

Risky Stuff

Teacher's Guide

Objectives

- To define STDs, including HIV/AIDS
- To explain how various STDs are – and are not – spread
- To explain risk-taking behaviors associated with the spread of sexually transmitted diseases, including HIV/AIDS
- To promote open communication between young people and responsible adults about the sometimes difficult topics of sexual behaviors and responsibility
- To explain the risks of alcohol and other drug use, in particular as they relate to risks of sexual involvement
- To promote the benefits of healthful sexual decision-making



Over forty years of quality media

Risky Stuff

Program Segments

- Avoiding risky behaviors
- STDs (Sexually Transmitted Diseases) what they are
- Truth v. rumor ... how STDs are – and are not – spread
- Love at first sight? (how to know when you are ready for sex; the merits of waiting to have sex)
- “It” ... and how to overcome embarrassment and talk to parents or other adults before having sex; the dangers of mixing drugs and alcohol with the decision to have sex
- It can happen to you ... what HIV and AIDS are; how they are transmitted and how they can be prevented
- Protect yourself ... information on the spread of HIV/AIDS, worldwide

A note to teachers and facilitators

You can play an important role in helping your students understand the benefits of healthful sexual decision making by using this video and discussion guide to offer important information and promote critical dialogue among students. Peer pressure at an early age and multiple images from entertainment media can exert strong influences on young people struggling to set sexual limits. Engaging students in discussion and creating original in-school awareness activities to promote healthful sexual decision making – including abstinence – will help students learn how to refuse unwanted or unprotected sex.

Using this video and study guide will also assist you in complying with state Health Education Curriculum Frameworks and Assessments.

Before viewing the video, engage students' interest with some awareness questions and activities.

Awareness questions:

1. How do YOU define risk?
2. Do you ever engage in risky behavior? Why? Why not?

Note that there are many risks associated with engaging in sexual behavior. For this and other reasons, many young people choose to postpone engaging in sexual intercourse until they are older.

Awareness activity:

If possible, ask the students to sit comfortably in a circle. Have them “warm up” by passing a ball around the group. When the exercise is over, explain to students that passing the ball is a model for the way sexually transmitted diseases, or STDs, are spread from person to person.

Video content and post-screening questions

Video segment: STDs

- **Note** that sexually transmitted diseases (STDs) are sometimes called STIs, sexually transmitted infections.
- *Anyone* who has sexual contact with an infected person – even one time – is at risk for contracting an STD. Some STDs do not have obvious symptoms.
- If a person suspects that he or she may have had contact with an infected person, they should seek medical advice immediately.
- Some STDs, like HIV, have no obvious symptoms and the only way that infection can be confirmed is to get tested.
- Many STDs (but not HIV!) can be treated effectively with antibiotics.
- If untreated, STDs can cause severe sickness and even death. Having sex with multiple partners increases a person's risk of infection.
- Finally, the surest way to reduce the risk of contracting an STD, including HIV, is to **not have sex**.

Post-screening questions regarding STDs in general:

1. What is an STD? (a disease that is transmitted through sexual contact with an infected individual)
2. What are some STDs mentioned in the video? (gonorrhea, hepatitis, herpes, syphilis, genital warts, yeast infections and HIV/AIDS)
3. How are STDs transmitted? (through unprotected sexual contact with an infected individual; this may involve vaginal, anal or oral sex. STDs can also be spread through exposure to blood from an infected individual, during sexual contact or through the sharing of needles used for tattoos, body piercing, or intravenous drug use.)
4. Are you aware that you can contract HIV even if you are NOT having sex – through intravenous drug use and even needles used in creating tattoos and body piercing such as piercings for earrings, nose rings, chin and tongue studs, etc.? (Students' answers will vary.)
5. How can STDs be prevented? (through sexual abstinence; through correct use of latex condoms; by not sharing needles)

Video segment: Truth versus rumor

- **Note** that it is **very important** to get accurate information about HIV and other STDs from authoritative sources like your family doctor or school nurse. They have the information and want to help.
- Do **not** automatically accept what you hear from friends or see in the media – your life can depend on it.

