

The Teen Files Flipped: Sexual Responsibility

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Congratulations!

You have chosen a learning program that will actively motivate your students and provide you with easily accessible and easily manageable instructional guidelines and tools designed to make your teaching role efficient and rewarding.

The AIMS Teaching Module (ATM) provides you with a video program correlated to your classroom curriculum, instructions and guidelines for use, plus a comprehensive teaching program containing a wide range of activities and ideas for interaction between all content areas. Our authors, educators, and consultants have written and reviewed the AIMS Teaching Modules to align with the Educate America Act: Goals 2000.

This ATM, with its clear definition of manageability, both in the classroom and beyond, allows you to tailor specific activities to meet all of your classroom needs.

RATIONALE

In today's classrooms, educational pedagogy is often founded on Benjamin S. Bloom's "Six Levels of Cognitive Complexity." The practical application of Bloom's Taxonomy is to evaluate students' thinking skills on these levels, from the simple to the complex:

1. Knowledge (rote memory skills),
2. Comprehension (the ability to relate or retell),
3. Application (the ability to apply knowledge outside its origin),
4. Analysis (relating and differentiating parts of a whole),
5. Synthesis (relating parts to a whole)
6. Evaluation (making a judgment or formulating an opinion).

The AIMS Teaching Module is designed to facilitate these intellectual capabilities, and to integrate classroom experiences and assimilation of learning with the students' life experiences, realities, and expectations. AIMS' learner verification studies prove that our AIMS Teaching Modules help students to absorb, retain, and to demonstrate ability to use new knowledge in their world. Our educational materials are written and designed for today's classroom, which incorporates a wide range of intellectual, cultural, physical, and emotional diversities.

ORGANIZATION AND MANAGEMENT

To facilitate ease in classroom manageability, the AIMS Teaching Module is organized in three sections:

I. Introducing this ATM

will give you the specific information you need to integrate the program into your classroom curriculum.

II. Preparation for Viewing

provides suggestions and strategies for motivation, language preparedness, readiness, and focus prior to viewing the program with your students.

III. After Viewing the Program

provides suggestions for additional activities plus an assortment of consumable assessment and extended activities, designed to broaden comprehension of the topic and to make connections to other curriculum content areas.

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Persons or schools interested in obtaining additional copies of this AIMS Teaching Module, please contact:

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FEATURES

INTRODUCING THE ATM

Your AIMS Teaching Module is designed to accompany a video program written and produced by some of the world's most credible and creative writers and producers of educational programming. To facilitate diversity and flexibility in your classroom and to provide assessment tools, your AIMS Teaching Module features these components:

Themes

This section tells how the AIMS Teaching Module is correlated to the curriculum. Themes offers suggestions for interaction with other curriculum content areas, enabling teachers to use the teaching module to incorporate the topic into a variety of learning areas.

Overview

The Overview provides a synopsis of content covered in the video program. Its purpose is to give you a summary of the subject matter and to enhance your introductory preparation.

Objectives

The ATM learning objectives provide guidelines for teachers to assess what learners can be expected to gain from each program. After completion of the AIMS Teaching Module, your students will be able to demonstrate dynamic and applied comprehension of " " the topic.

Preparation for Viewing

In preparation for viewing the video program, the AIMS Teaching Module offers activity and/or discussion ideas that you may use in any order or combination.

Introduction To The Program

Introduction to the Program is designed to enable students to recall or relate prior knowledge about the topic and to prepare them for what they are about to learn.

Introduction To Vocabulary

Introduction to Vocabulary is a review of language used in the program: words, phrases, and usage. This vocabulary introduction is designed to ensure that all learners, including limited English proficiency learners, will have full understanding of the language usage in the content of the program.

Discussion Ideas

Discussion Ideas are designed to help you assess students' prior knowledge about the topic and to give students a preview of what they will learn. Active discussion stimulates interest in a subject and can motivate even the most reluctant learner. Listening, as well as speaking, is active participation. Encourage your students to participate at the rate they feel comfortable. Model sharing personal experiences when applicable, and model listening to students' ideas and opinions.

Focus

Help learners set a purpose for watching the program with Focus, designed to give students a focal point for comprehension continuity.

Jump Right In

Jump Right In provides abbreviated instructions for quick management of the program.

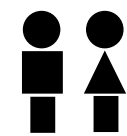
After Viewing the Program

After your students have viewed the program, you may introduce any or all of these activities to interact with other curriculum content areas, provide reinforcement, assess comprehension skills, or provide hands-on and in-depth extended study of the topic.

SUGGESTED ACTIVITIES

The Suggested Activities offer ideas for activities you can direct in the classroom or have your students complete independently, in pairs, or in small work groups after they have viewed the program. To accommodate your range of classroom needs, the activities are organized into skills categories. Their labels will tell you how to identify each activity and help you correlate it into your classroom curriculum. To help you schedule your classroom lesson time, the AIMS hourglass gives you an estimate of the time each activity should require. Some of the activities fall into these categories:

Meeting Individual Needs



These activities are designed to aid in classroom continuity. Reluctant learners and learners acquiring English will benefit from these activities geared to enhance comprehension of language in order to fully grasp content meaning.

