

Minnesota Sexuality Education Resource Review Panel  
Educational Material Review Form

Reviewer's Name: \_\_\_\_\_ Date \_\_\_\_\_  
Title of Material \_\_\_\_\_

**Directions:** For each criterion below, please indicate (✓) your recommendation for this resource.

Assessment Criteria	Recommendation	
Information is medically accurate and presented using the correct terminology	<input type="checkbox"/> 1 – Not at all <input type="checkbox"/> 2 – Somewhat <input type="checkbox"/> 3 – Moderately <input type="checkbox"/> 4 - Very <input type="checkbox"/> 5 - Extremely <input type="checkbox"/> N/A	
Focuses on clear health goals: prevention of STI, HIV and/or pregnancy	<input type="checkbox"/> 1 – Not at all <input type="checkbox"/> 2 – Somewhat <input type="checkbox"/> 3 – Moderately <input type="checkbox"/> 4 - Very <input type="checkbox"/> 5 - Extremely	<b><u>Check (✓) primary focus of resource</u></b> <input type="checkbox"/> HIV/STI <input type="checkbox"/> Pregnancy <input type="checkbox"/> Sexual violence <input type="checkbox"/> Relationships <input type="checkbox"/> Growth and development
Does the material guide participant or learner to acquire new skills?	<input type="checkbox"/> 1 – Not at all <input type="checkbox"/> 2 – Somewhat <input type="checkbox"/> 3 – Moderately <input type="checkbox"/> 4 - Very <input type="checkbox"/> 5 - Extremely <input type="checkbox"/> N/A	<b><u>Check (✓) all that apply</u></b> <input type="checkbox"/> Problem solving/Conflict resolution <input type="checkbox"/> Decision making <input type="checkbox"/> Goal setting <input type="checkbox"/> Media literacy <input type="checkbox"/> Respect <input type="checkbox"/> Health self-management <input type="checkbox"/> Assertiveness <input type="checkbox"/> Other _____
Does this resource address multiple factors affecting sexual behaviors  Comments: _____ _____ _____ _____ _____ _____ _____	<input type="checkbox"/> 1 – Not at all <input type="checkbox"/> 2 – Somewhat <input type="checkbox"/> 3 – Moderately <input type="checkbox"/> 4 - Very <input type="checkbox"/> 5 - Extremely	<b>Yes    No (<u>Check (✓) all that apply</u>)</b> <input type="checkbox"/> <input type="checkbox"/> Knowledge, including knowledge of sexual issues, HIV, other STI and pregnancy (including methods of prevention) <input type="checkbox"/> <input type="checkbox"/> Perception of HIV risk <input type="checkbox"/> <input type="checkbox"/> Personal values about sex and abstinence <input type="checkbox"/> <input type="checkbox"/> Attitude towards condoms (including perceived barriers to their use) <input type="checkbox"/> <input type="checkbox"/> Perception of peer norms about sex and perception of peer sexual behavior <input type="checkbox"/> <input type="checkbox"/> Self-efficacy to refuse sex and to use condoms <input type="checkbox"/> <input type="checkbox"/> Intention to abstain from sex or to restrict frequency of sex or number of sexual partners <input type="checkbox"/> <input type="checkbox"/> Communication with parents or other adults about sex, condoms or contraception <input type="checkbox"/> <input type="checkbox"/> Self-efficacy to avoid STI/HIV risk and risk behaviors <input type="checkbox"/> <input type="checkbox"/> Actual avoidance of places and situations that might lead to sex <input type="checkbox"/> <input type="checkbox"/> Intention to use a condom
Create a safe social environment for youth to participate <input type="checkbox"/> Curriculum/Manual <input type="checkbox"/> Video <input type="checkbox"/> Study Guide	<input type="checkbox"/> 1 – Not at all <input type="checkbox"/> 2 – Somewhat <input type="checkbox"/> 3 – Moderately <input type="checkbox"/> 4 - Very <input type="checkbox"/> 5 - Extremely	Comments: _____ _____ _____

