



# #10042 STRAIGHT TALK ABOUT SEXUAL HEALTH: CHOICES AND CONSEQUENCES

MARSH MEDIA, 2001  
Grade Level: 6-12  
20 mins.

## DESCRIPTION

Teens phone in with questions about their sexual health. Reviews the reproductive system and process before discussing sexual responsibility in relationships. Stresses the importance of making personal decisions about sex before the pressure of the moment occurs. Shares the symptoms of several STDs. Urges teens to think ahead and to know the potential consequences of sexual activity. NOTE: Illustrations of reproductive organs.

## ACADEMIC STANDARDS

### Subject Area: Health

- Standard: Understands the fundamental concepts of growth and development
  - ◆ Benchmark: Knows the changes that occur during puberty (e.g., physical changes such as sexual maturation, changes in voice, acne; emotional and social changes such as a growing sensitivity to peer influence, family tensions, mood swings; cognitive and intellectual development) (See INSTRUCTIONAL GOALS 1 and 2.)
  - ◆ Benchmark: Understands the processes of conception, prenatal development, and birth (See INSTRUCTIONAL GOALS 1.)
  - ◆ Benchmark: Knows strategies for coping with concerns and stress related to the changes that occur during adolescence (See INSTRUCTIONAL GOALS 2 AND 3.)
  - ◆ Benchmark: Understands how physical, mental, social, and cultural factors influence attitudes and behaviors regarding sexuality (See INSTRUCTIONAL GOALS 5.)
- Standard: Knows how to maintain mental and emotional health
  - ◆ Benchmark: Knows appropriate ways to build and maintain positive relationships with peers, parents, and other adults (e.g., interpersonal communication) (See INSTRUCTIONAL GOALS 4.)
  - ◆ Benchmark: Knows strategies for resisting negative peer pressure (See INSTRUCTIONAL GOALS 5.)

**Subject Area: Life Work–Thinking and Reasoning**

- Standard: Applies decision-making techniques
  - ♦ Benchmark: Makes decisions based on the data obtained and the criteria identified (See INSTRUCTIONAL GOALS 3.)

**INSTRUCTIONAL GOALS**

1. To introduce the facts of human reproduction and reproductive health.
2. To explain that the changes young people experience are normal and healthy.
3. To help young people make decisions based on facts and information.
4. To help young people recognize and sustain healthy relationships.
5. To show productive ways of dealing with peer pressure.

**VOCABULARY**

- |                   |                     |               |
|-------------------|---------------------|---------------|
| 1. chlamydia      | 9. intercourse      | 17. scrotum   |
| 2. comfort zone   | 10. menstruation    | 18. sperm     |
| 3. erection       | 11. ovary/ovulation | 19. STD       |
| 4. Fallopian tube | 12. peer pressure   | 20. syphilis  |
| 5. fertilize      | 13. period          | 21. testicles |
| 6. gonorrhea      | 14. puberty         | 22. uterus    |
| 7. herpes         | 15. relationship    | 23. vagina    |
| 8. HIV/AIDS       | 16. reproduction    |               |

**BEFORE SHOWING**

1. Review the facts of human reproduction and reproductive health.
2. Discuss the meaning of the term *healthy relationship*. Describe relationships that are healthy and unhealthy.
3. Give examples of peer pressure. Discuss ways of dealing with peer pressure.

**DURING SHOWING**

1. View the video more than once, with one showing uninterrupted.
2. Consider pausing the video after different scenarios to discuss the situations and offer opinions and suggestions.

**AFTER SHOWING**

**Discussion Items and Questions**

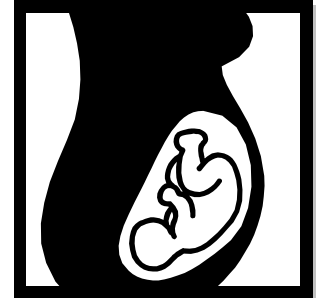
1. Name the parts of the male and female reproductive systems. Describe how each system works. Explain what happens when a sperm cells meets with an egg cell.
2. Why is it best to start a relationship as friends first? How can having a mature, meaningful friendship make being a romantic couple more fun and successful?

## C a p t i o n e d M e d i a P r o g r a m

3. Describe normal feelings when you like someone romantically. Why is it not necessary to do anything about these exciting new feelings?
4. Discuss what the hosts mean when they say that when it comes to your body, you never owe anyone anything, except you owe it to yourself to stay in your comfort zone.
5. What does it mean to “draw a line” in a relationship?
6. Why is it important when you don’t feel comfortable to speak up and say so right away?
7. Explain what direct and indirect peer pressure is. How can peer pressure cause a person to second-guess their beliefs? What does it mean to “stand your ground”?
8. Why is it a good idea to think ahead about what’s important to you, why you choose to act a certain way, and deciding how you’ll stick with your beliefs when they are challenged?
9. Explain the difference between having sex to “be” a serious, committed couple and “being in” a serious, committed healthy, mature relationship before having sex.
10. What are some of the possible serious consequences of having sex?
11. Discuss how having a baby as a teenager will change a person’s life forever.
12. Identify and discuss the most common STDs. Include how the STD is contracted and what its effects are.
13. Explain what this means—“When you make the decision to have sex with a person, you’re making the decision to have sex with anyone they’ve ever had sexual relationships with.”

