Reality Matters
Sex and STDs
Teacher’s Guide

Grade Level: 9–12  |  Curriculum Focus: Health  |  Lesson Duration: Two class periods

Program Description
Some teens become sexually active because they think “everyone’s doing it.” But the number of sexually active teens is actually declining. Part of the reason is the fear of sexually transmitted diseases, as well as the growing number of teens with the self-confidence to know that they’re not ready. For teens that don’t wait, however, the price of a few moments of pleasure can be pretty steep. Discover why more teens are saying “no” to sex and find out how some teens’ lives were changed forever by saying “yes.”

Discussion Questions
Before watching the video
• What percentage of teens do you think are sexually active today?
• Do you think it’s OK to have sex because “everyone is doing it”?
• How do your friends, family, and the media influence your attitudes about sex?
After watching the video
• Why are more teens saying “wait” before having sex?
• What are some of the health consequences of unprotected sex?
• How do you think you would handle being a teenage parent?

Lesson Plan
Student Objectives
• Explore how the media influences attitudes towards sexuality.
• Learn how unprotected sex can lead to unwanted pregnancy or serious diseases.
• Examine their own sexual attitudes and/or lifestyle.

Materials
• Sex and STDs video
• Computer with Internet access
Copies of various teen-oriented magazines, catalogs, and ads

- Poster board or large construction paper
- Markers, colored pencils

**Procedures**

1. Ask students how they think the media influences their attitudes towards sexuality.

2. Discuss as a class how movies, TV, magazines, ads, or other media (such as outdoor billboards or music videos) may consciously or subconsciously impact their attitudes and why.

3. Divide the class into groups. Have the groups review and analyze a specific teen-oriented print ad, magazine cover, catalog cover, or promotional flyer. Is it sexually suggestive? Does it seem as though it’s giving a subtle message that “everyone is doing it?”

4. Students will work to create a response ad, along the theme of “not everyone is doing it.” Students can use their creativity to discuss the consequences of being a sexually active teenager, such as STDs, AIDS, or pregnancy (students should focus one topic). Elements should include a headline, informative body text, a graphic element (photo, clipart, drawing), and a clear message regarding their chosen subject (e.g., AIDS can affect anyone).

The following web sites have useful information about teen sexuality and the media. They are good starting points for exploring this topic:

- [http://www.teenpregnancy.org/resources/nationalinfo/default.asp](http://www.teenpregnancy.org/resources/nationalinfo/default.asp)
- [http://www.mediascope.org/pubs/ibriefs/tsm.htm](http://www.mediascope.org/pubs/ibriefs/tsm.htm)

5. Discuss as a class how other factors, such as family, peer pressure, and self-confidence influence teens’ attitudes and actions towards sex. Has this lesson changed or influenced their own attitudes?

**Assessment**

Use the following three-point rubric to evaluate students' work during this lesson.

- **3 points**: Students were highly engaged in class discussions; contributed thoughtful insights to their group’s analysis of the printed material; and developed an informative, creative response ad.

- **2 points**: Students were somewhat engaged in class discussions; contributed to their group’s analysis of the printed material; and developed an adequate response ad.
• 1 point: Students were not engaged in class discussions; contributed little to their group’s analysis of the print material; and created a poorly developed response ad.

Vocabulary

AIDS

Definition: Acquired immunodeficiency syndrome, a serious and incurable illness that affects the immune system

Context: People infected with HIV can develop AIDS as their immune system becomes less capable of fighting off infection.

HIV

Definition: Human immunodeficiency virus, the retrovirus that causes AIDS

Context: Lawrence Lewis has been living with HIV for six years, thanks to drugs that have prolonged his life.

HSV

Definition: Herpes simplex virus, an incurable sexually transmitted disease marked by outbreaks of blisters on the mouth and genitals

Context: Although Sarah didn’t have sexual intercourse, she still contracted HSV.

STD

Definition: Sexually transmitted disease; any of various diseases transmitted by direct sexual contact including syphilis, gonorrhea, herpes, and AIDS

Context: Anyone who is sexually active is at risk for getting an STD, but it’s often not something teenagers think about until it’s too late.

Standards

National Academy of Sciences

The National Academy of Sciences provides guidelines for teaching science in grades K–12 to promote scientific literacy. To view the standards, visit this Web site: http://books.nap.edu/html/neses/html/overview.html#content.

