

THE TEEN FILES: The Truth About Sex

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AIMS Multimedia



1-800-FOR-AIMS

1-800-367-2467

Congratulations!

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

The AIMS Teaching Module provides you with a video program keyed 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: Knowledge (rote memory skills), Comprehension (the ability to relate or retell), Application (the ability to apply knowledge outside its origin), Analysis (relating and differentiating parts of a whole), Synthesis (relating parts to a whole), and 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 four sections. You are reading Section 1, Introduction to the Aims Teaching Module (ATM).

SECTION 2,

INTRODUCING THIS ATM

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

SECTION 3,

PREPARATION FOR VIEWING

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

SECTION 4,

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.

FEATURES

INTRODUCING EACH ATM

SECTION 2

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, your AIMS Teaching Module features these components:

Themes

The Major Theme tells how this AIMS Teaching Module is keyed into the curriculum. Related Themes offer 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

SECTION 3

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, 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

SECTION 4

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.

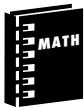
SUGGESTED ACTIVITIES

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 world view.

VOCABULARY

Every ATM contains an activity that reinforces the meaning and usage of the vocabulary words introduced in the program content. Students will either 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.

CONSUMABLE ACTIVITIES

The AIMS Teaching Module provides a selection of consumable 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.

ADDITIONAL READING SUGGESTIONS

AIMS offers a carefully researched list of other resources that you and your students may find rewarding.

ANSWER KEY

Reproduces tests and work pages with answers marked.

THE TEEN FILES: The Truth About Sex

THEMES

The theme of cause and effect is illustrated by the pregnant couple, AIDS victims and the ill babies at the hospital. Personal responsibility are illustrated by the actions and decisions made by the teens presented in the program.

OVERVIEW

More than one half of all teenagers in the United States have sex before they are 18 years old. It is not surprising, then, that an American teenager contracts a sexually transmitted disease every 10 seconds and over 3,000 teenage girls become pregnant every day.

Parents and teenagers are often uncomfortable or too embarrassed to discuss the risks involved in sexual activity. In this program, teens are presented with the facts and hard-hitting realities of having sex too soon, with a special focus on unwanted pregnancies and sexually transmitted diseases.

Viewers meet several sexually active teens, many of whom are having unprotected sex. A teen father and a teen mother talk about their struggles of being a single parent. A young couple facing the prospect of being pregnant is also introduced to viewers.

A group of teenagers tour a microbiology lab, where hundreds of cases of sexually transmitted disease are diagnosed each year. There, they participate in a mock AIDS test and meet with Lisa, a 33-year-old heterosexual woman who has full-blown AIDS.

OBJECTIVES

- ▶ To educate teenagers about the risks of unprotected sex, unwanted pregnancy, sexually transmitted diseases, and AIDS
- ▶ To show teenagers the challenges and hardships involved in becoming parents at a young age
- ▶ To illustrate how STDs and AIDS can change one's life forever
- ▶ To promote abstinence, the use of birth control and condoms to prevent unwanted pregnancies and STDs
- ▶ To encourage discussion between parents and teens about sex

Use this page for your individual notes about planning and/or effective ways to manage this
AIMS Teaching Module in your classroom.

Our AIMS Multimedia Educational Department welcomes your observations and comments.
Please feel free to address your correspondence to:

AIMS Multimedia
Editorial Department
9710 DeSoto Avenue
Chatsworth, California 91311-4409

INTRODUCTION TO THE PROGRAM

Explain to students that they will be introduced to several teens who are sexually active and who face decisions and challenges similar to those of some class members. Ask students to share their definition of being sexually active. Encourage them to think about the teens they will meet in this program and assess how their own behavior, or that of someone they know, compares with that of the people they will meet on the screen.

INTRODUCTION TO VOCABULARY

Write the following words on the chalkboard and pronounce each word aloud: **abnormality, abortion, abstinence, adoption, assumption, condom, full-term, HIV, hormones, microbiologist, STD, and testosterone.** Explain that these words are used in the video, *THE TEEN FILES: The Truth About Sex* and ask that students be attentive to their use and meaning in the program. Tell students that they will be using these words to complete subsequent activities. You may wish to ask if there are any words on this list with which students are unfamiliar, and offer a simple definition of those.

DISCUSSION IDEAS

Before viewing the program or leading a discussion, you may wish to use the following questions to help students begin to think about the topic and help you assess what they may know about it.