Curriculum Connections

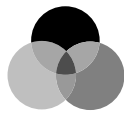


Many of the suggested activities are intended to integrate the content of the ATM program into other content areas of the classroom curriculum. These cross-connections turn the classroom teaching experience into a whole learning experience.



Critical Thinking

Critical Thinking activities are designed to stimulate learners' own opinions and ideas. These activities require students to use the thinking process to discern fact from opinion, consider their own problems and formulate possible solutions, draw conclusions, discuss cause and effect, or combine what they already know with what they have learned to make inferences.



Cultural Diversity

Each AIMS Teaching Module has an activity called Cultural Awareness, Cultural Diversity, or Cultural Exchange that encourages students to share their backgrounds, cultures, heritage, or knowledge of other countries, customs, and language.

Hands On



These are experimental or tactile activities that relate directly to the material taught in the program. Your students will have opportunities to make discoveries and formulate ideas on their own, based on what they learn in this unit.

Writing



Every AIMS Teaching Module will contain an activity designed for students to use the writing process to express their ideas about what they have learned. The writing activity may also help them to make the connection between what they are learning in this unit and how it applies to other content areas.



In The Newsroom

Each AIMS Teaching Module contains a newsroom activity designed to help students make the relationship between what they learn in the classroom and how it applies in their world. The purpose of In The Newsroom is to actively involve each class member in a whole learning experience. Each student will have an opportunity to perform all of the tasks involved in production: writing, researching, producing, directing, and interviewing as they create their own classroom news program.

Extended Activities



These activities provide opportunities for students to work separately or together to conduct further research, explore answers to their own questions, or apply what they have learned to other media or content areas.

Link to the World



These activities offer ideas for connecting learners' classroom activities to their community and the rest of the world.

Culminating Activity



To wrap up the unit, AIMS Teaching Modules offer suggestions for ways to reinforce what students have learned and how they can use their new knowledge to enhance their worldview.

ADDITIONAL ATM FEATURES

Vocabulary

Every ATM contains an activity that reinforces the meaning and usage of the vocabulary words introduced in the program content. Students will read or find the definition of each vocabulary word, then use the word in a written sentence.

Checking Comprehension

Checking Comprehension is designed to help you evaluate how well your students understand, retain, and recall the information presented in the AIMS Teaching Module. Depending on your students' needs, you may direct this activity to the whole group yourself, or you may want to have students work on the activity page independently, in pairs, or in small groups. Students can verify their written answers through discussion or by viewing the video a second time. If you choose, you can reproduce the answers from your Answer Key or write the answer choices in a Word Bank for students to use. Students can use this completed activity as a study guide to prepare for the test.

Reproducible Activities

The AIMS Teaching Module provides a selection of reproducible activities, designed to specifically reinforce the content of this learning unit. Whenever applicable, they are arranged in order from low to high difficulty level, to allow a seamless facilitation of the learning process. You may choose to have students take these activities home or to work on them in the classroom independently, in pairs or in small groups.

Checking Vocabulary

The checking Vocabulary activity provides the opportunity for students to assess their knowledge of new vocabulary with this word game or puzzle. The format of this vocabulary activity allows students to use the related words and phrases in a different context.

Test

The AIMS Teaching Module Test permits you to assess students' understanding of what they have learned. The test is formatted in one of several standard test formats to give your students a range of experiences in test-taking techniques. Be sure to read, or remind students to read, the directions carefully and to read each answer choice before making a selection. Use the Answer Key to check their answers.

Additional AIMS Multimedia Programs

After you have completed this AIMS Teaching Module you may be interested in more of the programs that AIMS offers. This list includes several related AIMS programs.

Answer Key

Reproduces tests and work pages with answers marked.

JUMP RIGHT IN

Preparation

- Read *The Teen Files Flipped: Sexual Responsibility Themes, Overview, and Objectives* to become familiar with program content and expectations.
- Use **Preparation for Viewing** suggestions to introduce the topic to students.

Viewing

- Set up viewing monitor so that all students have a clear view.
- Depending on your classroom size and learning range, you may choose to have students view *The Teen Files Flipped: Sexual Responsibility* together or in small groups.
- Some students may benefit from viewing the video more than one time.

After Viewing

- Select Suggested Activities that integrate into your classroom curriculum. If applicable, gather materials or resources.
- Choose the best way for students to work on each activity. Some activities work best for the whole group. Other activities are designed for students to work independently, in pairs, or in small groups. Whenever possible, encourage students to share their work with the rest of the group.
- Duplicate the appropriate number of Vocabulary, Checking Comprehension, and consumable activity pages for your students.
- You may choose to have students take consumable activities home, or complete them in the classroom, independently, or in groups.
- Administer the Test to assess students' comprehension of what they have learned, and to provide them with practice in test-taking procedures.
- Use the Culminating Activity as a forum for students to display, summarize, extend, or share what they have learned with each other, the rest of the school, or a local community organization.

The Teen Files Flipped: Sexual Responsibility

Themes

What are the far-reaching consequences of becoming a teen father? What does it feel like to be a teen facing death from sexually transmitted AIDS? These are the two major themes explored in this reality program concerning the hazardous, life-altering consequences of reckless sexual behavior. The program dispels the myth that such behaviors are benign, dramatizes the potentially devastating effects, and discusses alternatives to unprotected sexual practices.

