

Minnesota Sexuality Education Resource Review Panel

Summary of Panel Review

Review Date: March 2006

From an Objective Point of View (2001)

Video: (10 minutes)

Target Audience: 12-22 years old

Cost: \$ 50.00

Distributor: Scenarios USA

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The Minnesota Sexuality Education Resource Review Panel

Recommends

 the use of this video for the following reasons and with the following reservations:

Review Summary:

From an Objective Point of View is the story of two best friends who make a pact not to have sex. But when passions flare, the agreement (and their friendship) is on the verge of being broken. It is a realistic look at teenage experiences with sexual decision-making. A brief discussion guide accompanies this 10-minute video.

The video is designed as a trigger for discussion, not as a source of factual information. Though brief, it conveys clear messages about teenage relationships and sexual decision-making. Key messages include: 1) there are many factors to consider when deciding sexual readiness; 2) decisions about sex are important and should be made carefully; 3) communication is the key to healthy relationships and important in the decision making process; and 4) it is important to make your own decisions.

The panel stated that more examples of positive communication strategies would be useful. Specifically, the panel expressed concern about the depiction of an argument between the couple, that portrays poor communication, pushing and passive-aggressive behavior, but does not include instruction for better communication. An example of a question that could be asked of the class is “What kind of conversation could the couple have had after they decided not to have sex?”

The producers state that the video is intended for youth 12-22 years old, however, the panel recommends that it is more appropriate for high school aged youth. Twelve may be too young because of the use of minor profanity (“jackass”) and a mildly explicit scene (couple is kissing). The panel feels the video may be more effective with girls than boys. Due to the complexity of the issues and the limited discussion guide, a good facilitator is needed to bring it all together. The questions in the guide are good, but it would be important for the facilitator to develop additional questions and activities for their group.

Overall, the panel **recommends** *From an Objective Point of View* as a sexuality education resource.

From an Objective Point of View (2001)

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.		<ul style="list-style-type: none"> ▪ Accurately shows the complexity of romantic relationships and peer relationships. ▪ Depicts relationships/feelings and teen experiences about sexual decision-making. ▪ Main intent is to be a discussion starter, not to share facts or instruct. ▪ Shows incorrect use of pregnancy test
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.	4.2	<ul style="list-style-type: none"> ▪ Strong focus on relationships, making decision about sexual readiness and condom use.
Messages - Delivers and consistently reinforces a clear message, e.g., states message multiple times in multiple ways.	4.3	<ul style="list-style-type: none"> ▪ Has a several key messages: 1) There are many factors to consider when deciding sexual readiness; 2) decisions about sex are important and should be made carefully; 3) communication is the key to healthy relationships and important in the decision making process; and 4) it is important to make your own decisions.
Addresses Social Pressures – Video demonstrates social pressures that influence sexual behavior. Guide includes activities that address social pressures that influence sexual behavior.	4.7 3.1	<ul style="list-style-type: none"> ▪ Addresses pressure from boyfriend, self and friends (positive and negative) ▪ Shows accurate relationships among teens ▪ Needs a more extensive discussion guide with more questions and activities, however, the questions that are asked are good.
Communication Skills – Video provides examples of being assertive, using negotiation and refusal skills, making decisions, etc. Guide includes activities to practice assertive skills, negotiation and refusal skills, decision-making skills, etc.	3.8 2.6	<ul style="list-style-type: none"> ▪ Realistic scenarios but more “rewind” moments could show positive/healthy communication strategies (instead of passive aggressive or negotiation strategies) ▪ Facilitator can address how the couples could have communicated better. ▪ Males are depicted negatively.
Teaching Methods - Engages participants and helps them personalize information	3.7	<ul style="list-style-type: none"> ▪ Focused most effectively on girls; could use more for boys, but they may benefit from seeing assertive girls in video ▪ Needs more discussion questions and instructions for leading activities
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.)	3.0	<ul style="list-style-type: none"> ▪ May be more appropriate for older audience (12 may be too young) e.g. late high-school; may not be appropriate for college-aged audience. ▪ May be useful for parents of teens
Multicultural Perspective – This resource is most appropriate for the following audiences.		<ul style="list-style-type: none"> ▪ May be more effective in urban areas, rather than rural/suburban communities.
Teacher-Friendly - Is well organized with clear, thorough instructions or discussion guide. Minimal assembly or preparation time required.	3.2	<ul style="list-style-type: none"> ▪ Discussion guide is limited. Facilitator should prepare additional activities and questions. ▪ Need ample preparation time before video
Facilitation Skills Required - How knowledgeable and skilled must the facilitator be to use this resource effectively?		<ul style="list-style-type: none"> ▪ Good facilitator is needed to bring it all together. Leader must possess strong content knowledge and group leading skills. ▪ Ideally, the facilitator should have an on-going relationship with the youth.
Presentation Quality – How appealing is the product (e.g. visual quality, sound quality, graphics, etc.) ?	4.7	<ul style="list-style-type: none"> ▪ Video is appealing and up to date, but may be out of date soon ▪ Excellent video quality; guide needs improvements.
Overall Recommendation		<ul style="list-style-type: none"> ▪ Highly Recommend – 2 ▪ Recommend – 9 ▪ Reject - 0