

Minnesota Sexuality Education Resource Review Panel

Summary of Panel Review
Review Date: January 2004

***Just Like You Imagined?* (2002)**

Format: Video (15 minutes)

Target Audience: Teens

Cost: \$30.00

Scenarios USA

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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:

“Just Like You Imagined?” is a video written and acted by teens as part of the series, ScenariosUSA. This 15-minute video offers a glimpse into the lives of six young people dealing with the pressures of dating and relationships. The video deals with HIV, pregnancy, homosexuality, communication, dating, gender roles, compassion and taking responsibility. It does not provide factual information but rather uses stories to provoke thought and conversation about these issues. The panel felt that the video did a particularly good job of examining social pressures faced by high school aged youth, showing scenarios teens could relate to.

The video focuses on the consequences of risky behaviors rather than on protection. It does not directly talk about pregnancy or HIV/STI prevention. The panel recommended that the video be followed by a discussion that includes specific information on contraception and STIs.

The panel felt that the video is bound to spark lively discussion and therefore requires a leader with the skills and knowledge necessary to lead an accurate, effective group afterwards.

The panel found the video to be of high quality, fast paced and “hip.” They felt that youth would be able to relate to the characters and the situations portrayed.

Overall, the panel **highly recommended** the use of *Just Like You Imagined?* as a resource for a comprehensive sexuality education program.

Just Like You Imagined? (2002)

Assessment Criteria	Mean Score	Comments
Accuracy of Information - Provides basic, accurate information about the risks of teen sexual activity and about ways to avoid intercourse or use methods of protection against pregnancy and STDs.	4.4	<ul style="list-style-type: none"> ▪ Not comprehensive but very good. Good at addressing risks. Would want to compliment with a discussion of protection against pregnancy and STIs. ▪ A conversation starter not a facts-based video. ▪ Addresses possibility of getting HIV through oral sex.
Focus - Focuses on reducing one or more sexual behaviors that lead to unintended pregnancy or HIV/STD infection.	3.6	<ul style="list-style-type: none"> ▪ Focuses on healthy/unhealthy relationships and how people should/could treat each other. ▪ Does not name specific risk reduction strategies. Indirectly teaches about reducing risk behaviors through scenarios.
Messages - Delivers and consistently reinforces a clear message about abstaining from sexual activity and/or using condoms or other forms of contraception.	3.4	<ul style="list-style-type: none"> ▪ Shows implication of not using protection but does not give direct messages about risk of sexual activity ▪ Gives indirect message. Good opportunity to supplement with additional information.
Addresses Social Pressures - Includes activities that address social pressures that influence sexual behavior.	4.9	<ul style="list-style-type: none"> ▪ Shows realistic scenarios that deal with social pressure.
Communication Skills - Provides examples of and practice with communication, negotiation and refusal skills	NA	<ul style="list-style-type: none"> ▪ Shows lack of communication in relationships but does not teach skills. It offers more examples of what not to do than what to do. ▪ Discussion guide includes good discussion of communication skills.
Teaching Methods - Employs a variety of teaching methods designed to involve participants and have them personalize the information.	NA	<ul style="list-style-type: none"> ▪ The video would be good as a part of a more comprehensive sexuality education program. ▪ Video and discussion would need to be supplemented with other materials
Appropriateness for Audience - Incorporates behavioral goals, teaching methods, and materials that are appropriate to the age, sexual experience, and culture of the students.	4.8	<ul style="list-style-type: none"> ▪ High School youth
Multicultural Perspective - Does this resource address the needs of communities of color; and/or issues of sexual orientation, gender, and disability?		<ul style="list-style-type: none"> ▪ Resource is multicultural/inclusive
Addresses needs of diverse learners.		<ul style="list-style-type: none"> ▪ No specific adaptations.
Teacher-Friendly - Is well organized with clear, thorough instructions or discussion guide. Minimal assembly or preparation time required.	4.3	<ul style="list-style-type: none"> ▪ Requires clear follow up discussion and additional information. ▪ Discussion guide is short. Would be helpful if it was longer and more detailed
Facilitation Skills Required - How knowledgeable and skilled must the facilitator be to use this resource effectively?		<ul style="list-style-type: none"> ▪ Requires a leader with moderate to strong content knowledge and group leading skills. ▪ Will spark a good discussion. Facilitator needs skills and knowledge to lead and accurate responsible group afterwards
Presentation Quality – How appealing is the product (e.g. visual quality, sound quality, graphics, etc.) ?	4.8	<ul style="list-style-type: none"> ▪ Very hip. Youth will be able to relate to the characters ▪ Very good quality, fast paced
Overall Recommendation		<ul style="list-style-type: none"> ▪ Recommend Highly –13 ▪ Recommend – 1 ▪ Reject - 0