Post-screening questions regarding truth vs. rumor:

1. Can you name the two ways that HIV is contracted? (through unprotected sexual contact, whether vaginal, oral or anal; through the use of shared needles for tattooing, body piercing or intravenous drug use)

2. What are some of the rumors you have heard? (Students' answers will vary, but may include the idea that STDs can be spread through sweat, saliva, shared food, beverages, handshakes or hugs, toilet seats, insect bites)
3. Do you know how to prevent the spread of STDs? (Students' answers will vary, but may include sexual abstinence, avoidance of unprotected sexual contact, the use of latex condoms, avoidance of shared needles)

Video segment: Love at first sight

- **Note** that there are valid biological reasons why people develop sexual interests and feelings in the teenage years.
- Emotions also run high at this time of life and many young people are exploring their sexuality.
- Studies indicate that males and females may approach the decision to have sex from very different viewpoints.
- There are risky behaviors and situations that may lead to sex, even if it is unwanted.
- Despite what is represented in movies, music videos and on television, many young people are **not** "doing it." There are good reasons to postpone the decision to become sexually active too soon, including the risk of infection and unwanted pregnancy.
- For individuals who have become sexually active, it is **critical** that they take personal responsibility to protect themselves from risks of infection and unwanted pregnancy.
- This is the time of life when you should be exploring your interests and talents, and setting goals for the future. Taking unnecessary risks with your sexual health can interfere with and even sidetrack your long-term goals.

Post-screening questions regarding love at first sight:

1. *Is there such a thing as love at first sight?* (Students' answers will vary.)
2. *Are sex and love the same thing? Why? Why not?* (Students' answers will vary.)
3. *What are some of the reasons that young people decide to have sex?* (Students' answers will vary, but may include: pressure from their prospective partner(s), peer pressure, the idea that "everybody's doing it," influence of music videos and other media, natural sexual urges and the need to feel loved)
4. *What are some of the reasons that young people decide to postpone having sex?* (Students' answers will vary, but may include: concerns about STDs, fear of pregnancy, concerns about parents' reactions, their reputation amongst peers, the possible loss of future plans and choices should they contract an STD or become pregnant)

Discussion points regarding an individual's decision to have sex, or to postpone sexual involvement:

- **Note** that it is each person's right to set his or her own sexual limits regardless of pressure.
 - The decision to become sexually active is one of the most important decisions a person will ever make. **No one** has the right to make this decision for another person.
5. *How do the media, parents, ethnic and cultural traditions, peer and societal pressures influence decisions on whether or not to have sex?* (Students' answers will vary.)

6. What are some of the “signals” a person who wants to have sex might give? (Students’ answers will vary.)
7. What are some of the “signals” a person who does **not** want to have sex might give? (Students’ answers will vary.)
8. What are some of the things you can do to deal with unwanted pressures to cross your sexual boundaries? (Students’ answers will vary, but may include: make your feelings known; do not back down just to please the other person; choose other friends or partner(s) if your original crowd do not seem to want to respect your decisions)
9. What are some of the risks associated with having sex? (exposure to STDs, risk of becoming pregnant, being taken advantage of by someone who does not really have your best interests at heart, loss of choices and chances for your future)

Video segment: “IT”

- **Note** that talking with potential partners about things like contraception, HIV and other STDs can be embarrassing and difficult.
- Talking about these things with parents and other adults can also be embarrassing and difficult.
- But **not** talking before you have sex can have life-threatening consequences.

Post-screening questions regarding “it”:

1. What are some of the things that would prevent you from talking about contraception, HIV and other STDs with a potential partner? (embarrassment, fear, not wanting to “ruin the moment”)
2. What are some of the things that would prevent you from talking to your parents or another adult about contraception, HIV and other STDs? (embarrassment, the feeling they wouldn’t understand, fear, lack of trust)
3. Where do you now get your information about contraception, HIV and other STDs? (Students’ answers will vary.)
4. How do you know that the information you have about contraception and STDs is valid? (Students’ answers will vary.)
5. What are the effects of alcohol and other drug use on sexual behavior? (Their use may impair judgment and induce individuals to enter into behaviors to which they would not otherwise agree.)
6. How does using alcohol and other drugs increase the risks of having unwanted sex? (While under the influence, an individual may be more readily persuaded to do something he or she would not do if sober; it’s even possible that the inebriated individual may be taken advantage of without his/her conscious knowledge.)
7. How does using alcohol and other drugs increase the risks of getting an STD? (Impaired judgment may lead to involvement in unprotected sex or the sharing of needles.)

