

## Minnesota Sexuality Education Resource Review Panel

Summary of Panel Review

**Review Date: May 2004**

### *Speaking for Ourselves: Portraits of Gay and Lesbian Youth* (1994)

Format: Video (30 minutes)

Target Audience: Teens

Cost: \$195.00

Diversity Productions

216 30<sup>th</sup> Avenue, Seattle, WA 98122 • 206-720-1744 • [www.speakingforourselves.com](http://www.speakingforourselves.com)

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The Minnesota Sexuality Education Resource Review Panel 

<b>Recommends</b>
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 the use of this video for the following reasons and with the following reservations:

#### Review Summary:

“*Speaking For Ourselves*” is a video that profiles the lives of five gay and lesbian teens and their parents. The video looks at the struggles and issues these teens face, e.g. developing their identity, facing harassment from peers and others, and dealing with their family’s response to their sexual orientation. *Speaking For Ourselves* uses the voices and stories of teens to address these issues. The video encourages students to examine their own beliefs and attitudes related to gay and lesbian youth, in order to create an environment that values diversity, including sexual minorities. This video focuses on individual, family and social issues surrounding sexuality; it does not provide specific information related to sexual activity or pregnancy, HIV, and STI prevention. Because of this, many of the assessment criteria could not be scored.

The panel felt that the video effectively addresses many of the issues faced by GLBT youth. Though it does not specifically address pregnancy, HIV, and STI prevention, when used with the study guide, it could lead to discussions about these issues as well. Panel members felt that the role-plays and other activities were well done and included good instructions for the facilitator. Panel members found the video to be a bit dated in terms of clothing and hairstyles, etc., but did not feel that this would dampen the video’s impact on the audience.

The panel recommended “*Speaking For Ourselves*” for middle and high school students, as well as for parents. They felt it would require a facilitator who is knowledgeable and nonjudgmental about GLBT issues. As is true of most resources, it is important that the facilitator review the film prior to using it with a group.

Overall, the panel *recommended* the use of *Speaking For Ourselves* as part of a comprehensive sexuality education curriculum.

*Speaking for Ourselves: Portraits of Gay and Lesbian Youth (1994)*

Assessment Criteria	Mean Score	Comments
<b>Accuracy of Information</b> - 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.	NA	<ul style="list-style-type: none"> <li>▪ The video provides information about GLBTQ youth , not specifics related to risks of sexual activity and methods for pregnancy and HIV/STD prevention.</li> <li>▪ Important part of comprehensive Sex Ed, but does not deal with STI/HIV</li> </ul>
<b>Focus</b> - Focuses on reducing one or more sexual behaviors that lead to unintended pregnancy or HIV/STD infection.	NA	<ul style="list-style-type: none"> <li>▪ This is not the focus of the video.</li> <li>▪ Briefly addresses survival sex and the risks associated with it.</li> </ul>
<b>Messages</b> - Delivers and consistently reinforces a clear message about abstaining from sexual activity and/or using condoms or other forms of contraception.	NA	<ul style="list-style-type: none"> <li>▪ Not the focus of the video</li> <li>▪ Did not talk about safe sex, condom use.</li> </ul>
<b>Addresses Social Pressures</b> - Includes activities that address social pressures that influence sexual behavior.	5	<ul style="list-style-type: none"> <li>▪ Shows pressures that gay and lesbian youths face from family, peers and school.</li> <li>▪ Addresses harassment and bullying.</li> <li>▪ Discussion guide provides role-plays and activities that address social pressures.</li> </ul>
<b>Communication Skills</b> - Provides examples of and practice with communication, negotiation and refusal skills	NA	<ul style="list-style-type: none"> <li>▪ Talks about communication, positive and negative between parents, relatives and GLBT youth.</li> <li>▪ Good role-plays and activities to get to the heart of this.</li> </ul>
<b>Teaching Methods</b> - Employs a variety of teaching methods designed to involve participants and have them personalize the information.	3.5	<ul style="list-style-type: none"> <li>▪ The discussion guide provides much information and teaching tools.</li> <li>▪ Good study guide with good instructions.</li> <li>▪ Individual stories help to personalize the information.</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.	3.5	<ul style="list-style-type: none"> <li>▪ Good for middle and high school students.</li> <li>▪ Good resource for parents.</li> </ul>
<b>Multicultural Perspective</b> - 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"> <li>▪ Multicultural and inclusive. Shows how GLBT issues affect many different people</li> <li>▪ Does not contain information on transgender youth.</li> <li>▪ Does not feature Latino youth or African American females.</li> </ul>
<b>Addresses needs of diverse learners.</b>		<ul style="list-style-type: none"> <li>▪ No specific adaptations.</li> </ul>
<b>Teacher-Friendly</b> - Is well organized with clear, thorough instructions or discussion guide. Minimal assembly or preparation time required.	3.9	<ul style="list-style-type: none"> <li>▪ Good teachers guide with activities and discussion questions.</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>▪ Requires group leader with moderate to strong content knowledge and group leading skills.</li> <li>▪ Facilitator needs to be knowledgeable and nonjudgmental about GLBT issues</li> </ul>
<b>Presentation Quality</b> – How appealing is the product (e.g. visual quality, sound quality, graphics, etc.) ?	3.8	<ul style="list-style-type: none"> <li>▪ A bit dated, e.g., clothing, glasses, etc. but still very good.</li> <li>▪ Would like an update of where teens are now.</li> </ul>
<b>Overall Recommendation</b>		<ul style="list-style-type: none"> <li>▪ <b>Recommend Highly – 6</b></li> <li>▪ <b>Recommend – 8</b></li> <li>▪ <b>Reject - 0</b></li> </ul>