If you have more questions later, just let me know.
That was an interesting question. I hope we can talk again sometime.

Possible Meanings for Questions

When a student asks a question, the best answer to give depends on what the student really means. The same words could have several different meanings, each requesting a different response from the teacher. The following are some possible meanings for questions:

- Attempt to provoke a response.
- Attention seeking.
- Request for information or facts.
- Reinforcement of previously acquired information.
- Clarification of misunderstood message or rumor.
- Reassurance for self or others.
- Plea for help or intervention.

Formulating Responses to Student Questions

In formulating appropriate responses to student questions, the guidelines specified by the district Sex Education Advisory Committee must be considered. Each district should have a policy for responding to questions, as well as clear language about which topics may be discussed in the classroom, and which ones may not. If the question pertains to the approved curriculum, media, and materials, the question may be addressed. However, if the question is on a topic that is not part of the approved curriculum, or asks for more detail than has been approved, the teacher must know what guidelines affect answering the question.

Allowing some preparation time before answering a sensitive question will prevent answering in a way that is later regretted. It is fine to respond by telling the student that some time is needed to think about how the question is best answered. Sometimes it will be necessary to tell students that you don't know the answer, but you will try to find out and answer later. When a response is postponed, be sure to return to the question at a later time.

Using a question box also allows the teacher time to prepare responses before answering. When a question box is used, each student in the class is given a slip of paper at the beginning of each reproductive health lesson. The students may write a question or a comment about the lesson on the paper. At the end of each session, each student must place his or her paper in the question box. This ensures anonymity and encourages reflection on the day's lesson.

Dealing With Questions That May Not Be Answered

There will probably be times when a question has been asked that cannot be answered in the classroom because it is outside the scope of the curriculum and/or the district Sex Education Advisory Committee has decided that the subject is not appropriate for classroom discussion. In these cases, it is best to refer the student to their families for information and/or to point them to another reliable source of information. The district may approve providing the students or their families with resource directories, hotline numbers, or counseling services.

Some teachers believe that questions that may not be answered in the classroom may be answered outside the classroom at a later time. This is not true. The Sex Education Advisory Committee guidelines apply to any situation the teacher is in as a professional. Tell the students that the school's policy does not allow teachers to answer some questions and encourage them find the answer another way.

Situations That Require Action

Some questions or topics of discussion could indicate a situation exists that could endanger the health or welfare of a student. If a teacher becomes aware of such a situation, the proper people must be notified.

Student statements or questions that cause the teacher to suspect emotional, physical, and/or sexual abuse or neglect of a minor must be reported to Child Protective Services. It is important to check your school district policy and place a phone call as soon as possible to report the suspicion. Then, make out the written report within 48 hours and mail it.

Sometimes students tell teachers things in confidence that should not be kept confidential. It is best to be up front with students by letting them know that there are situations that require the teacher to get help. For example, if a minor student tells a teacher he/she has a health problem, the teacher must not keep it secret. The teacher should tell the student that he/she will have to get help for the student in this situation. Legally, the teacher is vulnerable to future legal action if the secret is kept.

Ask this question: If something negative happens to a student, and later it is discovered that a teacher knew, but didn't tell anyone, would the teacher be in trouble? If the answer is likely to be yes, the teacher must let someone know about the situation.

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Guest Speaker Guidelines

Considering Whether to Use a Guest Speaker:

- ❑ Decide on the purpose of the presentation.
 - Do you want to give students an opportunity to get information that is not available through other means?
 - Do you want to present a controversial topic from several points of view?
 - Do you want students to build contacts with community support systems?
 - Do you want students to make a personal connection with an issue?
 - Is a guest the best way to meet your objectives?

Locating a Guest Speaker:

- ❑ Contact other health educators and community agencies to ask for recommendations, and ask questions.
 - Have you seen this speaker work with upper elementary students?
 - Is this speaker able to communicate simply and appropriately for this age group without using jargon?
 - How did the students respond to this speaker?
 - Was this speaker reliable and sensitive to the limitations of schools?

Contacting a Guest Speaker:

- ❑ Contact the guest speaker and explain what you want.
 - Date, time, location, and directions to building, parking and room.
 - Length of presentation.
 - Specific topic and objectives to be addressed by guest.
 - Topics that will be covered prior to and following the guest's presentation.
 - Class ground rules, format, and student behavior expectations.
 - Group's size, composition, and special characteristics.
 - Whether or not questions will be asked and answered.
 - Whether other guest speakers will be present and their topics or roles.
- ❑ Tell the guest speaker about the limitations on the presentation.
 - State laws regulating sex education/reproductive health.
 - Topics and strategies approved and forbidden by the district.
 - District policy on answering student questions.

Confirming a Guest Speaker:

- ❑ Verify the following information:
 - Ask if a meeting would be helpful.
 - Ask the speaker to provide a complete outline of the presentation and list of methods and materials to be used with students.
 - Ask what AV equipment, room arrangement, microphone, handouts, or materials will be needed for the presentation.
 - Ask if the speaker will want you to manage student behavior during the presentation, or if the speaker would rather do it.
 - Ask if payment for travel expenses, fees, or honorariums will be expected.
 - Send a letter to the speaker to outline the details of your agreement. Keep a copy for yourself.

Implementing With a Guest Speaker:

- ❑ The day of the presentation:
 - Prepare the students for the guest by explaining what will happen.
 - Describe the behavior you expect from your students.
 - Introduce the speaker to the class.
 - Remain in the class at all times.
 - Assist with classroom management.
 - Conduct a discussion about the presentation, focusing on your objectives.

Additional Video Classics

The following videos were included in the 1996 and 1999 versions of this resource guide and were not reviewed for the 2002 guide because of their publication dates. They are still used by a number of school districts, hence they have been included in this updated guide as an appendix.

Everything You Wanted to Know About Puberty...for Boys (1991)

16 Minutes

Disney Educational Productions

105 Terry Drive, Suite 120

Newtown, PA 18940

(800) 295-5010 ext. 7

Grades 4 and 5

This suspenseful story is about two boys who are looking for answers about puberty. It shares information about male reproductive anatomy, changes in puberty, and hygiene. It treats conversations about growing up in a relaxed manner and encourages communication with family members. This media should be used with Everything You Wanted to Know about Puberty...for Girls.

Everything You Wanted to Know About Puberty...for Girls (1991)

16 Minutes

Disney Educational Productions

105 Terry Drive, Suite 120

Newtown, PA 18940

(800) 295-5010 ext. 7

Grades 4 and 5

This engaging story about two girls who are learning about puberty shares information about menstruation, female reproductive anatomy, changes in puberty, and hygiene. It treats conversations about growing up in a relaxed manner and encourages communication with family members. This media should be used with Everything You Wanted to Know About Puberty....for Boys.

The New Improved Me: Understanding Body Changes (1991)

23 Minutes

Sunburst Communications

1900 South Batavia Avenue

Geneva, IL 60134

(800) 321-7511

Grades 5 and 6

This video covers the male and female reproductive systems and changes in puberty in a two-part presentation. The video reassures adolescents that variety in onset of puberty and rate of growth is normal. The media is available in two versions: one mentions masturbation, and one does not.