- a. Do you feel comfortable talking to your parents about sex? Explain why or why not.
- b. Where do you get most of your information about sex?
- c. What percentage of students in your school do you think are sexually active?
- d. In your opinion, at what age or under what circumstances should someone consider becoming sexually active?
- e. Is there peer pressure to become sexually active.
- f. Do you think that most sexually active teenagers take precautions to avoid STDs, AIDS, or pregnancy?
- g. Do you know any teenager who has become pregnant or contracted a sexually transmitted disease? How has it changed this person's life?

FOCUS

As students watch this program, ask them to jot down questions that they would like to discuss at its conclusion, or note topics that they would like to learn more about.

JUMP RIGHT IN

HOW TO USE THE *THE TEEN FILES: THE TRUTH ABOUT SEX* AIMS TEACHING MODULE

Preparation

- ▶ Read *THE TEEN FILES: The Truth About Sex* **Themes**, **Overview**, and **Objectives** to become familiar with program content and expectations.
- ▶ Use **Preparation for Viewing** suggestions to introduce the topic to students.

Viewing *THE TEEN FILES: THE TRUTH ABOUT SEX*

- ▶ 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: The Truth About Sex* together or in small groups.
- ▶ Some students may benefit from viewing the video more than one time.

After Viewing *THE TEEN FILES: THE TRUTH ABOUT SEX*

- ▶ 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.

SUGGESTED ACTIVITIES

Critical Thinking

Brainstorm with students a list of topics related to sexually active teens that can be role-played. Determine together which topics you will use. Assign students to small groups. Determine the most effective method to distribute the topics among the groups, allowing students to select the topic, random assignment, or teacher assignment. Allow sufficient time for planning, presentation and discussion of each of the role-plays.



60 Minutes

Link to the World

Encourage students to identify a community resource such as a doctor, nurse, social worker, pregnancy counselor, teen parent, AIDS patient and so on that they would like to invite to speak to the class or that they would like to visit. Assign a team to plan the event. Have students prepare for it by formulating questions they would like to have answered or topics they would like to have discussed. Assign teams to welcome your guest and send a follow-up thank you letter.



30 Minutes

Cultural Awareness

American advertising and culture has been criticized for being saturated with sexual images, innuendo and suggestive language. Working in pairs or small groups, have students carefully examine advertisements from several different kinds of magazines (news, fashion, health, sports and so on) and identify those they believe use sex to sell. Encourage students to discuss what messages these words and images convey to the reader and whether they believe such strategies are effective and meaningful.



40 Minutes

In the Newsroom

Create a special edition newspaper on the topic of teen sexuality. Brainstorm story and feature ideas with the class such as an interview with a health worker, a graphic of teen pregnancy or STD statistics from your community, results of a poll or questionnaire, an editorial on the pros and cons of abstinence, letters to the editor, a cartoon strip, etc. You may have students create this special edition with publishing software or just as a word processing document.



60 Minutes

Extended Activity

Assign students into pairs. Explain that together they must plan a strategy to find a job, housing, food, clothing, transportation, household items, a GED or other educational program to complete high school, and health care for themselves and an infant. Allow time for students to share and discuss their plans with the class.



45 Minutes

Hands On

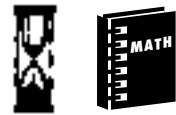
Using the facts and information from the program, assign students to work in pairs or in small groups and create a slogan that urges teens to abstain from or practice safe sex. Allow students to decide what medium this slogan could be—a bumper sticker, button, tee shirt, baseball cap, billboard and so on—and then design their promotional item.



45 Minutes

Connection to Mathematics

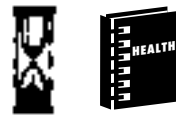
Have students use the statistics provided in the program about how many teens contract STDs (1 every 10 seconds) to calculate the number of teens who will contract an STD in an hour, in a day, in a week, and in a year. Discuss the impact of such statistics on the lives and health of its victims.



10 Minutes

Connection to Health

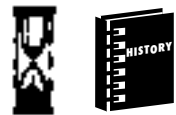
Assign small groups of students a specific sexually transmitted disease to research using the following framework for their inquiry: the disease, pronunciation, how it is contracted, symptoms, short-term effect on health, long-term effect on health, organ or system affected, and treatment. Have students create a poster, a computer-generated presentation, or some other visual display to present their findings. You may wish to assign the diseases mentioned in the program or create list of your own. The diseases mentioned in *THE TEEN FILES: The Truth About Sex* include: herpes, papiloma virus, chlamydia, syphilis, gonorrhea, herpes simplex, genital warts, hepatitis B, and HIV.



