

## Minnesota Sexuality Education Resource Review Panel

Summary of Panel Review

Review Date: November 2006

### *Oral Sex: Fair Game?* (2005)

Video (22 minutes)

Target Audience: 14-18 years old

Cost: \$89.95

Distributor: ETR Associates

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The Minnesota Sexuality Education Resource Review Panel **Does not recommend** the use of this video for the following reasons and with the following reservations:

#### Review Summary:

*Oral Sex: Fair Game?* is a video that addresses the risks of oral sex featuring interviews from medical professionals, counselors and teenagers. The producer's stated intent is to grab teens' attention and provide information in an up-to-date, appealing format. The panel unanimously concludes that the video does not meet its intended goal.

The video includes inaccurate information and statistics and does not provide necessary information on condoms or STIs. The messages about oral sex are conveyed in a way that is negative, shaming and sexist. The panel is particularly concerned about the analogies used, finding them irrelevant and potentially disturbing to their intended audience. The video does not address pressures that teens really face and offers few examples about how to refuse unwanted sexual advances.

The panel does not consider this a useful educational tool for teachers, nor appropriate for any adolescent audience. Not only is the information inaccurate, the tone of the video is condescending to young people, the language is not inclusive of a diverse audience, and the content is culturally insensitive. The panel finds the video particularly offensive to African American youth and insensitive to the needs of the GLBT community.

The video does not include a teacher's guide. If used, it would require a strong facilitator to correct the inaccurate information provided.

The MSERRP panel **does not recommend** *Oral Sex: Fair Game?* as an educational resource.

*Oral Sex: Fair Game? (2005)*

Assessment Criteria	Mean Score	Comments
<b>Accuracy of Information</b> - 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.	1.0	<ul style="list-style-type: none"> <li>▪ Inaccurate information, statistics and definitions; information is misleading and scary.</li> <li>▪ Provides no information about condoms and dental dams.</li> </ul>
<b>Focus</b> - 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.	1.0	<ul style="list-style-type: none"> <li>▪ Does not include information about all STIs or condoms</li> <li>▪ Conveys only negative messages about oral sex – that it is bad and immoral.</li> <li>▪ Does not include any positive messages about sex, even about sex within the context of a strong, loving, and committed relationship.</li> </ul>
<b>Messages</b> - Delivers and consistently reinforces a clear message, e.g., states message multiple times in multiple ways.	1.2	<ul style="list-style-type: none"> <li>▪ Includes shaming messages about “sex being immoral” and “STIs are nasty”.</li> <li>▪ Non-applicable and disturbing analogies e.g., vase image and red hands</li> <li>▪ Messages are shaming and negative.</li> <li>▪ Uses negative scare tactics and language, e.g., “feel like dying.”</li> </ul>
<b>Addresses Social Pressures –Video</b> demonstrates social pressures that influence sexual behavior. <b>Guide</b> includes activities that address social pressures that influence sexual behavior.	1.2 NA	<ul style="list-style-type: none"> <li>▪ Does not address real pressures teens face.</li> </ul>
<b>Communication Skills – Video</b> provides examples of being assertive, using negotiation and refusal skills, making decisions, etc. <b>Guide</b> includes activities to practice assertive skills, negotiation and refusal skills, decision-making skills, etc.	1.3 NA	<ul style="list-style-type: none"> <li>▪ Offers few examples of how to refuse unwanted sexual advances.</li> <li>▪ Uses “just say no” approach.</li> </ul>
<b>Teaching Methods</b> - Engages participants and helps them personalize information	1.0	<ul style="list-style-type: none"> <li>▪ Should not be used as an educational tool.</li> </ul>
<b>Appropriateness for Audience</b> - Incorporates behavioral goals, teaching methods, and materials that are appropriate to the age, sexual experience, and culture of the students (as stated by publisher.)	1.0	<ul style="list-style-type: none"> <li>▪ Not appropriate for any adolescent audience</li> <li>▪ Talks down to teens; treats youth as though they are stupid.</li> </ul>
<b>Multicultural Perspective</b> – This resource is most appropriate for the following audiences.		<ul style="list-style-type: none"> <li>▪ Does not use inclusive language, culturally insensitive (especially to African American youth), homophobic, and sexist.</li> <li>▪ Does not apply to GLBT youth.</li> </ul>
<b>Teacher-Friendly</b> - Is well organized with clear, thorough instructions or discussion guide. Minimal assembly or preparation time required.	1.0	<ul style="list-style-type: none"> <li>▪ Needs guide to clarify misinformation</li> </ul>
<b>Facilitation Skills Required</b> - How knowledgeable and skilled must the facilitator be to use this resource effectively?		<ul style="list-style-type: none"> <li>▪ Facilitator would need to counter and respond to inaccurate information.</li> </ul>
<b>Presentation Quality</b> – How appealing is the product (e.g. visual quality, sound quality, graphics, etc.)?	1.0	<ul style="list-style-type: none"> <li>▪ Poor sound, music and camera angles.</li> <li>▪ Host was inappropriate, hostile and aggressive</li> <li>▪ The fuzzy/ blurred picture was supposed to be cool, but it made it difficult to watch.</li> </ul>
<b>Overall Recommendation</b>		<ul style="list-style-type: none"> <li>▪ <b>Recommend Highly - 0</b></li> <li>▪ <b>Recommend – 0</b></li> <li>▪ <b>Reject – 16</b></li> </ul>