**Turn to other side**

Employs instructionally sound teaching methods and activities that engage learners	<input type="checkbox"/> 1 – Not at all <input type="checkbox"/> 2 – Somewhat <input type="checkbox"/> 3 – Moderately <input type="checkbox"/> 4 - Very <input type="checkbox"/> 5 - Extremely	<b>Yes No (<i>Check (✓) all that apply</i>)</b> <input type="checkbox"/> <input type="checkbox"/> Short lectures <input type="checkbox"/> <input type="checkbox"/> Class discussions <input type="checkbox"/> <input type="checkbox"/> Small group work <input type="checkbox"/> <input type="checkbox"/> Role plays <input type="checkbox"/> <input type="checkbox"/> Competitive games <input type="checkbox"/> <input type="checkbox"/> Student centered activities <input type="checkbox"/> <input type="checkbox"/> Forced-choice activities <input type="checkbox"/> <input type="checkbox"/> Surveys of attitudes and intentions <input type="checkbox"/> <input type="checkbox"/> Problems-solving activities <input type="checkbox"/> <input type="checkbox"/> Worksheets <input type="checkbox"/> <input type="checkbox"/> Homework assignments to talk with partner or other adults <input type="checkbox"/> <input type="checkbox"/> Condom demonstrations <input type="checkbox"/> <input type="checkbox"/> Question boxes  Other: _____ <input type="checkbox"/> Not Applicable
Target audience	<input type="checkbox"/> 5 – 6 grades <input type="checkbox"/> 7 – 9 grades <input type="checkbox"/> 10 – 12 grades <input type="checkbox"/> College + <input type="checkbox"/> Parent(s) <input type="checkbox"/> Professional <input type="checkbox"/> Other _____	<b>What groups are represented /included:</b> <b>Yes No (<i>Check (✓) all that apply</i>)</b> <input type="checkbox"/> <input type="checkbox"/> Race/Ethnicity _____ <input type="checkbox"/> <input type="checkbox"/> GLBTQ <input type="checkbox"/> <input type="checkbox"/> Rural <input type="checkbox"/> <input type="checkbox"/> Urban <input type="checkbox"/> <input type="checkbox"/> Suburban <input type="checkbox"/> <input type="checkbox"/> People with disabilities
Cultural & developmentally appropriate	<input type="checkbox"/> 1 – Not at all <input type="checkbox"/> 2 – Somewhat <input type="checkbox"/> 3 – Moderately <input type="checkbox"/> 4 - Very <input type="checkbox"/> 5 - Extremely	
Organization of resource	<input type="checkbox"/> 1 – Not at all <input type="checkbox"/> 2 – Somewhat <input type="checkbox"/> 3 – Moderately <input type="checkbox"/> 4 - Very <input type="checkbox"/> 5 - Extremely	<b>Yes No (<i>Check (✓) all that apply</i>)</b> <input type="checkbox"/> <input type="checkbox"/> Covers topic(s) in a logical sequence <input type="checkbox"/> <input type="checkbox"/> Is well organized with clear, thorough instructions or discussion guide <input type="checkbox"/> <input type="checkbox"/> Minimal assembly or preparation time required
Facilitation Skills Required How knowledgeable and skilled must the facilitator be to use this resource effectively?		<input type="checkbox"/> Requires leader with strong content knowledge and group skills <input type="checkbox"/> Requires leader with moderate content knowledge and group skills <input type="checkbox"/> Requires leader with little content knowledge and group skills
Presentation Quality How appealing is the resource, e.g, up-to-date graphics, appealing to look at, easy to read, etc.	<input type="checkbox"/> 1 – Not at all <input type="checkbox"/> 2 – Somewhat <input type="checkbox"/> 3 – Moderately <input type="checkbox"/> 4 - Very <input type="checkbox"/> 5 - Extremely	
<b>Overall Recommendation</b>	<input type="checkbox"/> Recommend highly <input type="checkbox"/> Recommend <input type="checkbox"/> Recommend with Reservations <input type="checkbox"/> Reject	

Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Print Name \_\_\_\_\_

Adapted from "Emerging Answers 2007", 17 Characteristics of Effective Curriculum-Based Programs, Douglas Kirby, Ph.D., November 2007.