60 Minutes

Connection to History

Over the course of history, attitudes and laws about sexual activity have changed a great deal. Identify one or more periods in world or American history. Have students research the laws or social attitudes about sexual behavior, especially those of the young or unmarried, at a specific period in time. You may wish to have students work in pairs or in small groups. Allow time for the presentation and discussion of the research results.



60 Minutes

Writing

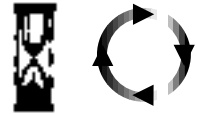
Allow students to identify an area about sexually transmitted diseases or pregnancy about which they would like to find more information. Have students research their topic and then create an interesting, clear, and informative fact sheet. You may wish to collect these sheets to place them in a resource booklet.



45 Minutes

Culminating Activity

Brainstorm with students the kind of information and resources that would be appropriate to gather into a resource booklet for teens in your community on the topic, *THE TEEN FILES: The Truth About Sex*. Working in pairs or small groups, allow students sufficient time to identify and collect information on services, organizations, and on-line or print information on the selected topics. You may wish to extend this activity and have students produce a booklet, video, or web-site that can be made available to teens in your community.



2 Hours

VOCABULARY

Read the clues below. Write the word or words in the space provided that best matches the clue. Then use each work in a sentence. You may use a dictionary to complete this activity.

abnormality	adoption	full-term	microbiologist
abortion	assumption	HIV	STD
abstinence	condom	hormone	testosterone

1. These are options that can be used to avoid contracting an STD. _____

2. These are possible options to a pregnancy. _____

3. Males produce this substance. _____

4. Infants born to teen mothers are more apt to have this. _____

5. The body produces this to control basic bodily functions. _____

6. This person would need a microscope to work. _____

7. Chlamydia is an example of this. _____

8. This can be contracted by having unprotected sex. _____

9. This word means the opposite of premature. _____

CHECKING COMPREHENSION

Read the following questions. Write the correct answer in the space provided.

1. Why didn't Diane and Clemente use birth control?

2. What are three options that teenagers have when they become pregnant?

3. How are Nicole and Raoul trying to beat the odds?

4. What does prom night mean to many teenagers?

5. What is the most effective way to prevent contracting an STD?

6. What is the most common sexually transmitted disease teenagers contract? What can happen to a woman as a result of having this disease?

7. What sexually transmitted diseases cannot be cured?

8. Do the majority of teenage parents stay together? Explain.

9. What are some ways that you cannot get HIV?

10. What did some of the parents learn about sex in regard to their children?

MYTHS ABOUT SEX

In the program Raoul says, *"The first time I didn't use a condom, nothing happened. So I thought that if I didn't use one again, it (pregnancy) wouldn't happen again."* In the space provided below, make a list of some of the "myths" that you have heard about sex. Compare your list with a partner and discuss how the myth differs from reality.

1. _____

2. _____

3. _____

4. _____

5. _____

CAUSE AND EFFECT

Below are listed five actions that may be taken by a teenager. In the space provided, write at least one outcome, or effect of that action. Share and discuss your list with a partner.