This lesson plan addresses the following national standards:

• Science in Personal and Social Perspectives: Personal and community health

Mid-continent Research for Education and Learning (McREL)

McREL’s Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education addresses 14 content areas. To view the standards and benchmarks, visit http://www.mcrel.org/compendium/browse.asp
This lesson plan addresses the following national standards:

- Health—Knows how to maintain and promote personal health
- Health—Knows essential concepts about prevention and control of disease
- Health—Understands the fundamental concepts of growth and development

Support Materials

Develop custom worksheets, educational puzzles, online quizzes, and more with the free teaching tools offered on the Discoveryschool.com Web site. Create and print support materials, or save them to a Custom Classroom account for future use. To learn more, visit

- [http://school.discovery.com/teachingtools/teachingtools.html](http://school.discovery.com/teachingtools/teachingtools.html)

DVD Content

**How To Use the DVD**

The DVD starting screen has the following options:

**Play Video**—This plays the video from start to finish. There are no programmed stops, except by using a remote control. With a computer, depending on the particular software player, a pause button is included with the other video controls.

**Video Index**—Here the video is divided into sections, indicated by video thumbnail icons. Watching all parts in sequence is similar to watching the video from start to finish. Brief descriptions and total running times are noted for each part. To play a particular segment, press Enter on the remote for TV playback; on a computer, click once to highlight a thumbnail and read the accompanying text description and click again to start the video.

**Curriculum Units**—These are specially edited video segments pulled from different sections of the video (see below). These nonlinear segments align with key ideas in the unit of instruction. They include onscreen pre- and post-viewing questions, reproduced below in this Teacher’s Guide. To play a particular segment, press Enter on the TV remote or click once on the Curriculum Unit title on a computer.

**Standards Link**—Selecting this option displays a single screen that lists the national academic standards the video addresses.

**Teacher Resources**—This screen gives the technical support number and Web site address.
Video Index

I. The Numbers (3 min.)
Fewer teenagers are actually having sex than many of them think; a variety of reasons, from fear of disease to fear of commitment, account for this trend.

II. STDs (6 min.)
Teenagers are at high risk of contracting sexually transmitted diseases. Meet a teen whose life has been changed forever because of a one-time mistake.

III. HIV and AIDS (7 min.)
Many teens are misinformed or ignorant about HIV and AIDS. Not long ago, some HIV/AIDS patients were ostracized; today, many are living longer, healthier lives and helping to educate teens about the disease.

IV. The Waiting Game (3 min.)
Many teens are waiting longer before having sex. Meet two teens who have developed a strong, healthy relationship without it.

V. Teen Parenthood (4 min.)
Teenage parents face enormous stress and difficulties coping with their new responsibilities. Listen to several teenage parents as they talk about their feelings and caution others about the potential consequences of having sex.

Curriculum Units

1. Not Everyone is “Doing It”

Pre-viewing question
Q: Did you ever do something because you thought everyone else was doing it?
A: Answers will vary.

Post-viewing question
Q: How do outside forces play a role in the decision to have sex?”
A: Answers will vary but should mention peer pressure, feeling like you’re missing out on something, movies, TV, magazines, societal pressure.

2. Even “Nice” Kids Get STDs

Pre-viewing question
Q: What kinds of mistakes can create long-term consequences?
A: Answers will vary.
Post-viewing question
Q: How would you feel if you got an STD because your partner didn’t say anything?
A: Answers will vary but might include anxiety, depression, stressed, feeling “dirty,” suicidal, willing to do anything to change it.

3. A Devastating Diagnosis

Pre-viewing question
Q: What are ways that people might react to news of a devastating disease?
A: Answers will vary.

Post-viewing question
Q: Do you think Jason and Lawrence should have continued taking their medication?
A: Answers will vary

4. Not the Right Time

Pre-viewing question
Q: Why do many people—especially young people—confuse sexual desire with love?
A: Answers will vary.

Post-viewing question
Q: Do you think that couples like Zach and Chelsey should wait to have sex and why?
A: Answers will vary, but may mention the ability to learn about each other as people, maturity, the ability to be their own person, more meaningful relationship.

5. Mom at 17

Pre-viewing question
Q: How do you think you would handle being a teenage parent?
A: Answers will vary.

Post-viewing question
Q: What challenges or issues do teen parents like Samantha face?
A: Answers will vary but may mention lack of rest or sleep, constant worry, additional responsibility, loss of freedom, changing focus of goals from self to another, loss of free/social time with friends.