

# CURRICULUM CONSIDERATIONS

## Part I - PLANNING: The “Why, When and Who” for Sexual Risk Avoidance Programs

### Time and Intensity: (page 12)

1. Is the curriculum consistent with your organizational goals?  
 Yes     No     Not Sure
2. Has the curriculum under consideration been formally evaluated and shown to have affected behavior change on some or all of the targets evaluated?  
 Yes     No     Not Sure
3. Does the curriculum use promising approaches reflecting evaluated interventions or curricular content?  
 Yes     No     Not Sure
4. Does the curriculum demonstrate a sound model of changing knowledge, attitudes, skills, intentions, and behavior consistent with accepted behavioral and educational theories?  
 Yes     No     Not Sure
5. Does the curriculum address specific steps needed to meet those goals? (Note: Consider using a logic model to assess the relationship between steps and goals.)  
 Yes     No     Not Sure
6. Does the curriculum offer adequate dosage — for example, multiple sessions per grade, and sessions for multiple grade levels?  
 Yes     No     Not Sure
7. Do high-risk populations have an opportunity for more intensive interventions or lesson sessions?  
 Yes     No     Not Sure
8. Does the curriculum integrate with and supplement other health or character-based education in the school or organization?  
 Yes     No     Not Sure

### Flexibility and Sustainability (page 12)

9. Is the curriculum flexible enough to address learner needs across varied demographic student groups?  
 Yes     No     Not Sure
10. Is the curriculum flexible enough to meet or complement program needs, based on coordination with existing health education requirements and time constraints?  
 Yes     No     Not Sure

### NOTES:

**Highlights and comments reflect SRA elements covered by the ESTEEM Curriculum.**









