1. Action: Deciding to go through a pregnancy when you are 16 years old

Outcome: _____

2. Action: Giving birth to a premature infant

Outcome: _____

3. Action: Contracting AIDS from having unprotected sex

Outcome: _____

4. Action: Contracting chlamydia

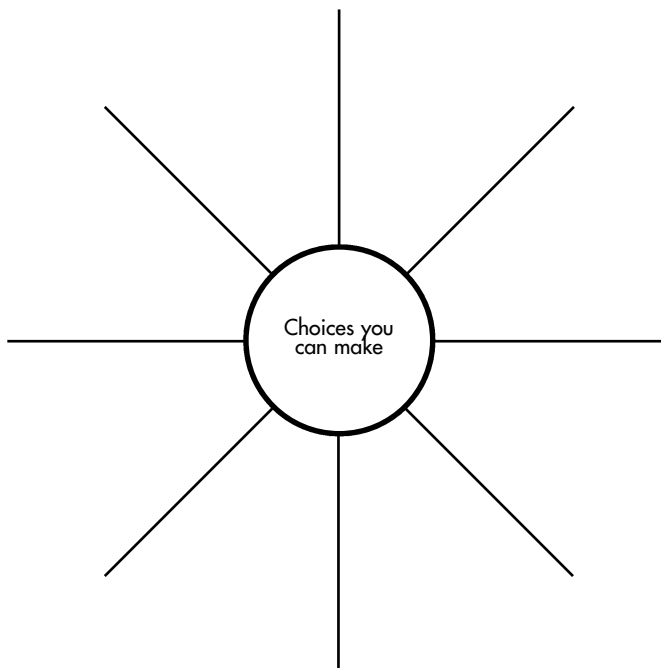
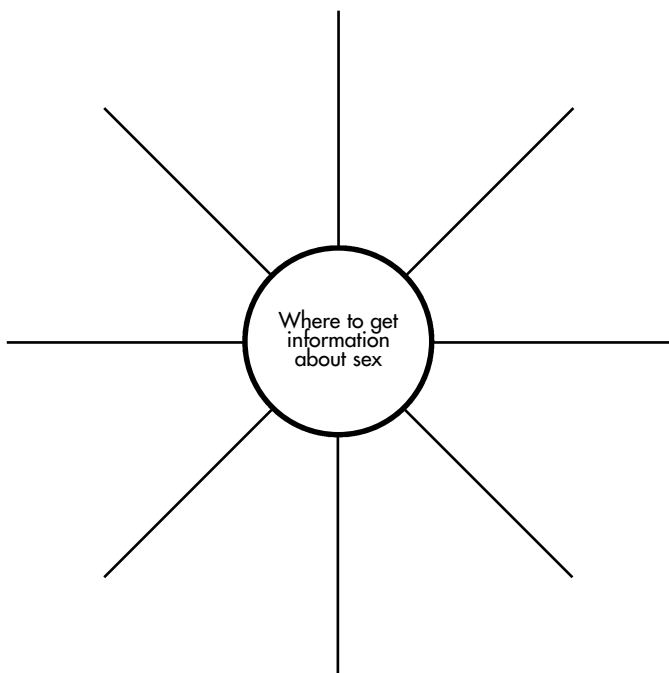
Outcome: _____

5. Action: Using a condom

Outcome: _____

CONCEPT WEBS

Below are two concept webs. Complete them by writing your responses on the lines provided. Use the first web to help you think about sources of information that you may want and need. Use the second web to think about choices you can make about your own sexual behavior.



Name

A DAY IN THE LIFE OF A SINGLE PARENT

Assume that you are the parent of an infant under one year of age and are living alone with your child in an apartment. You have a full time job, or are attending school. Complete the daytime schedule below as realistically as you can. Be sure to include time for household tasks, child care, personal care, study, work and recreation.

A TYPICAL WEEKDAY

5:00 a.m. _____

6:00 a.m. _____

7:00 a.m. _____

8:00 a.m. _____

9:00 a.m. _____

10:00 a.m. _____

11:00 a.m. _____

NOON _____

1:00 p.m. _____

2:00 p.m. _____

3:00 p.m. _____

4:00 p.m. _____

5:00 p.m. _____

6:00 p.m. _____

7:00 p.m. _____

8:00 p.m. _____

9:00 p.m. _____

10:00 p.m. _____

11:00 p.m. _____

MIDNIGHT _____

WORD SEARCH

Hidden in the puzzle below are twelve words from *THE TEEN FILES: The Truth About Sex*. These words may be spelled horizontally, vertically, diagonally, forward or backward. As you find each word, cross it off the Word Bank.

**Word Bank**

abnormality
abortion
abstinence

adoption
assumption
condom

full-term
HIV
hormone

microbiologist
STD
testosterone

TEST

Read the following questions. Circle the letter of the correct answer.

1. Which country in the industrialized world has the highest incidence of teen pregnancy and cases of STDs?
 - a. Germany
 - b. France
 - c. the United States
 - d. Sweden

2. The full term gestation period for a baby is:
 - a. 6 months
 - b. 8 months
 - c. 9 months
 - d. 11 months

3. What percent of teen parents live in poverty?
 - a. 35%
 - b. 50%
 - c. 75%
 - d. 90%

4. What can often happen when a baby is born prematurely?
 - a. It will not grow to its full height and weight.
 - b. It may have one or more physical abnormalities.
 - c. It will most likely be able to go home days after birth.
 - d. None of the above

5. Every hour, two Americans under the age of twenty become infected with:
 - a. HIV
 - b. chlamydia
 - c. herpes simplex
 - d. hepatitis B

TEST (CONT.)