### Applications and Activities

1. Review the meaning of “drawing a line” and “standing your ground.” Discuss reasons for abstaining from a sexual relationship. Role-play scenarios involving these issues.
2. Research and report on different STDs.
3. Discuss peer pressure.
  - a. When is peer pressure a good thing?
  - b. When is it detrimental?
  - c. In what other areas of life do you experience pressure from outside influences?
  - d. What helps you resist pressure?
  - e. Have you ever pressured (directly or indirectly) someone to do something they didn’t want to do?
  - f. What is your reaction when someone pressures you?
4. Write letters to the editor at Marsh Media telling what you liked and didn’t like about the video, what new information you learned, and suggestions for the next “Straight Talk.”
5. Brainstorm a list of problems that students face. Practice thinking ahead. Know your beliefs and make a decision. Discuss the problems and decisions in small groups.
6. Investigate choices and consequences.



## C a p t i o n e d M e d i a P r o g r a m

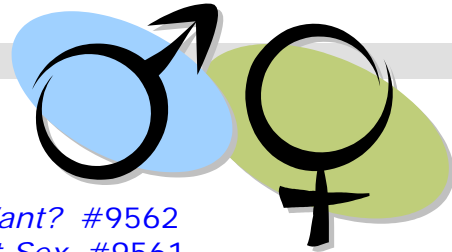
- a. Write a journal entry or a paper on a time you made a choice about an issue and the consequences of that choice.
- b. Be sure to explain the problem, the lesson learned, and how you will use the information the next time you are faced with a decision.

### SUMMARY

Early adolescence is a time of rapid and dramatic changes. When boys and girls reach puberty, knowing what is happening to their bodies alleviates some of their concerns. During this "call-in" program, hosts Jason and Lisa discuss reproductive health. As the reproductive system matures and boys and girls are able to produce children, it is vital that they understand the choices they will face and the consequences of those choices. Preteens and young teens must learn to cope with the excitement and confusion that accompanies this time in their lives. The question and answer format of this video encourages student discussion and gives teachers information to help students develop healthy attitudes and acceptance of themselves and others.

### CMP RELATED RESOURCES

- *Abstinence: Deciding to Wait* #2648
- *Choosing to Wait* #2599
- *Growing up: Body, Feelings, Behavior* #2182
- *Love—All That and More: Part 1: What Do You Want?* #9562
- *Love—All That and More: Part 2: Let's Talk About Sex* #9561
- *Take Charge: Managing Your Sexual Health* #3302



### World Wide Web



The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

#### • POSITIVE PARENTING OF TEENS

<http://www.extension.umn.edu/distribution/familydevelopment/components/DE7309g.html>

Learn more about how the adolescent mind makes decisions and what parents and educators can do to steer them correctly. Includes a list on helping adolescents to make good decisions and more pages containing a worksheet on "Common Beliefs about Peer Pressure" and "Teens and Dating."

- **FAMILIES ARE TALKING—FOR YOUNG PEOPLE**

<http://www.epigee.org/guide/sexuality.html>

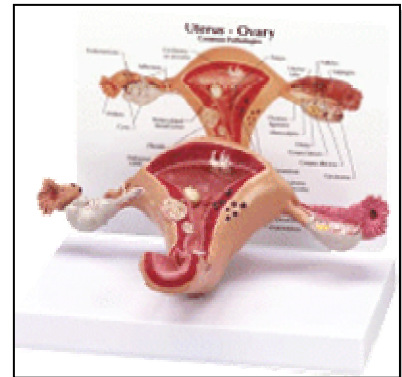
This Web site covers a range of topics about teens and sexuality—"What is Sexuality?," "Teens' Sexual Rights," "Tips for Talking About Sexuality," "Sexual Orientation," and many more. There are links for help for teens and teen responses to questions pertaining to sex.



- **HUMAN REPPRODUCTION**

<http://www.human-anatomy.com/human-anatomy/sh400.htm>

Teach about human reproduction through visuals. This site includes graphics with medical terminology and supporting text for the female genitals, male genitals, pregnancy/birth, and life before birth.



- **BUILDING A BABY—HUMAN BODY LESSON PLAN**

<http://school.discovery.com/lessonplans/programs/buildingababy/>

Developed for grades 6-8 this lesson plan includes objectives, materials, procedures, adaptations, discussion questions, evaluation, extensions, suggested readings, links, vocabulary, and academic standards. Adaptable for small or large classes.