

## Minnesota Sexuality Education Resource Review Panel

Summary of Panel Review  
Review Date: November, 2004

### *SEX- Real, Honest, Nothing Held Back* (2004)

Video (40 min)

Target Audience: Unstated

Cost: \$89.95

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

#### Review Summary:

This video looks at the choice of whether to have sex in high school and the possible consequences of this decision. It features interviews with teens and adults who talk about sex, STDs, pregnancy and abortion.

The panel felt that the first 5-10 minutes of the video seem promising, but then it goes awry. Overwhelmingly, the panel found the video to be inaccurate, misleading, negative, and shame-based. It sensationalizes the issues and relies on scare tactics to present information, a teaching method known to be ineffective in sexuality education. The information on STIs and abortion are particularly inaccurate and misleading.

The interviewer consistently states that they are going to “keep it real”, which the panel felt translated into “keep it negative.” The video presents predominantly negative messages about teen sexual health and the consequences of sexual activity. They felt that this imbalance in perspectives makes the video less real and less likely to engage a teen audience.

The panel was particularly concerned about the gender and racial stereotypes perpetuated in the video. It seems stuck in old models, e.g. girls portrayed as victims and “vectors of disease”. The two teen moms in the video are both African American. There is no mention of GLBTQ teens and the issues they face.

The video production itself is disappointing. The panel found the music distracting – too loud, too dramatic, and too chaotic. They felt the interviewer, and the video as a whole, try too hard to be “cool” and in the process would be a turn off to kids.

Overall, the panel does **not recommend** the use of *SEX- Real, Honest, Nothing Held Back* with any audience.

***SEX-Real, Honest, Nothing Held Back (2004)***

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.	1.4	<ul style="list-style-type: none"> <li>▪ Information was false, misleading, and dangerous. Inaccurate information about STDs.</li> <li>▪ Does not mention of birth control, other than brief mention of condoms that questioned their effectiveness.</li> <li>▪ Discussion of abortion perpetuates myths and inaccurate information.</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.	1.4	<ul style="list-style-type: none"> <li>▪ Gives consistent message that sex is dangerous and that all consequences are negative; message delivered through scare tactics, guilt and shame.</li> <li>▪ Minimizes the protection of condoms.</li> <li>▪ Provides no balance; no positive messages about sexuality; would be dismissed by teens</li> </ul>
<b>Messages</b> Delivers and consistently reinforces a clear message, e.g., states message multiple times in multiple ways.	2.2	<ul style="list-style-type: none"> <li>▪ Consistently reinforces abstinence message - states that having sex is bad and will likely result in negative outcomes. Gives many negative messages about sexuality.</li> <li>▪ Scare tactics are used liberally and inappropriately.</li> </ul>
<b>Addresses Social Pressures</b> <b>Video</b> demonstrates social pressures that influence sexual behavior. <b>Guide</b> includes activities that address social pressures that influence sexual behavior.	2.5	<ul style="list-style-type: none"> <li>▪ Consistently gives message that everyone isn't having sex.</li> <li>▪ No demonstration of social pressures, just discussion.</li> </ul>
<b>Communication Skills</b> <b>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.	NA	<ul style="list-style-type: none"> <li>▪ Provides some accurate information about pressures of sex.</li> <li>▪ There is no discussion guide to accompany the video.</li> </ul>
<b>Teaching Methods</b> - Engages participants and helps them personalize information	1.5	<ul style="list-style-type: none"> <li>▪ Very limited discussion or demonstration of communication skills.</li> <li>▪ Video gives a list of what you can say to avoid sex, but does not address the complexity of the issues, presents no negotiation skills.</li> <li>▪ There is no discussion guide to accompany the video.</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.)	1.1	<ul style="list-style-type: none"> <li>▪ Uses scare tactics, which are not an effective educational method.</li> <li>▪ Video is too long.</li> <li>▪ Talks at the audience; no opportunity for participants to personalize information</li> </ul>
<b>Multicultural Perspective</b> – This resource is most appropriate for the following audiences.	1.2	<ul style="list-style-type: none"> <li>▪ Includes no mention of GLBT youth.</li> <li>▪ Upholds gender and racial stereotypes (e.g. teen moms shown are African American, perpetuates double standard between girls and boys around sexuality, etc.)</li> </ul>
<b>Teacher-Friendly</b> - Is well organized with clear, thorough instructions or discussion guide. Minimal assembly or preparation time required.	1.7	<ul style="list-style-type: none"> <li>▪ There is no instruction or teacher's guide, just a video.</li> <li>▪ Too long.</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>▪ Need a knowledgeable and skilled leader who can correct the misinformation and draw out issues that are meaningful to students.</li> </ul>
<b>Presentation Quality</b> – How appealing is the product (e.g. visual quality, sound quality, graphics, etc.) ?	2.4	<ul style="list-style-type: none"> <li>▪ Music is too loud, and distracting – creates a sense of frenzy.</li> <li>▪ Too long.</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 – 14</b></li> </ul>