6. Which of the following STDs cannot be cured?
- a. syphilis
 - b. herpes simplex
 - c. gonorrhea
 - d. chlamydia
7. What fluid is tested to determine if someone has HIV?
- a. urine
 - b. blood
 - c. saliva
 - d. sweat
8. If you contract HIV you will most likely:
- a. become sick immediately and die within six months.
 - b. not have symptoms or become ill for several years.
 - c. never develop full-blown AIDS.
 - d. be able to fight the disease naturally.
9. What did the teens in this program want from their parents?
- a. more information
 - b. emotional support
 - c. more freedom
 - d. more guidelines
10. Which of the following is an effective way to prevent contracting an STD?
- a. abstinence
 - b. dating only people you know well
 - c. not dating until you are 18
 - d. being tested regularly

ADDITIONAL AIMS MULTIMEDIA PROGRAMS

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

THE TEEN FILES: The Truth About Drinking

THE TEEN FILES: The Truth About Hate

Teen Pregnancy: Having Babies Too Soon

AIDS: Stopping the Spread of HIV

ANSWER KEY for page 18

VOCABULARY

Read the clues below. Write the word or words in the space provided that best matches the clue. Then use each word in a sentence. You may use a dictionary to complete this activity.

abnormality	adoption	full-term	microbiologist
abortion	assumption	HIV	STD
abstinence	condom	hormone	testosterone

1. These are options that can be used to avoid contracting an STD. **condom; abstinence**

2. These are possible options to a pregnancy. **abortion; adoption**

3. Males produce this substance. **testosterone**

4. Infants born to teen mothers are more apt to have this. **abnormality**

5. The body produces this to control basic bodily functions. **hormone(s)**

6. This person would need a microscope to work. **microbiologist**

7. Chlamydia is an example of this. **STD**

8. This can be contracted by having unprotected sex. **HIV**

9. This word means the opposite of premature. **full-term**

ANSWER KEY for page 19

CHECKING COMPREHENSION

Read the following questions. Write the correct answer in the space provided.

1. Why didn't Diane and Clemente use birth control?
They didn't think pregnancy would happen to them.
2. What are three options that teenagers have when they become pregnant?
Raise the baby, have an abortion, or give the baby up for adoption
3. How are Nicole and Raoul trying to beat the odds?
They are trying to stay together, finish school, and get jobs.
4. What does prom night mean to many teenagers?
It is a night that many couples plan to have sex.
5. What is the most effective way to prevent contracting an STD?
abstinence
6. What is the most common sexually transmitted disease teenagers contract? What can happen to a woman as a result of having this disease?
Chlamydia; a woman can become infertile
7. What sexually transmitted diseases cannot be cured?
herpes simplex, genital warts, Hepatitis B, HIV
8. Do the majority of teenage parents stay together? Explain.
No, most teen mothers are single parents. The fathers take no responsibility.
9. What are some ways that you cannot get HIV?
touching, hugging, kissing, and sharing a soda, for example
10. What did some of the parents learn about sex in regard to their children?
To be non-judgmental; to try to understand what their kids are going through.

ANSWER KEY for page 20

MYTHS ABOUT SEX

In the program Raoul says, "The first time I didn't use a condom, nothing happened. So I thought that if I didn't use one again, it (pregnancy) wouldn't happen again." In the space provided below, make a list of some of the "myths" that you have heard about sex. Compare your list with a partner and discuss how the myth differs from reality.

1. **Answers will vary.**

2. _____

3. _____

4. _____

5. _____

ANSWER KEY for page 21

CAUSE AND EFFECT

Below are listed five actions that may be taken by a teenager. In the space provided, write at least one outcome, or effect of that action. Share and discuss your list with a partner.

