

Minnesota Sexuality Education Resource Review Panel

Summary of Panel Review

Review Date: September 2004

Draw the Line/Respect the Line: Setting Limits to Prevent HIV, STD, and Pregnancy (2003)

Format: Curriculum

Target Audience: Grade 6-8

Cost: \$56.00

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The Minnesota Sexuality Education Resource Review Panel **Highly Recommends** the use of this curriculum for the following reasons and with the following reservations:

Review Summary:

The Draw the Line/Respect the Line curriculum helps students develop personal sexual limits and practice the skills needed to maintain those limits when challenged. This 19-lesson curriculum is broken down into three segments: Grade 6 - 5 lessons; Grade 7 - 7 lessons; Grade 8 - 7 lessons. Each level builds on the one before it. Messages are introduced and reinforced throughout the series.

- Grade 6 focuses on situations in which youth may be pressured to do something risky, e.g., steal, use alcohol or smoke. The lessons feature limit setting and refusal skills in a nonsexual context.
- Grade 7 addresses pressures regarding sexual activity. The lessons include an examination of the short-term consequences of unplanned sex, information about STDs, and practice with refusal skills in a party context.
- Grade 8 includes a speaker who is HIV-positive, practice with refusal skills in a dating context, and instruction on condom use.

Overall, the panel found the information in the curriculum to be accurate and clearly stated. It consistently reinforces the message that students can make healthy choices about their sexual lives and presents abstinence in a very positive, affirming way. The curriculum offers many activities designed to help students develop and maintain healthy sexual limits to reduce the risk of HIV, STDs and pregnancy. It does not provide detailed information on STDs, condoms or contraception.

The curriculum offers many opportunities for practice and review. It offers a wide variety of activities at the different grade levels. It relies on the use of role-plays to build refusal skills and practice how to respond to peer pressure, partner pressure and internal pressures. All activities and handouts are in English and Spanish.

The curriculum contains good introductory information for teachers regarding overall guiding principles and purpose, and clearly states procedures and time frame for each lesson. The panel expressed concern that the layout may be confusing to some, as the handouts are included in the appendix rather than integrated into each session.

Overall, the panel **highly recommends** the use of *Draw the Line/Respect the Line*.

Draw the Line/Respect the Line: Setting Limits to Prevent HIV, STD, and Pregnancy (2003)

Assessment Criteria	Mean Score	Comments
Accuracy of Information - Provides basic, accurate information about teen sexual health, e.g., risks of teen sexual activity, ways to avoid intercourse or use methods of protection against pregnancy and STDs, human growth and development, relationships, etc.	4.5	<ul style="list-style-type: none"> ▪ Good, accurate information on setting limits and on abstinence from sex ▪ No detailed information on STDs, condoms and birth control methods. ▪ More information needed on human growth and development.
Focus - Focuses on ways to promote sexual health e.g., reducing one or more sexual behaviors that lead to unintended pregnancy or HIV/STD infection; understanding healthy physical/emotional development; developing healthy relationships, etc.	4.8	<ul style="list-style-type: none"> ▪ Focuses on developing and maintaining healthy sexual limits to reduce the risk of HIV, STDs and pregnancy. ▪ Could be strengthened with information on developmental changes and decision-making. ▪ Does an excellent job discussing abstinence, does not address other behaviors.
Messages - Delivers and consistently reinforces a clear message, e.g., states message multiple times in multiple ways.	4.9	<ul style="list-style-type: none"> ▪ Consistently reinforces positive message that students can make healthy choices about their sexual lives. ▪ Presents abstinence in a very positive, affirming way
Addresses Social Pressures - Includes activities that address social pressures that influence sexual behavior.	5.0	<ul style="list-style-type: none"> ▪ Core of curriculum - many examples of peer/partner pressure, how to make decisions and refusal skills. Very empowering.. Addresses internal and external pressures.
Communication Skills - Provides examples of and practice with being assertive, using negotiation and refusal skills, making decisions, etc.	4.7	<ul style="list-style-type: none"> ▪ Offers many opportunities for practice. Lots of role plays, great examples of what not to do, encourages students to think things through. Gives examples of different steps for saying no, including body language. ▪ Lays groundwork for communication, and setting and following limits.
Teaching Methods - Employs a variety of teaching methods designed to involve participants and have them personalize the information.	4.8	<ul style="list-style-type: none"> ▪ Includes in-class and homework options, varied activities and opportunities for review. ▪ Good reinforcement exercises.
Appropriateness for Audience - Incorporates behavioral goals, teaching methods, and materials that are appropriate to the age, sexual experience, and culture of the students (as stated by publisher.)	4.6	<ul style="list-style-type: none"> ▪ May need additions depending on the level of experience of leader. ▪ Could include a condom demonstration, particularly in higher risk groups.
Multicultural Perspective - For what audience(s) is the resource most appropriate?		<ul style="list-style-type: none"> ▪ Curriculum would be well suited for youth from urban, rural, or suburban communities; all socioeconomic classes, and most ethnicities. May not work with higher risk youth or youth in ALC/corrections. GLBT youth not mentioned ▪ Student activity handouts are in Spanish and English. ▪ Discussion of people with disabilities is limited but great that it acknowledges their needs.
Teacher-Friendly - Is well organized with clear, thorough instructions or discussion guide. Minimal assembly or preparation time required.	4.4	<ul style="list-style-type: none"> ▪ Time frame, purpose, procedure, and summary clearly identified. ▪ Layout may be confusing with handouts/worksheets at the end of the curriculum rather than integrated into each lesson. Easy to photocopy handouts. ▪ Well priced and affordable.
Facilitation Skills Required - How knowledgeable and skilled must the facilitator be to use this resource effectively?		<ul style="list-style-type: none"> ▪ Facilitator needs moderate content knowledge and group leading skills. ▪ Scripted, background knowledge helpful. Offers suggestions for guest speakers.
Presentation Quality - How appealing is the product (e.g. visual quality, sound quality, graphics, etc.) ?	4.3	
Overall Recommendation		<ul style="list-style-type: none"> ▪ Recommend Highly - 16 ▪ Recommend - 2 ▪ Reject - 0