



Sexual Health Education Instructional Materials Review

Curriculum Title: Things to Know Before You Say “Go”

Year Published: 2011

Publisher: The Dibble Institute

Website: <https://www.dibbleinstitute.org/things-to-know-before-you-say-go/>

Full or Supplemental: Supplemental

Grade Level: Secondary

Student Population: General

Duration/Number of Lessons: 30 Activities to use with flash cards

Format and Features: Flash card deck with 192-page Explanation Book and Activity Book; some materials available digitally

Evidence-based/informed: Not indicated

National Standards Alignment: Not indicated

Healthy Youth Act Compliance: Yes, with modification (see reviewer comments and scores)

AIDS Omnibus Act Compliance: N/A

Bias Free Materials: Yes, with modification (see reviewer comments and scores)

Primary Topical Areas (Check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Abortion | <input type="checkbox"/> Identity/Orientation |
| <input type="checkbox"/> Abstinence | <input type="checkbox"/> Online Safety |
| <input type="checkbox"/> Access to Services | <input type="checkbox"/> Pregnancy & Reproduction |
| <input type="checkbox"/> Anatomy and Physiology | <input type="checkbox"/> Puberty/Adolescent Development |
| <input type="checkbox"/> Communication/Decision-making | <input type="checkbox"/> Refusal Skills |
| <input type="checkbox"/> Condom Use | <input type="checkbox"/> STD Prevention |
| <input type="checkbox"/> Consent | <input type="checkbox"/> Other |
| <input type="checkbox"/> Contraception | |
| <input checked="" type="checkbox"/> Healthy relationships | |
| <input type="checkbox"/> HIV Prevention | |

Reviewer Comments:

Reviewer 109

This curriculum is very easy to use and engaging. It can be used as a short lesson when talking about healthy relationships.

Reviewer 209

I would use this material as a supplement to more comprehensive prevention programming. It extensively covers healthy relationships and communication but does not address many topics outside of this domain. Many complicated topics, such as depression or addiction are not substantively addressed and can run the risk of simplifying the issues. This curriculum does not significantly address gender, culture, or much of the context in which relationships occur. It is potentially a fantastic tool for young people who are in or preparing to be in dating relationships. Many of the topics can be applied to other types of relationships, but in this material, they are framed in the context of dating. This is not a comprehensive sexual abuse prevention curriculum, but it appears to be an effective tool for addressing healthy relationships, communication, and boundaries. It may be more appropriate for use by parents than in the classroom.

Reviewer 204

The scope of this curriculum is narrow, but deep, focusing only on boyfriend/girlfriend relationships. It is abuse prevention in that; it helps youth understand and consider their own values, proposes really getting to know about a prospective BF/GF before committing to a relationship, and teaches youth to pay attention to indicators of potential abuse. The curriculum allows students to actively participate in their own learning and provides many opportunities for meaningful conversations. It would be challenging to adapt to special education classrooms.

Reviewer 205

The focus of the curriculum is on questions and considerations for someone prior to engaging in a relationship and offers a variety of ways to examine healthy and unhealthy relationships. These inherently inform consent but could also be buried in all the other questions. It would be helpful to call out consent more explicitly and spend more time on this concept, more directly connecting the dots and promoting conversations about root causes of violence. The material is adaptable, which is an excellent way to create a program that is community and culturally relevant. There is not much information for facilitators on creating a safe space to discuss these sensitive topics. I would recommend including information on who to get help from and where to get support if you need to leave a relationship, it becomes unhealthy, etc. All of the images of partnerships are heterosexual, but the text is overall neutral. There are a few instances where teens are overgeneralized, such as “all teens have raging hormones”, and “teens don’t think things through”. The text refers to “life partners”, which is not inclusive of hook ups or casual dating and may not be responsive to youth culture and the variety of ways that youth may participate in relationships.