Overview

Although pregnancy rates among adolescents have steadily declined in the past decade, the United States continues to have one of the highest adolescent pregnancy rates among industrialized nations. Each year, almost 1 million young women, ages 15 to 19 years, become pregnant. More than half of these pregnancies end in birth. What these statistics fail to emphasize is that, linked to each of these pregnancies, is a teen father who is unlikely to be in any position to provide financial, emotional, or other parental support to the child.

A further troubling aspect of risky sexual behavior is its link with sexually transmitted disease, most significantly HIV and AIDS. Every year, 1 in 4 sexually experienced teenagers acquire an STD. That ratio translates to about 3 million teens. The White House Office of National AIDS Policy reports that, in the U.S. it is estimated that 2 young people, ages 13 to 25, are infected with HIV each hour. Of the more than 300,000 people in the U.S. living with full-blown AIDS, 4,300 are children or young people.

The Teen Files Flipped: Sexual Responsibility program is a dose of reality that provides an excellent basis for thought and discussion

concerning the hazards inherent in risky sexual behavior. It challenges perceptions, and encourages teen and young adult viewers to review their own decisions and practices. It examines the realities behind irresponsible, unprotected sexual behavior, and demonstrates the physical, emotional, social, and psychological consequences.

Objectives

- To identify “at-risk” sexual behaviors among teens
- To reveal the potential consequences of engaging in risky behaviors
- To demonstrate the impact these consequences can have on an individual's life and health
- To discuss the alternatives to “at-risk” behaviors

Introduction to the Program

This hard-hitting program follows Lauren and Paul, teens who love to party, on an unsettling “flipped day” journey. Both have engaged in unprotected sex with multiple partners, without serious thought for the consequences. Now, Lauren faces life and death with AIDS, and Paul confronts the responsibilities and life-altering loss of freedom, options, and opportunities that come with fathering a child.

This program is designed to give young people the information they need to help them make healthier decisions and more responsible choices. By dramatically demonstrating the real-life consequences of careless sexual behavior, the program seeks to alert teens and young adults to the potential physical, mental, emotional, and social dangers inherent in such behavior.

Introduction to Vocabulary

Before starting the program, write the following words and phrases on the board. Ask the class to discuss the meaning of each word within the context of sexual responsibility, and review the terms that are unfamiliar to students.

AIDS - acquired immunodeficiency syndrome; immune system failure and debilitation, resulting in severe and eventually fatal illnesses; caused by HIV infection

birth control - control of the number of children born; preventing or lessening the chance of pregnancy

cancer - a malignant tumor of potentially unlimited growth that invades surrounding tissue and often spreads to other parts of the body (in this program, an AIDS-related form of brain cancer)

contraception - deliberate prevention of conception

HIV - human immunodeficiency virus; the body lacks the ability to mount a normal immune response to infection; the virus that causes AIDS

hospice - a facility designed to provide a caring environment for meeting the physical and emotional needs of the terminally ill

parenting - the raising of a child, which includes providing support for his or her financial, educational, and social well-being, as well as ensuring physical and emotional health

to be responsible - to be capable of making moral, practical, or rational decisions on one's own; to be answerable for one's behavior

Discussion Ideas

Ask students one or more of the following questions to prompt a discussion about parenting: How many of you are ready at this time to become a parent? How would becoming a parent change your life today and your plans for the future? What are your chances of conceiving a child if you participate in unprotected sex? (A sexually active teen who does not use contraceptives has a 90% chance of becoming pregnant within one year.)

Ask students one or more of the following questions to prompt a discussion about HIV and AIDS: What do you know about HIV and AIDS? What are your chances of getting HIV if you are involved in unprotected sexual behavior? (Some statistics on this are provided in the Overview of this program.) How are you tested for HIV? What are some ways to protect yourself from getting HIV?

Focus

Risky sexual behavior carries very real, very serious consequences. Encourage students to think about their own experiences. Have them compare and contrast their own behavior with that of the two people they will meet in the program. Ask them to consider what their own decisions and responses might be if placed in similar situations.

SUGGESTED ACTIVITIES

Meeting Individual Needs

After watching the program, have students outline the sequence of events in Lauren's "flipped day", then the events in Paul's day. Write these lists of events on the board. Discuss with students the changes they saw in Lauren and Paul as their day progressed. Ask students if, in their opinion, Lauren and Paul will alter their behavior. Why or why not? Will any change in behavior be permanent? Why or why not?



40 Minutes

Link to the World

There are many reasons why some teens become sexually active: pressure from a boyfriend or girlfriend; influence of the media, advertising, or peers; sexual desire; self-esteem issues; use of drugs or alcohol, etc. Ask students to generate a list of reasons; write these on the board.



60 Minutes

Discuss the emotional, financial, and social impact of risky sexual behavior, and resulting pregnancy or acquisition of HIV/AIDS, on the family, school, and community. Discuss social responsibility in the making of personal choices. Then ask each student to complete the following statement: "I would choose not to have irresponsible or unprotected sex because..." Give the class a few minutes to brainstorm some responses. Encourage them to choose their strongest responses. Continue the class discussion, allowing students to share their responses.