1. Action: Deciding to go through a pregnancy when you are 16 years old

Outcome: _____ **Answers will vary.** _____

2. Action: Giving birth to a premature infant

Outcome: _____

3. Action: Contracting AIDS from having unprotected sex

Outcome: _____

4. Action: Contracting chlamydia

Outcome: _____

5. Action: Using a condom

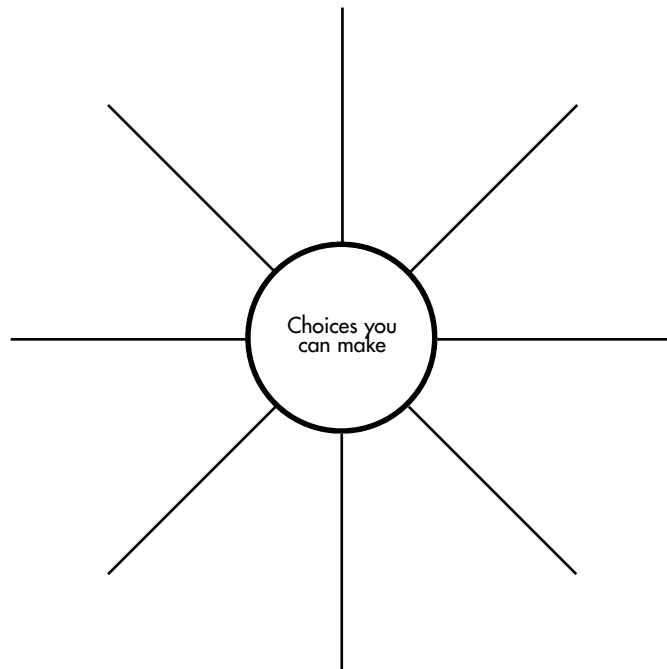
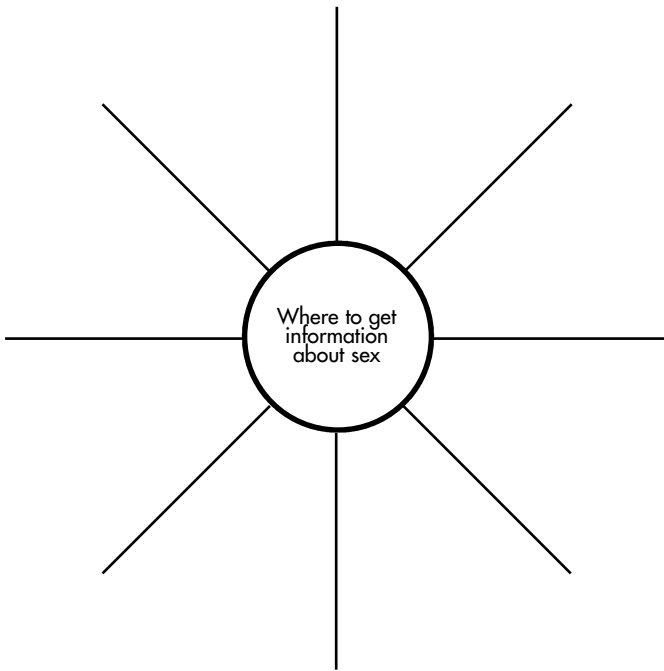
Outcome: _____

ANSWER KEY for page 22

CONCEPT WEBS

Below are two concept webs. Complete them by writing your responses on the lines provided. Use the first web to help you think about sources of information that you may want and need. Use the second web to think about choices you can make about your own sexual behavior.

Answers will vary.



ANSWER KEY for page 24

A DAY IN THE LIFE OF A SINGLE PARENT

Assume that you are the parent of an infant under one year of age and are living alone with your child in an apartment. You have a full time job, or are attending school. Complete the daytime schedule below as realistically as you can. Be sure to include time for household tasks, child care, personal care, study, work and recreation.

