

Comprehensive Sexual Health Education Instructional Materials Review

Red Comet: Health – Semester 2

Year Published/Revised: 2018

Publisher: Red Comet

Website: <https://redcomet.org/course/health-semester-ii/>

Full or Supplemental: Full

Grade Level: High School (9-12)

Student Population: Online Students

Duration/Number of Lessons: 5 sexual health lessons

Format and Features: Self-paced online learning health unit

Evidence-based/informed: No

National Standards Alignment: Not indicated

Consistent with WA Health Education Standards? No

Consistent with WA Comprehensive Sexual Health Education Act? No

Consistent with WA AIDS Omnibus Act? No

Inclusive Materials/Strategies: No

Bias Free Materials: No



Primary Subject Areas and Topics Required by Law:

Note: No topics were covered sufficiently to be indicated below

- 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:

Reviewer 116

While there are a number of advantages to having a fully online option for sexual health education, The Red Comet Sexual Health unit simply does not support a quality learning experience for students. This curriculum is designed to have students work online and at their own pace with very little teacher support and zero peer interaction. The modules are text heavy, contain almost no visual aids, and often meander through sexual health topics without clear learning objectives. It is also missing some of the most fundamental components of a sexual health curriculum, including lessons focused on: puberty/development, STD's, birth control, abstinence, and consent. For many of these subjects, the curriculum instead lists links to generic CDC websites on subjects like STD's. However, not even these websites are hyperlinked to the curriculum, so students cannot toggle between the modules and the suggested websites.

Reviewer 122

Very poorly written curriculum intended for students in alternative learning environments. Outline of the course is based on WA K-12 Health Education Standards, but there are many



problems with the content, which reads like a high school student's term paper. Examples of problems include: some information is bizarre and irrelevant, referencing an academic paper on hormones and sexual motivation; there are values-based statements/definitions related to promiscuity, illegal sex and unsafe sex; the information on the reproductive system is poorly organized, includes no visual images of the system and includes body parts that are not part of the reproductive system; the section on sexting laws is outdated and does not reflect 2019 changes to statute, nor does it include citations. Overall, this is a very superficial overview of information related to sexual health, with no opportunity for skills development, it is not comprehensive, it does not cover many key topics, and it is poorly written. I highly recommend against using this course with students.

Reviewer 104

The curriculum is disjointed and does not build upon each lesson. The material is not high quality and is totally reliant on very text heavy slides that are not well organized. The language used is not accessible and presupposes a high reading level and quite a bit of prerequisite knowledge about science. The program is entirely knowledge based and does not provide any opportunity for skill building or development. The material is reliant on outside links to the Department of Health and CDC and provides little in the way of substance or information. There are short references to sexual orientation and gender as an independent topic, but the information is not integrated throughout. There are no examples, scenarios or other opportunities for young people to see their own experiences reflected in the material, and there was no diverse experience representation.

Reviewer 119

All the required concepts are at least mentioned in the curriculum content, however, topics related to effectiveness of contraceptives in preventing pregnancy and infectious disease, distinction in emotions and healthy relationships, healthy sexual decisions and consent, and influences in gender roles was sparse.

The prepared materials and assignments are limited or biased in that they are designed toward students that do well reading, doing research, and writing essays. Although the materials are online they are not audio recording and there is no interactive feature worked in to the lessons. The curriculum overall lacks strategies that reach a threshold of students' ability to evaluate and develop understanding due to the lack of examples or experiential engagement, stories, or interactive features.

Case studies can be a great tool for learning, however, I recommend using a story more about teenagers in the US to make it more relevant to their lives and provide an opportunity to use critical thinking skills conceptualizing, reflecting, evaluating and communicating or demonstrating.

Accuracy Analysis Reviewer 123

Boring; not engaging. The reproductive anatomy listing and definitions are presented in an odd order

sexual behavior and hormone section. medical references are old and out of date.

Puberty and development – not much information in this module.

Has this reference been reviewed, approved and evaluated: <https://www.decision-making-confidence.com/decision-making-models.html>



Self-identity. Section very light on information.

Screening for Syphilis and Other Sexually Transmitted Infections in Pregnant Women — Guam, 2014 – need more recent references; is a CDC MMR article appropriate level of information for students?

References are older – might want to find newer ones

Human Reproductive Biology – 2014 publication

The New Puberty: How to Navigate Early Development in Today's Girls Paperback – October 20, 2015

Building Healthy Relationships (Make the Most of Yourself) (Volume 1) Paperback – June 18, 2015

Accuracy Analysis Reviewer 125

Reviewed section 5: There was a lot of outdated information throughout the curriculum. The slides were not engaging and don't illustrate concepts well for students. Wording is outdated. Concepts are too oversimplified. Some of the emphasis of certain definitions missed the mark, e.g. testosterone and monkeys. I would not recommend this curriculum