Critical Thinking

Contraception vs. Abstinence for the prevention of teen pregnancy and spread of STDs is an on-going debate in today's society. Advocates of contraception believe that sex education, along with easy access to birth control information and contraceptives, is the best approach. On the other hand, supporters of abstinence stress that refraining from sex is the most certain way to prevent pregnancy or the acquisition of deadly STDs, and offers emotional and psychological advantages, as well.



75 Minutes

Ask students to research the advantages and disadvantages of both teen abstinence and contraception as methods to avoid unwanted pregnancy and STDs. The Internet is an excellent source for information on this topic. Using the information that has been collected, have volunteers form two teams to debate the issue. You may wish to involve the class in designing the structure for the debate. Allow time at the end of the debate for the class to vote on the winner.

Connection to Social Studies

Much has been said about the impact of teen pregnancy on teens themselves. But what about the babies? How are their lives, health, and futures affected? How is society as a whole affected?



60 Minutes

Studies show that children of teenage parents face severe health, economic, and social challenges. From inadequate prenatal care to higher rates of neglect and abuse, children of teens are at a disadvantage from the start. For example, teenage mothers are more likely to drop out of high school and live in poverty. Their children frequently experience health and developmental problems. In addition to the emotional and economic challenges that can accompany unintended pregnancy, teen pregnancy poses a significant financial burden to society at large - an estimated \$7 billion per year.

Using the library and the Internet, have students research topics such as teenage childbearing and parenting, teenage pregnancy and adoption, or teenage pregnancy and welfare. Have students gather general information and statistics, then share their findings with the class. Discuss with students the impact unintended pregnancies and resulting births can have on both the child and society.

In the Newsroom

Have students look for local, state, national, or international news articles about HIV/AIDS. These may include information on advancements in medical treatment; personal stories; legislation related to the prevention, control, or treatment of HIV/AIDS; the efforts of advocate groups; international efforts to deal with this disease, etc. Have students bring the newspaper stories in to be read and/or viewed as a class. Use articles to launch discussions about HIV/AIDS.



Extended

Writing

Using information gathered from library or Internet resources, have students create a one-page fact sheet on teen HIV/AIDS and/or a one-page fact sheet on teen pregnancy. Have students share and discuss their findings with the class. How have their perceptions changed regarding the prevalence and gravity of these two areas of concern?



60 Minutes

Culminating Activity

Allow time for students to think about the information presented in the program and learned from class activities. Have each student write or share what, if any, change has taken place in their attitudes or beliefs about the dangers of irresponsible sexual behavior. What steps can they take in their personal lives to protect themselves from unwanted pregnancy or STDs?



45 Minutes

VOCABULARY

The following terms are from *The Teen Files Flipped: Sexual Responsibility*. Fill in the number of each term next to its closest definition. Use a dictionary or encyclopedia if necessary.

1. AIDS
2. birth control
3. CAT Scan
4. contraception
5. HIV
6. hospice
7. lymphoma
8. parenting
9. responsibility
10. T cell

_____ deliberate prevention of conception

_____ control of the number of children born by preventing or lessening the chance of pregnancy

_____ human immunodeficiency virus; the body is no longer able to have a normal immune response to infection

_____ the raising of a child, providing for the child's physical, financial, emotional, and social well-being

_____ a facility designed to provide physical and emotional care for the terminally ill

_____ a type of cancer

_____ a part of the immune system responsible for dealing with most viruses, for handling some bacteria, and for cancer surveillance

_____ accountability for one's own decisions or behavior

_____ acquired immunodeficiency syndrome; immune system failure

_____ a type of computerized x-ray scanner used in medical testing to view 3-D images of organs of the body

CHECKING COMPREHENSION

Answer the following questions in the space provided. Use a separate sheet of paper if necessary.

1. At the beginning of the program, what is Lauren's attitude towards sex and risky sexual behaviors?

2. What happens to Lauren during the course of her "flipped" day?

3. What does Lauren learn from her experience?

4. At the beginning of the program, what is Paul's attitude towards sex and risky sexual behaviors?

5. What are some of the things Paul must do in order to care for his baby?

6. How does having the responsibility for a baby interfere with Paul's life?

7. What does Paul learn from his "flipped day" experience?

8. In your opinion, will Paul and Lauren change their behavior? If so, will those changes be permanent? Explain your answer.

TRUE OR FALSE

Place a T next to statements that are true, and an F next to statements that are false.

1. _____ Both Paul and Lauren take part in risky sexual behaviors because they are bored and have no other interest in life.
2. _____ At the beginning of the program, though Paul and Lauren know about the connection between unsafe sex and HIV/AIDS, they don't really think it can affect them personally.
3. _____ The rash on Lauren's face is a common outward sign of HIV.
4. _____ During her "flipped" day, Lauren worries most about the rash on her face and how bad it looks.
5. _____ The boys Lauren encounters in the restaurant are very understanding and sympathetic when Lauren tells them she has AIDS.
6. _____ Lauren's CAT Scan reveals that she has lung cancer as a result of AIDS.
7. _____ AIDS results from HIV infection, and is the failure of a person's immune system.
8. _____ A hospice is a place to rest and recover from a terminal illness.
9. _____ During the course of his "flipped" day, Paul discovers that caring for a baby is really quite easy.
10. _____ Paul's favorite activity is changing the baby's diaper.
11. _____ Paul learns that, when you have a baby that is your responsibility, your life changes forever.
12. _____ Both Paul and Lauren learn that having sex has serious consequences.
13. _____ As the program shows, having unprotected, irresponsible sex is a sign of maturity.
14. _____ Taking responsibility for your own behavior and making smart choices in life is the best way to protect yourself and your future.

