

Quality Checklist for Selecting Teaching and Learning Materials

Instructions: This guide was prepared to assist in the selection and/or adaptation of existing materials for skills-based health education (including life skills). Complete this cover page and the attached Quality Checklist for each existing resource you may wish to use/adapt. Use your answers to determine the quality and usefulness of the resource and which elements may need to be adapted for your setting and purpose.

Name of resource : _____
Source (producer): _____
Date published: _____ ISBN (# if available): _____
URL (if available on the Internet): _____

Type of resource (check all that apply):

- Report / Guide (e.g., strategy document, issue paper, advocacy/policy papers)
- Book
- Presentation (e.g., slide show, talking points)
- Learning materials (e.g., curriculum, textbook, activity worksheets)
- Educators' resources (e.g., designed for teachers, parents, peer educators, etc.)
- Training manual / training resources
- Video
- Comic / magazine
- Newsletter
- Other *please specify* _____

What are the objectives?

Who is the target audience? _____

What time investment is suggested? (# sessions, time per session, # week/months/years)

For what setting(s) is the resource intended? (e.g., schools, health centers, community centers)

In what kind of setting(s) has the resource been used?

Has the resource been evaluated? Yes No

If Yes, by whom and with what findings?

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Name of resource: _____

Quality criteria	Quality Score (low, medium, high)	Implications for your use of this resource
1. Focus on behaviour - How prominently are the behaviours to be influenced identified in objectives?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
2. Knowledge / Information - clear? - accurate? - up-to-date? - relevant for the health issue?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
3. Attitudes - How well are attitudes relevant to the health issue delineated? - How adequately are discrimination and stereotypes addressed?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
4. Skills -How relevant are the skills to the behaviour objectives? (e.g., communication & interpersonal skills; decision-making and critical thinking; coping and self-management; values clarification)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
5. Methods - How balanced is the participation of students compared to teacher/ facilitator? - How appropriate are the methods for achieving the objectives? - How well are each of the skills supported by appropriate learning experiences? (e.g., time to practice skills, realistic situations, applied to specific risks rather than generically etc)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
6. Gender sensitivity - in content? - in methods? - in language? - in illustrations?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

<p>7. Planned around student needs & interests</p> <ul style="list-style-type: none"> - how relevant is the content to local needs of target audience? - how involved are students in the development of the program? - how involved are students in the implementation? - how user friendly? - How sensitive to cultural / ethnic differences? - How sensitive to socio-economic differences? - How well are referral to local services addressed? (e.g. STIs, condoms, counselling, HIV testing?) 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>8. Effective</p> <ul style="list-style-type: none"> - How effective has the program been in achieving the achieve objectives in the past/elsewhere? - How suitable are the student assessment processes? (Are they relevant to the objectives of the program?) 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>9. Intensive</p> <ul style="list-style-type: none"> - Sufficient duration to achieve objectives, while also realistic? - Feasible for teachers to be trained to use this resource effectively? 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Overall Comments:

What are the general strengths and limitations of the resource?

Looking at the above scores, and considering the context in which you would use this resource, what aspects would need to be adapted?

Will this be feasible (i.e., given resources and time)?

Will this resource fill needs that are not being met by your existing materials?

How could this resource complement other initiatives already underway? (e.g., existing policies, health services, media campaigns, etc.)?