

## **Minnesota Sexuality Education Resource Review Panel**

Summary of Panel Review

**Review Date: May, 2005**

### ***Title: Toothpaste (2005)***

Video (16 minutes)

Target Audience: Teens (8-12 grade)

Cost: \$35.00

Distributor: Scenarios USA

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

### **Review Summary:**

This short video, written by high school seniors from Mission, Texas, depicts two best friends struggling with the decision of whether to take their relationships with their boyfriends to the next level. As one girl states, "I trust him. I love him. I don't know what else there is?" The decisions they each make are different as are the outcomes they experience as a result.

Through the stories of two Latino girls, "Toothpaste" addresses issues of sexual decision-making, healthy relationships, respect and communication. The video does a particularly good job of showing a healthy, respectful relationship and how to negotiate sex within the context of that relationship.

The video is a good trigger for conversation and is greatly strengthened by the discussion guide. The panel felt that the video would be most appropriate for use with a group that meets on a regular basis and with whom the group leader has an ongoing relationship, for example a peer education group or semester-long class.

The discussion guide, developed by the Network for Family Life Education, Rutgers University is particularly strong and offers many ideas for classroom activities and discussion.

The video is set in rural Texas. Latino and rural youth will most easily identify with the setting and characters, however, the panel felt that with strong group leadership skills, the video could be used with youth with diverse backgrounds and experiences.

The panel cautioned that the video contains language that may not be appropriate in some settings.

Overall, the panel recommends the use of this video as a way to promote discussion about healthy relationships and sexual decision-making.

*Toothpaste (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.	3.9	<ul style="list-style-type: none"> <li>▪ Not a lot of facts presented. Deals more with readiness for a sexual relationship, negotiation skills.</li> <li>▪ One piece of information included that is often overlooked is the difference between lambskin and latex condoms.</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.	4.1	<ul style="list-style-type: none"> <li>▪ Focus of video is relationships &amp; readiness for sexual activity, e.g., what a safe, healthy and respectful relationship looks like, how to negotiate “sexual readiness”, and how to communicate with your partner.</li> <li>▪ Does not address abstinence.</li> </ul>
<b>Messages</b> - Delivers and consistently reinforces a clear message, e.g., states message multiple times in multiple ways.	3.9	<ul style="list-style-type: none"> <li>▪ Guide &amp; video together are much stronger than the video alone to help audience personalize and address the issues.</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.	4.5	<ul style="list-style-type: none"> <li>▪ Shows peer pressure- good/bad pressures and how they can influence decisions.</li> <li>▪ Presents stereotypical male pressures.</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.	4.8	<ul style="list-style-type: none"> <li>▪ Portrays friends and couples talking. Includes effective and ineffective communication.</li> <li>▪ Shows examples of assertive behavior, as well as the consequences of using poor negotiations skills and not being assertive.</li> </ul>
<b>Teaching Methods</b> - Engages participants and helps them personalize information	4.2	<ul style="list-style-type: none"> <li>▪ Activities in the study guide help participants 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 (as stated by publisher.)	4.0	<ul style="list-style-type: none"> <li>▪ 8 -12<sup>th</sup> grade,</li> <li>▪ Best for on going group where leaders has a relationship with audience, e.g., a semester class or peer education group.</li> </ul>
<b>Multicultural Perspective</b> – This resource is most appropriate for the following audiences.		<ul style="list-style-type: none"> <li>▪ Could be used with most groups, however, setting and characters are rural, Latino youth.</li> <li>▪ May be more difficult to engage urban youth.</li> <li>▪ No GLBT perspective or youth with disabilities.</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>▪ Excellent guide.</li> <li>▪ Best if used with group the teacher knows well - needs to have a relationship with audience; not a one-time presentation,</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 moderate to strong knowledge and group skills.</li> <li>▪ Provides great opportunity for discussion, particularly if leader has a relationship with the group.</li> </ul>
<b>Presentation Quality</b> – How appealing is the product (e.g. visual quality, sound quality, graphics, etc.) ?	4.3	<ul style="list-style-type: none"> <li>▪ Good visually, but sometimes the dialogue is difficult to hear.</li> </ul>
<b>Overall Recommendation</b>		<ul style="list-style-type: none"> <li>▪ <b>Recommend Highly - 6</b></li> <li>▪ <b>Recommend – 9</b></li> <li>▪ <b>Reject - 0</b></li> </ul>