QUESTIONS FOR THOUGHT - SHORT ESSAY

Based on what you have learned from the program *The Teen Files Flipped: Sexual Responsibility*, answer the following questions. Use a separate piece of paper if necessary. Answers should be in short essay form. Be sure to offer examples to support your answers

1. From this program, what did you learn about living with AIDS?

2. What did you learn about parenting a child?

3. What did you learn about taking responsibility for your own decisions and actions?

4. What would be some alternatives to risky sexual behavior? List at least 3.

IS IT O.K. TO WAIT?

There are a number of practical reasons to refrain from sexual involvement during your teen years. We discovered two very good ones in this program: No risk of pregnancy and no risk of deadly STD transmission. But there seem to be an equal number of pressures pushing teens towards sexual involvement.

So, is waiting - putting off the time when you become sexually active - all right? What are the advantages of waiting? What are the disadvantages? Work with a partner to brainstorm a list, then write your answers below in the space provided. Be prepared to discuss them with the class.

I think some advantages of waiting are:

- 1. _____
- 2. _____
- 3. _____
- 4. _____

I think some disadvantages of waiting are:

- 1. _____
- 2. _____
- 3. _____
- 4. _____

SHORT ESSAY

Carefully consider the following questions before you answer. Your advice could change a person's life forever.

1. If your younger brother or sister, or a friend asked you "Is it okay to wait until I'm older to have sex?", what would you tell him or her? Explain your answer.

2. If your younger brother or sister, or a friend asked you "Should I wait?", what would you tell him or her? Explain your answer.

MEDIA MESSAGES

From cars to clothes to cola, it's long been understood by manufacturers and advertisers that sex and related images sell products. Television, magazines, billboards, etc. constantly bombard us with images of young, attractive, fun-loving, active, sexy people buying, using, consuming, or wearing products.

Think about the advertisements you see on a daily basis, and answer the following questions, based on your experience.

1. What kind of products do advertisers try to sell by using images of healthy and fit people? List 3 or 4.

2. Why do advertisers use images of healthy and fit people to sell these products?

3. Similarly, what kind of products do advertisers try to sell by using images of popular people? List 3 or 4.

4. Why do advertisers use this image of popularity to sell products?

5. What advertisements have you seen that use sex to sell the product? List 3 or 4.

MEDIA MESSAGES (CONTINUED)

6. Why is this technique used?

7. Do you think these messages are realistic (i.e., if you buy the product, you will automatically become sexier, more popular, healthy and fit, etc.)? Explain your answer.

8. Do you think this type of advertising is effective? Explain your answer.

9. How do these messages influence how we think about ourselves - our lives, our appearance, our happiness, etc.?

10. How have these messages influenced you personally?

TAKING RESPONSIBILITY

Saying “no” to peers, boyfriends, or girlfriends is sometimes very difficult. Pressure to do things you may have doubts about can be hard to resist. It’s helpful to have firm goals and clear reasons for standing up to these demands and doing what’s best for yourself.

When you say “no” to risky sexual behavior, you say “yes” to more positive and responsible action. With this in mind, answer the following questions. Use complete sentences.

1. After Paul’s “flipped day” experience as a father, what do you think his personal reasons will be for engaging only in safer sex?

2. What will Lauren’s personal reasons be for acting more responsibly?

3. Consider your own goals in life; your hopes and plans for the future. What would be your personal reasons for either abstaining from sexual relations or engaging only in responsible, safer sex?

4. How would becoming a teen parent alter your future?

5. How would acquiring HIV or AIDS affect not only you and your future, but your family and friends?

WORD SEARCH

The following words and phrases can be found in the maze below. The letters may be arranged horizontally, vertically, diagonally, or backwards.

X	J	Q	R	Z	B	X	R	P	C	T	B	W	R	T
F	H	X	E	E	M	T	Z	N	E	F	I	L	J	X
R	T	K	S	Y	C	X	S	J	M	X	R	W	Q	N
B	A	W	P	Z	Q	N	T	V	E	L	T	P	Y	O
L	E	J	O	R	X	J	A	Y	T	S	H	X	X	I
O	D	K	N	J	Q	M	X	C	E	Z	Q	N	H	T
O	B	X	S	N	Z	H	V	J	R	F	C	V	O	P
D	X	H	I	V	J	B	A	B	Y	Z	O	J	S	E
J	Z	S	B	M	L	X	Q	Z	B	N	N	W	P	C
T	M	A	I	D	S	B	V	H	X	L	T	Z	I	A
E	Q	W	L	Y	M	P	H	O	M	A	R	G	C	R
S	W	M	I	K	H	X	B	Z	W	Q	O	N	E	T
T	R	X	T	Z	Q	S	W	K	D	X	L	M	K	N
X	C	W	Y	B	C	H	O	I	C	E	S	N	Z	O
Z	P	A	R	E	N	T	I	N	G	P	Q	X	W	C

WORD BANK

AIDS	death
baby	HIV
birth control	hospice
blood test	life
cancer	lymphoma
cemetery	parenting
choices	responsibility
contraception	

TEST

Circle the letter of the correct answer for each question.