A TYPICAL WEEKDAY

5:00 a.m. _____ **Answers will vary.**

6:00 a.m. _____

7:00 a.m. _____

8:00 a.m. _____

9:00 a.m. _____

10:00 a.m. _____

11:00 a.m. _____

NOON _____

1:00 p.m. _____

2:00 p.m. _____

3:00 p.m. _____

4:00 p.m. _____

5:00 p.m. _____

6:00 p.m. _____

7:00 p.m. _____

8:00 p.m. _____

9:00 p.m. _____

10:00 p.m. _____

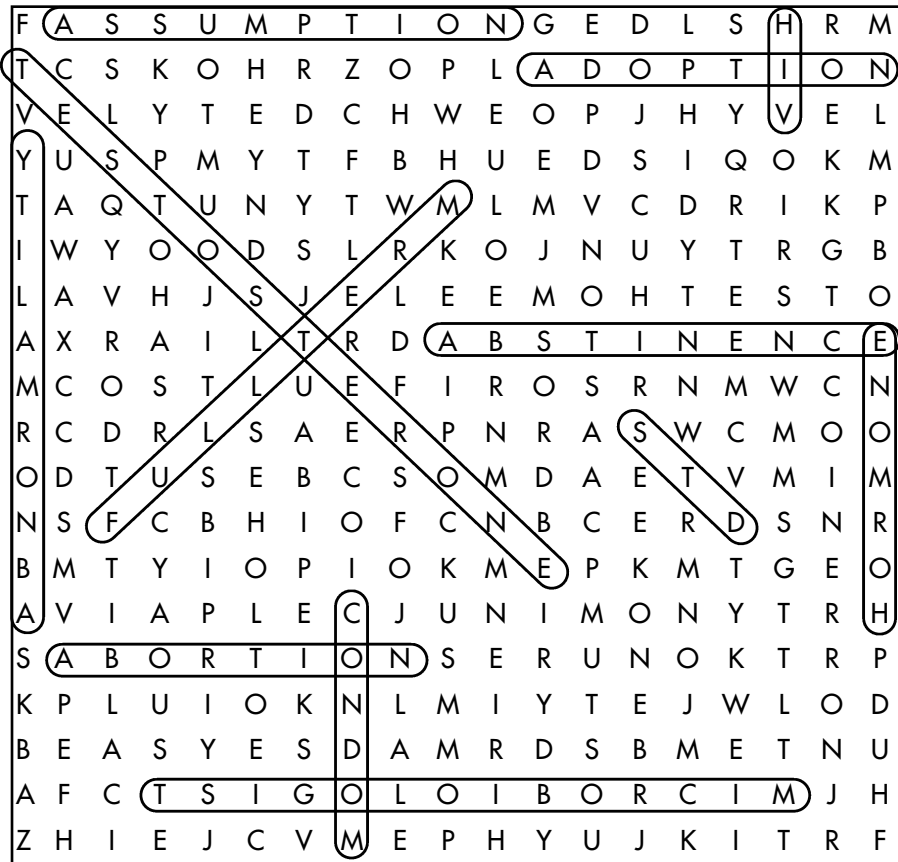
11:00 p.m. _____

MIDNIGHT _____

ANSWER KEY for page 26

WORD SEARCH

Hidden in the puzzle below are twelve words from *THE TEEN FILES: The Truth About Sex*. These words may be spelled horizontally, vertically, diagonally, forward or backward. As you find each word, cross it off the Word Bank.



Word Bank

- | | | | |
|-------------|------------|-----------|----------------|
| abnormality | adoption | full-term | microbiologist |
| abortion | assumption | HIV | STD |
| abstinence | condom | hormone | testosterone |

ANSWER KEY for page 27

TEST

Read the following questions. Circle the letter of the correct answer.

- Which country in the industrialized world has the highest incidence of teen pregnancy and cases of STDs?
 - Germany
 - France
 - the United States
 - Sweden
- The full term gestation period for a baby is:
 - 6 months
 - 8 months
 - 9 months
 - 11 months
- What percent of teen parents live in poverty?
 - 35%
 - 50%
 - 75%
 - 90%
- What can often happen when a baby is born prematurely?
 - It will not grow to its full height and weight.
 - It may have one or more physical abnormalities.
 - It will most likely be able to go home days after birth.
 - None of the above
- Every hour, two Americans under the age of twenty become infected with:
 - HIV
 - chlamydia
 - herpes simplex
 - hepatitis B

ANSWER KEY for page 28

TEST (CONT.)

6. Which of the following STDs cannot be cured?
- a. syphilis
 - b. herpes simplex
 - c. gonorrhea
 - d. chlamydia
7. What fluid is tested to determine if someone has HIV?
- a. urine
 - b. blood
 - c. saliva
 - d. sweat
8. If you contract HIV you will most likely:
- a. become sick immediately and die within six months.
 - b. not have symptoms or become ill for several years.
 - c. never develop full-blown AIDS.
 - d. be able to fight the disease naturally.
9. What did the teens in this program want from their parents?
- a. more information
 - b. emotional support
 - c. more freedom
 - d. more guidelines
10. Which of the following is an effective way to prevent contracting an STD?
- a. abstinence
 - b. dating only people you know well
 - c. not dating until you are 18
 - d. being tested regularly