

## Minnesota Sexuality Education Resource Review Panel

Summary of Panel Review

Review Date: May 2005

### *Bloodlines* (2005)

Format: Video (22 minutes)

Target Audience: 14-24 year olds

Cost: \$150.00

### Film Ideas

308 North Wolf Rd. Wheeling, IL 60090 • 1-800-475-3456 • [www.filmideas.com](http://www.filmideas.com)

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The Minnesota Sexuality Education Resource Review Panel **Highly Recommends** the use of this video for the following reasons and with the following reservations:

### Review Summary:

This video is an inspiring portrayal of young people living with HIV/AIDS. It is produced and written by HIV positive filmmakers who were in their teens when they became infected. This is an intimate portrait of HIV positive youth who candidly share their grief, confusion and hope. It conveys the message that we are all vulnerable to contracting HIV and that we all have the power to prevent its transmission and/or to live productive lives if we are infected. Two quotes from the video capture two of the key messages:

*“Love life, but love if safely”*

*“If you have it (HIV) you can live powerfully, but you don’t want it.”*

The strength of the video lies in its ability to reach its audience through the stories of teens. The purpose of the video is not to give factual information and skills, but rather to strike an emotional cord in the audience and open them up to engaging in conversations about HIV/AIDS, condom use, responding to social pressures, healthy relationships and accepting people with HIV and AIDS. The people and stories are real and diverse, making the video relevant to a broad range of young people.

The limitations of the video are that it does not contain a discussion guide so group leaders must prepare their own discussion questions, follow-up activities and supplemental materials. The video addresses issues such as communication challenges and social pressures but does not provide examples of specific skills for handling them. Much of the factual information is presented as bullet points on the screen, however, they are difficult to read and move quickly off of the screen. The panel recommends that leaders prepare a handout containing the bullet points or read along with the video.

The panel **highly recommends** the use of the *Bloodlines* video as a way to start discussions on a variety of topics related to HIV and AIDS.

*Bloodlines (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.	4.5	<ul style="list-style-type: none"> <li>▪ Would need to supplement video with a lesson on the facts of prevention and transmission</li> <li>▪ Much of the factual information is presented as visuals in the video – may want to distribute a written copy of the script/visual points.</li> <li>▪ Confusing message regarding mother/infant transmission- needs more explanation.</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.	4.5	<ul style="list-style-type: none"> <li>▪ Clearly focuses on everyone’s susceptibility to HIV; on condom use; and on the variety of reactions young people have to being HIV positive.</li> <li>▪ Little discussion of abstinence or risks involved with oral sex.</li> <li>▪ Focuses on condom use, is emotionally engaging; would be good starter for HIV/AIDS unit</li> </ul>
<b>Messages</b> - Delivers and consistently reinforces a clear message, e.g., states message multiple times in multiple ways.	4.7	<ul style="list-style-type: none"> <li>▪ Powerful hearing real life stories from HIV positive people, ended with a positive message.</li> <li>▪ Consistent messages delivered by different people in different scenarios.</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.	3.5 N/A	<ul style="list-style-type: none"> <li>▪ Video acknowledges that social pressures exist, but does not discuss how to overcome/counter them.</li> <li>▪ Good discussion starter on social pressures.</li> <li>▪ There is no guide to supplement video.</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.	3/1 N/A	<ul style="list-style-type: none"> <li>▪ Many scenarios talk about making responsible decisions, being assertive, negotiating etc., but no clear examples or direction on how to do that.</li> <li>▪ Will need to be supplemented with “how-to skills”.</li> </ul>
<b>Teaching Methods</b> - Engages participants and helps them personalize information	4.4	<ul style="list-style-type: none"> <li>▪ Good use of stories to help target audience personalize this issue.</li> <li>▪ The diversity of people portrayed will engage a broad audience.</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.)	4.1	<ul style="list-style-type: none"> <li>▪ Producer says intended audience is middle and high school age youth. Panel recommends the video be used with 14 -24 year olds (do not recommend for 6<sup>th</sup>-7<sup>th</sup> graders.)</li> </ul>
<b>Multicultural Perspective</b> – This resource is most appropriate for the following audiences.		<ul style="list-style-type: none"> <li>▪ Video doesn’t specifically address rural-specific issues of disclosure and isolation; doesn’t address people of disabilities; mentions GLBT but could go more in depth.</li> <li>▪ Shows a variety of people, with a variety of stories.</li> </ul>
<b>Teacher-Friendly</b> - Is well organized with clear, thorough instructions or discussion guide. Minimal assembly or preparation time required.	2.9	<ul style="list-style-type: none"> <li>▪ No guide - would require preparation from teacher prior to showing to prepare discussion questions and gather facts on prevention and transmission.</li> <li>▪ Cost may be prohibitive for many.</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>▪ Needs moderate content and group facilitation skills.</li> <li>▪ Must be comfortable responding to the emotions and questions the video may produce.</li> </ul>
<b>Presentation Quality</b> – How appealing is the product (e.g. visual quality, sound quality, graphics, etc.) ?	3.5	<ul style="list-style-type: none"> <li>▪ Graphics/titles hard to read and they go by quickly and require high reading level. Facilitator may want to read along or distribute handout.</li> <li>▪ Music is good but may become outdated.</li> </ul>
<b>Overall Recommendation</b>		<ul style="list-style-type: none"> <li>▪ <b>Recommend Highly - 8</b></li> <li>▪ <b>Recommend – 6</b></li> <li>▪ <b>Reject - 0</b></li> </ul>