1. At the beginning of the program, Lauren and Paul:

- a) get a blood test to see if they have AIDS.
- b) go on a date.
- c) get a blood test to see if they have HIV.
- d) adopt a baby.

2. The rash on Lauren's face:

- a) is put there only to embarrass her.
- b) is a common symptom related to HIV.
- c) is a common skin reaction to the pills she has to take for AIDS.
- d) would never look that bad in reality.

3. As a result of having full-blown AIDS, Lauren is told she also has:

- a) lung cancer.
- b) breast cancer.
- c) brain cancer.
- d) skin cancer.

4. Lauren learns that:

- a) the worst thing about having AIDS is taking a lot of pills.
- b) that AIDS can be cured if you take the right medicine.
- c) that having AIDS isn't so bad.
- d) that getting AIDS is a fatal consequence of risky sexual behavior.

5. Paul discovers that:

- a) being a teen dad is fairly easy.
- b) girls find teen dads attractive and sexy.
- c) caring for a baby is a full-time job.
- d) having a baby to care for improves his chances of a great career in basketball.

TEST (CONTINUED)

6. During the day, Paul finds that:
- a) he misses hanging out with his friends.
 - b) he can't do whatever he wants and still be a responsible dad.
 - c) he's really not ready to be a father.
 - d) All of the above.
7. At the basketball game, the recruiter tells Paul that:
- a) having a child to care for could destroy his hopes for a future in basketball.
 - b) having a child to care for is his right and no problem.
 - c) having a child to care for may help him in his career.
 - d) having a child must mean he is a responsible person and a good recruitment choice.
8. By the end of day, Paul seems to have learned that:
- a) children are cute as long as they are not yours.
 - b) parenting is easy.
 - c) unprotected sex can have very serious, negative consequences.
 - d) he loves Lauren and is ready to get married.

SHORT ESSAY SECTION: USE FULL SENTENCES TO ANSWER THE FOLLOWING QUESTIONS.

9. Will Lauren be more responsible in the future when it comes to her sexual behavior and choices? Explain your answer.

10. Will Paul be more responsible in the future when it comes to his sexual behavior and choices? Explain your answer.

ADDITIONAL AIMS MULTIMEDIA PROGRAMS

You and your students might also enjoy these other AIMS Multimedia programs:

#8865-EN-VID: 50% Teen Sexual Abstinence

#9265-EN-VID: AIDS: The Teen Guide to Living

#8749-EN-VID: Adventures in Parenting

#8785-EN-VID: Contraceptive Choices (2nd Edition)

#8811-EN-VID: AIDS 101: Tammy Talks with Teenagers

#2248-EN-VID: Smart Sex: How to Protect Yourself

#9299-EN-VID: Teen Pregnancy: Children Having Children

ANSWER KEY for page 10

VOCABULARY

The following terms are from *The Teen Files Flipped: Sexual Responsibility*. Fill in the number of each term next to its closest definition. Use a dictionary or encyclopedia if necessary.

1. AIDS
2. birth control
3. CAT Scan
4. contraception
5. HIV
6. hospice
7. lymphoma
8. parenting
9. responsibility
10. T cell

4 deliberate prevention of conception

2 control of the number of children born by preventing or lessening the chance of pregnancy

5 human immunodeficiency virus; the body is no longer able to have a normal immune response to infection

8 the raising of a child, providing for the child's physical, financial, emotional, and social well-being

6 a facility designed to provide physical and emotional care for the terminally ill

7 a type of cancer

10 a part of the immune system responsible for dealing with most viruses, for handling some bacteria, and for cancer surveillance

9 accountability for one's own decisions or behavior

1 acquired immunodeficiency syndrome; immune system failure

3 a type of computerized x-ray scanner used in medical testing to view 3-D images of organs of the body

ANSWER KEY for page 11

CHECKING COMPREHENSION

Answer the following questions in the space provided. Use a separate sheet of paper if necessary.

1. At the beginning of the program, what is Lauren's attitude towards sex and risky sexual behaviors?

Lauren loves to party, has had many sexual encounters, likes to experiment, and feels there's a lot to experience in life and sex. She feels safe from any STDs because Paul is the only person with whom she has had what she considers unsafe sex.

2. What happens to Lauren during the course of her "flipped" day?

She is told that she has AIDS and, as a result, brain cancer. She must take a number of different pills throughout the day, go to a cemetery to make arrangements for her inevitable death, write a "good-bye" letter to her family, and finally enter a hospice for the terminally ill.

3. What does Lauren learn from her experience?

She learns that unprotected sex - even with someone you think is safe - can lead to HIV and/or AIDS, and that it's not worth it to take a chance. You can lose everything.

4. At the beginning of the program, what is Paul's attitude towards sex and risky sexual behaviors?

He's had unprotected sex with multiple partners, with no thought to the consequences. He knows there are risks, but he doesn't take them seriously.

