

Comprehensive Sexual Health Education Instructional Materials Review 2022

Making Proud Choices

Year Published/Revised: 2021

Publisher: ETR

Website: <https://www.etr.org/ebi/programs/making-proud-choices/>

Full or Supplemental: Full (*Note: Reviewed as "full" curriculum, but does not cover enough content to meet WA requirements for comprehensive sexual health instruction; title does meet state requirements for HIV/STD prevention*)

Grade Level: Middle School (6-8) (*Note: Publisher lists this title as appropriate for use in HS also; this review addressed requirements for middle school only*)

Student Population: General

Duration/Number of Lessons: 8 60-min. modules (can be adapted to 14 40-min. modules)

Format and Features: Print/Digital Modules, Facilitation guide

Available in Multiple Languages: English & Spanish

Evidence-based/informed: Yes

National Standards Alignment: Not indicated

Consistent with WA Health Education Standards? Yes

Consistent with Comprehensive Sexual Health Education Law? No, due to limited scope of content – see reviewer comments and topics covered list below. Would need significant supplementation to meet all content requirements.

Consistent with AIDS Omnibus Act? Yes

Inclusive Materials/Strategies: Yes

Bias-Free Materials: Yes



Primary Subject Areas and Topics Required by Law:

- Anatomy and Physiology, Reproduction, and Pregnancy (Pregnancy for Grade 6+)
- Growth and Development/Puberty
- Self-Identity (gender stereotypes, gender identity, sexual orientation, etc.)
- Prevention (general)
 - HIV/AIDS Prevention
 - Pregnancy Prevention
 - STD Prevention
 - Health Care and Prevention Resources
- Healthy Relationships (general)
 - Affirmative Consent
 - Bystander Training
 - Intrapersonal and Interpersonal Communication Skills for Healthy Relationships
 - The development of meaningful relationships and avoidance of exploitative relationships
 - Understanding the influences of family, peers, community, and the media throughout life on healthy sexual relationships

Reviewer Comments:

Accuracy

Reviewer 223

No concerns, well cited and referenced.

Reviewer 224

This resource is well aligned with authoritative sources of health information and does an excellent job of providing credible citation for its claims. Compared to resources that are similarly comprehensive, it provides significantly more support for its claims. My suggestions include adding a handful of citations for un-cited but medically accurate claims, citing or removing more dubious claims, and adjusting phrasing for completeness. Details of these suggestions follow:

Medically accurate claims that need citation

- 42: It would be optimal to have citation to support the importance of health behaviors for promoting self-esteem, staying in school etc.



- Module 2: Although the general information about HIV is correct, it would be best practice to provide the source, such as CDC.
- Module 6: References should be provided for information about birth control methods.
- 159: Claim that hormonal methods aren't linked to weight gain are correct but need citation.
- 171: Claim that condom use can prolong erection time needs citation.
- 251: Normal age to start puberty is correct but needs citation
- 332: Citations for trauma informed education tend to be slightly old. Argument would be improved by providing a few more recent sources.
- 337-345: This section should be more clearly cited. In particular, discussion of prevalence in black and Hispanic populations and causes for these disparities should be cited.

Claims of uncertain validity that that need citation or to be removed

- 264: Cite claim that 30% of people who received a nude picture share it with others.

Changes in Phrasing

- 149, 300: For completeness, it should be mentioned that hormonal IUDs can also cause periods to be irregular or stop.
- 314: Claim that cocaine puts at a higher risk of HIV is indirect."

Full

Reviewer 203

I appreciate the curriculum's emphasis on creating a safe space and establishing ground rules for the group based on respect, non-judgement, support, and encouragement.

Starting off the Modules with Negotiating Condom Use, "I Can Do It" – cooperation with partner on condom use is effective and reinforcing again in Mod 8 brings strength and value to this important concept. Acknowledging "Goals and Dreams" via timeline of things students are proud of doing in their lifetime, past year, 5 years from now, 10 years from now... acknowledging being "good enough" makes room for understanding our goals and plans. There is great value in adding the concept of obstacles to the timeline that highlight how our plans and goals can get interrupted, allowing for reflection of personal choices.

Beginning first mod with understanding facts of HIV and risk-associated behavior. I appreciate the "Stop, Think, Act" segment, allowing for problem solving, and seeking alternative solutions.

I value how this curriculum emphasizes the condom use and negotiation skills. Role playing with peers in small groups allows for vulnerability, real life experience in anticipating uncomfortable conversations and scenarios. One valuable aspect within this curriculum is the activity "What to say if my partner says...". This is a tool which will allow students to practice/rehearse statements/scenarios to allow for readiness and thoughtful responses to their options.



Confused on a matter within the Appendix, regarding list of appropriate terms vs derogatory of incorrect terms. The word "gay" is under derogatory/incorrect list and I challenge this. It would be appropriate to use if one identifies as being gay, which I understand many do.

Reviewer 218

Making Proud Choices (5th Edition) heavily centers its lessons around the prevention of HIV/STI transmission and unintended pregnancy. Out of its 8 modules, 6 are dedicated to examining the prevention of these high-risk outcomes, and it does so very thoroughly and with a wide range of peer-to-peer activities and videos. It has been updated to include relevant advances in medicine regarding HIV, including the inclusion PrEP/PEP, and the language integrated throughout is inclusive of varying sexual identities and non-shaming for pregnant or parenting teens. The curriculum includes a robust facilitator guide, which includes background information and clear step-by-step guidance for each module. The appendices are also full of helpful material: strategies for classroom behavior management, additional role play scenarios, trauma-informed practices for teaching sexual health, a comprehensive glossary, and a list of responses to 61 common and frequently asked questions.

The major downside of this curriculum is that it would need supplemental material to cover other critical areas of comprehensive sexual health education, including healthy/unhealthy relationships, consent, puberty/development and the reproductive system/pregnancy. There are add-on activities that cover some of these in the appendices, but not to the degree that the rest of the modules do for HIV/STI and pregnancy prevention. The curriculum also lacks summative assessments, which a teacher would have to prepare if grading. In place of written assessments, the modules do include many trivia games that evaluate gain in knowledge in a less formal way. Lastly, the curriculum suggests use of the curriculum as "11 years old and up," but given the scenarios, videos, and often medically complex material, I would suggest its use in high school classrooms.

Reviewer 219

Strengths: Accessible and easy-to-follow course content also available in Spanish and for out-of-home young people. Making Proud Choices didn't use fear- or shame-based tactics and used inclusive language as well as diverse graphics and examples.

Cons: The subscription service was difficult to set up, limited timeframe to review the curriculum.

Reviewer 225

This curriculum was originally developed as an HIV/STD/Pregnancy prevention program. Additional content has been added to make it more comprehensive. Except for reproductive anatomy, reproduction and pregnancy, the curriculum could be used to meet most requirements of the law. It is evidence-based, trauma-informed, inclusive, and well-designed. It would also be appropriate for use at the high school level, and in some districts more



appropriate for high school. The one exception regarding inclusivity, was no mention I could find regarding ability level and no scenarios depicting students with disabilities.