Video segment: “It can happen to you.”

- **Note** that people between the ages of 13 and 24 are among those most at risk for contracting HIV – which can develop into AIDS.
- Heterosexual persons are **as much at risk** for contracting HIV as gay, lesbian and bisexual individuals.

- There are **no symptoms** for HIV and there is **no way** for a person to tell if he or she has been infected with HIV without being tested.
- It takes only **one contact** with an infected person to contract HIV or any other STD.
- You **can** get pregnant and/or contract an STD like HIV the **first time** you have sex.
- Teens and young adults represent one third of the global total of people living with HIV and AIDS.
- While there are some people who have HIV and never develop full-blown AIDS, everyone who has HIV is at risk for developing AIDS.
- While there are new medicines that can prolong the life of persons living with AIDS, currently there is **no cure**.
- People living with HIV and AIDS do not pose an automatic threat to non-infected persons.
- HIV is a communicable disease. People living with HIV and AIDS are not any more at fault than persons living with pneumonia or chickenpox, and must be treated with respect.

Post-screening questions regarding “It can happen to you”:

1. Can you name the ways in which HIV can be transmitted? (through the sharing of bodily fluids during unprotected sexual contact with an infected individual, or the sharing of blood through use of shared needles)
2. How can you tell if you have HIV? (HIV is virtually without symptoms for months or years; you can only tell if you’re infected through getting an HIV test.)
3. How can you reduce the risk of contracting HIV? (through sexual abstinence, never having unprotected sexual contact, never sharing needles)
4. Where can you go to get information about STDs and various forms of contraception to help prevent contracting an STD? (doctors, school nurse, parents, teachers, other responsible adults, medical and STD websites, public library)
5. Do you know a person who is living with HIV or AIDS? (Students’ answers will vary.)
6. How would you expect to be treated if you contracted HIV/AIDS? (Students’ answers will vary.)

Video segment: “Protect yourself”

- **Note** that AIDS is now a global health problem that threatens men, women and children throughout the world regardless of age, race, or culture.
- Many AIDS victims are children born to mothers living with AIDS.
- Cultural practices in some countries result in young women and men being particularly at risk.
- All persons living today are potentially at risk of contracting HIV, but with few exceptions, you can protect yourself by taking precautions to reduce the risk.
- Many young people are joining the fight to raise awareness about preventing HIV by participating in activities sponsored by community-based AIDS organizations.

Post-screening questions regarding “Protect yourself”:

1. What are some of the ways that you can protect yourself from contracting HIV/AIDS? (Don’t become involved in risky behavior regarding sex; think seriously about your choices in personal behavior and gather information so that you can make only informed decisions; don’t share needles for any purpose)

2. What should you do if you think you have been exposed to HIV? (get tested)
3. How can you get more information and join other young people in the fight against AIDS, worldwide? (Students' answers will vary, but may include: through doctors, school nurse, parents, other responsible adults, appropriate websites, public library.)
4. Are you aware of events like the AIDS Walk and Dining Out for Life that may be happening in your community? (Students' answers will vary.)
5. Can you think of other activities that might help to raise community awareness in the fight against AIDS? (Students' answers will vary.)

Name: _____

List Some Ideas for Raising Awareness on Preventing the Spread of HIV in your School or Community:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Students can access additional information on this important topic, including state-by-state hotline contact numbers, by visiting *Risky Stuff's* companion website:

www.riskystuff.com

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Length

24 Minutes

Subject Areas

STDs/Sex Education, Health and Guidance

Audience Level

Grades 7-12

Catalog Number

#2850-EN-VID

Related titles in the AIMS collection

#2662-EN-VID Teen Files Flipped: Sexual Responsibility

#2343-EN-VID Teen Files: The Truth About Sex

#2689-EN-VID HIV/AIDS 101

#2815-EN-VID Storm Warning: Teenagers and AIDS

#2647-EN-VID Sexually Transmitted Diseases, 2nd Ed.

#2676-EN-VID Sexually Transmitted Diseases, 2nd Ed. (non-condom version)

#2248-EN-VID Smart Sex: How to Protect Yourself in the Age of AIDS



9710 DeSoto Avenue
Chatsworth, California
91311-4409 USA

Tel: 800-367-2467
Tel: 818-773-4300
Fax: 818-341-6700