5. What are some of the things Paul must do in order to care for his baby?

Paul must shop for baby items such as food, wipes, shampoo, diaper rash cream, and diapers. He then must go to parenting classes and learn how to feed and change his baby. Later in the day, he must figure out how to participate in an important basketball game while caring for the baby at the same time.

6. How does having the responsibility for a baby interfere with Paul's life?

He can't play basketball during the day or hang out with his friends like he's used to; all his time is spent caring for the baby. During the basketball game later, he's worried about the baby and distracted from the game, so he doesn't play well. A recruiter who is there scouting for new talent expresses some doubts about Paul's future in basketball because he has a child to care for.

7. What does Paul learn from his "flipped day" experience?

Paul learns that being a father is a full-time job. To carelessly father a child means putting his future plans and dreams in jeopardy - changing his life forever.

8. In your opinion, will Paul and Lauren change their behavior? If so, will those changes be permanent? Explain your answer.

STUDENT ANSWERS WILL VARY. ACCEPT ANY WHICH DEMONSTRATE UNDERSTANDING OF THE TOPIC.

ANSWER KEY for page 12

TRUE OR FALSE

Place a T next to statements that are true, and an F next to statements that are false.

1. F Both Paul and Lauren take part in risky sexual behaviors because they are bored and have no other interest in life.
2. T At the beginning of the program, though Paul and Lauren know about the connection between unsafe sex and HIV/AIDS, they don't really think it can affect them personally.
3. T The rash on Lauren's face is a common outward sign of HIV.
4. F During her "flipped" day, Lauren worries most about the rash on her face and how bad it looks.
5. F The boys Lauren encounters in the restaurant are very understanding and sympathetic when Lauren tells them she has AIDS.
6. F Lauren's CAT Scan reveals that she has lung cancer as a result of AIDS.
7. T AIDS results from HIV infection, and is the failure of a person's immune system.
8. F A hospice is a place to rest and recover from a terminal illness.
9. F During the course of his "flipped" day, Paul discovers that caring for a baby is really quite easy.
10. F Paul's favorite activity is changing the baby's diaper.
11. T Paul learns that, when you have a baby that is your responsibility, your life changes forever.
12. T Both Paul and Lauren learn that having sex has serious consequences.
13. F As the program shows, having unprotected, irresponsible sex is a sign of maturity.
14. T Taking responsibility for your own behavior and making smart choices in life is the best way to protect yourself and your future.

ANSWER KEY for page 13

QUESTIONS FOR THOUGHT - SHORT ESSAY

Based on what you have learned from the program *The Teen Files Flipped: Sexual Responsibility*, answer the following questions. Use a separate piece of paper if necessary. Answers should be in short essay form. Be sure to offer examples to support your answers

1. From this program, what did you learn about living with AIDS?

STUDENT ANSWERS WILL VARY. ACCEPT ANY WHICH DEMONSTRATE UNDERSTANDING OF THE TOPIC.

2. What did you learn about parenting a child?

3. What did you learn about taking responsibility for your own decisions and actions?

4. What would be some alternatives to risky sexual behavior? List at least 3.

ANSWER KEY for page 14

IS IT O.K. TO WAIT?

There are a number of practical reasons to refrain from sexual involvement during your teen years. We discovered two very good ones in this program: No risk of pregnancy and no risk of deadly STD transmission. But there seem to an equal number of pressures pushing teens towards sexual involvement.

So, is waiting - putting off the time when you become sexually active - all right? What are the advantages of waiting? What are the disadvantages? Work with a partner to brainstorm a list, then write your answers below in the space provided Be prepared to discuss them with the class.

I think some advantages of waiting are:

1. STUDENT ANSWERS WILL VARY. ACCEPT ANY WHICH DEMONSTRATE UNDERSTANDING OF THE TOPIC.
2. _____
3. _____
4. _____

I think some disadvantages of waiting are:

1. _____
2. _____
3. _____
4. _____

ANSWER KEY for page 15

SHORT ESSAY

Carefully consider the following questions before you answer. Your advice could change a person's life forever.

1. If your younger brother or sister, or a friend asked you "Is it okay to wait until I'm older to have sex?", what would you tell him or her? Explain your answer.

STUDENT ANSWERS WILL VARY. ACCEPT ANY WHICH DEMONSTRATE UNDERSTANDING OF THE TOPIC.

2. If your younger brother or sister, or a friend asked you "Should I wait?", what would you tell him or her? Explain your answer.

ANSWER KEY for page 16

MEDIA MESSAGES

From cars to clothes to cola, it's long been understood by manufacturers and advertisers that sex and related images sell products. Television, magazines, billboards, etc. constantly bombard us with images of young, attractive, fun-loving, active, sexy people buying, using, consuming, or wearing products.

Think about the advertisements you see on a daily basis, and answer the following questions, based on your experience.

1. What kind of products do advertisers try to sell by using images of healthy and fit people? List 3 or 4.

STUDENT ANSWERS WILL VARY. ACCEPT ANY WHICH DEMONSTRATE UNDERSTANDING OF THE TOPIC.

2. Why do advertisers use images of healthy and fit people to sell these products?

They want consumers to associate these products with young, active, outgoing people. They want you to believe that, if you use these products, others will think you are fit, active, and outgoing, too.

3. Similarly, what kind of products do advertisers try to sell by using images of popular people? List 3 or 4.

STUDENT ANSWERS WILL VARY. ACCEPT ANY WHICH DEMONSTRATE UNDERSTANDING OF THE TOPIC.

4. Why do advertisers use this image of popularity to sell products?

They want consumers to associate these products with people who have lots of friends and are attractive to the opposite sex. They want you to believe that, if you use these products, you will also have lots of friends, etc.

5. What advertisements have you seen that use sex to sell the product? List 3 or 4.

STUDENT ANSWERS WILL VARY. ACCEPT ANY WHICH DEMONSTRATE UNDERSTANDING OF THE TOPIC.

ANSWER KEY for page 17

MEDIA MESSAGES (CONTINUED)

6. Why is this technique used?

Advertisers want you to believe that, if you use this product, you will be sexy, be attractive to others, have more opportunities for sexual encounters, etc.

7. Do you think these messages are realistic (i.e., if you buy the product, you will automatically become sexier, more popular, healthy and fit, etc.)? Explain your answer.

STUDENT ANSWERS WILL VARY. ACCEPT ANY WHICH DEMONSTRATE UNDERSTANDING OF THE TOPIC.

8. Do you think this type of advertising is effective? Explain your answer.

STUDENT ANSWERS WILL VARY. ACCEPT ANY WHICH DEMONSTRATE UNDERSTANDING OF THE TOPIC.

9. How do these messages influence how we think about ourselves - our lives, our appearance, our happiness, etc.?

Help students understand that most advertising is designed to raise our desire, increase our dissatisfaction (which, the product, supposedly, can fix), or tap into our insecurities. They often serve to undermine our happiness, push us to spend beyond our means, and encourage false hope that such and such a product will resolve our physical, social, or emotional problems. The goal is to sell to you, no matter what. There is little or no social conscience involved in the process.

10. How have these messages influenced you personally?

STUDENT ANSWERS WILL VARY. ACCEPT ANY WHICH DEMONSTRATE UNDERSTANDING OF THE TOPIC.

ANSWER KEY for page 18

TAKING RESPONSIBILITY

Saying “no” to peers, boyfriends, or girlfriends is sometimes very difficult. Pressure to do things you may have doubts about can be hard to resist. It’s helpful to have firm goals and clear reasons for standing up to these demands and doing what’s best for yourself.

When you say “no” to risky sexual behavior, you say “yes” to more positive and responsible action. With this in mind, answer the following questions. Use complete sentences.

1. After Paul’s “flipped day” experience as a father, what do you think his personal reasons will be for engaging only in safer sex?

STUDENT ANSWERS WILL VARY. ACCEPT ANY WHICH DEMONSTRATE UNDERSTANDING OF THE TOPIC.

2. What will Lauren’s personal reasons be for acting more responsibly?

3. Consider your own goals in life; your hopes and plans for the future. What would be your personal reasons for either abstaining from sexual relations or engaging only in responsible, safer sex?

4. How would becoming a teen parent alter your future?

5. How would acquiring HIV or AIDS affect not only you and your future, but your family and friends?

ANSWER KEY for page 20

TEST

Circle the letter of the correct answer for each question.

1. At the beginning of the program, Lauren and Paul:

- a) get a blood test to see if they have AIDS.
- b) go on a date.
- c) get a blood test to see if they have HIV.
- d) adopt a baby.

2. The rash on Lauren's face:

- a) is put there only to embarrass her.
- b) is a common symptom related to HIV.
- c) is a common skin reaction to the pills she has to take for AIDS.
- d) would never look that bad in reality.

3. As a result of having full-blown AIDS, Lauren is told she also has:

- a) lung cancer.
- b) breast cancer.
- c) brain cancer.
- d) skin cancer.

4. Lauren learns that:

- a) the worst thing about having AIDS is taking a lot of pills.
- b) that AIDS can be cured if you take the right medicine.
- c) that having AIDS isn't so bad.
- d) that getting AIDS is a fatal consequence of risky sexual behavior.

5. Paul discovers that:

- a) being a teen dad is fairly easy.
- b) girls find teen dads attractive and sexy.
- c) caring for a baby is a full-time job.
- d) having a baby to care for improves his chances of a great career in basketball.

ANSWER KEY for page 21

TEST (CONTINUED)

6. During the day, Paul finds that:

- a) he misses hanging out with his friends.
- b) he can't do whatever he wants and still be a responsible dad.
- c) he's really not ready to be a father.

d) All of the above.

7. At the basketball game, the recruiter tells Paul that:

a) having a child to care for could destroy his hopes for a future in basketball.

- b) having a child to care for is his right and no problem.
- c) having a child to care for may help him in his career.
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- a) children are cute as long as they are not yours.
- b) parenting is easy.

c) unprotected sex can have very serious, negative consequences.

d) he loves Lauren and is ready to get married.

SHORT ESSAY SECTION: USE FULL SENTENCES TO ANSWER THE FOLLOWING QUESTIONS.

9. Will Lauren be more responsible in the future when it comes to her sexual behavior and choices? Explain your answer.

STUDENT ANSWERS WILL VARY. ACCEPT ANY WHICH DEMONSTRATE UNDERSTANDING OF THE TOPIC.

10. Will Paul be more responsible in the future when it comes to his sexual behavior and choices? Explain your answer.

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