

Lesson 11

Countering Media Pressure

Overview

In this lesson, students continue their analysis of influences on sexual choices, focusing on the role of media and technology. After considering how media and technology affect their lives in both positive and negative ways, students brainstorm ways media and technology can encourage sexual behaviors, and ways they can support abstinence. Then they participate in a 2-part media analysis activity by first conducting individual research into the sexual messages sent by a particular form of media or technology, then working in small groups to form conclusions based on their research and create a report for the class. The small groups present their findings in the final class session.

Time: 90–120 minutes (over 3 class sessions)

Lesson Objectives

Students will be able to:

1. Analyze the influence of media and technology on attitudes about sexual behaviors.
2. Analyze the influence of media and technology on choices around sexual abstinence and sexual activity.

National Health Education Standards

Standard 2: Analyzing Influences

Performance Indicator 2.12.5: Evaluate the effect of media on personal and family health.

Performance Indicator 2.12.6: Evaluate the impact of technology on personal, family and community health.

Materials & Preparation

Have

- Have chart paper or poster board and art supplies.

Review

- **Media Observation Report** (*Student Workbook* pages 35–36), and Scoring Rubric, page 261.
- **Media Analysis** (*Student Workbook* page 37), and Scoring Rubric, page 262.

Health Terms

Review the teaching steps and activity sheets for any terms or concepts your students may not know, and be prepared to explain them.

Examples:

- cyberbullying
- technology
- media

Support for Diverse Learners

To ensure student success with comprehending concepts:

- Pre-teach new concepts and terms. Write new terms on the board. Frequently use verbal checks for comprehension.
- Provide further exploration of media- and technology-related concepts and their affect on sexual attitudes and behaviors. Make appropriate magazines available, or have students bring in magazines or print pages from the Internet to provide examples of images or messages of a sexual nature. Provide guidance as to which magazines and websites are appropriate. Have students explain what they found, and check for comprehension. Students could also bring in music videos to share (if the technology is available in the classroom).
- Show a contemporary teen movie or other program in class. Make a slide or transparency of the **Media Observation Report** activity sheet and use it to review what the class observed in this example. Facilitate a discussion, having students identify key points and offer suggestions for answers to the questions on the activity sheet.

To ensure student success with writing:

- Pair students with stronger writing skills or peer tutors with students who may need help with reading and responding to the **Media Observation Report** activity sheet. Have students view a medium together in pairs instead of larger groups, and complete a simple report and create a poster to depict their research.

To ensure student success with presenting:

- Allow students to present their **Media Observation Report** summaries and posters to another group or directly to you.

Introduction

■ Get students ready for learning

Transition

On a piece of paper, list as many forms of *media* and *technology* as you can think of in 1 minute. Then circle the ones you believe have the biggest influence on what teens think and do.

Allow students to focus and work quietly for a minute or two. Then call on students to share one of the forms of media or technology they circled and briefly explain why they think it has an influence on teens. Make a list of key forms of media and technology on the board as students share. Be sure the list includes:

- *Social networking websites*
- *Text messaging*
- *Movies and DVDs*
- *TV programs*
- *Print media—magazines and newspapers*
- *Commercials and advertising*
- *Radio*
- *Music and music videos*
- *Other forms of social media (blogs, Twitter, YouTube, etc.)*

Motivate

Today we're going to continue talking about influences in your life that could either support a choice to be abstinent or put pressure on teens to become sexually active. Media and technology are everywhere and are a big part of many people's lives.

How many times a day do you think most teens are exposed to messages from technology and media?

Allow students to share their estimates.

What role do media and technology play in your life? Do you think these are more of a positive or a negative influence? Why?

Allow students to briefly share their experiences with media and technology. Encourage them to see ways these can be both a positive and negative force in their lives. For example:

Positive:

- *Keep people informed about the world.*
- *Keep people connected to their families and circle of friends.*
- *Make life easier.*
- *Provide entertainment.*

Negative:

- *Amount of available information can be overwhelming.*
- *Less privacy or alone time.*
- *Can be a source of stress or competing demands for attention.*
- *Take up time that could be spent on other pursuits.*

Teaching Steps

■ Explore media influence on attitudes about sexual behaviors

Complete

Create 2 columns on the board, one labeled with a plus sign (+) and one with a minus sign (-).

Let's brainstorm all the ways that media and technology can influence people's attitudes about sexual behaviors. First, what are some messages the media send that show acceptance of sexual activity or risky sexual behaviors?

Allow students to respond to the question, and list their ideas in the negative (minus) column. Examples might include:

- *TV or movie characters who engage in unprotected sex or have sex with many different partners*
- *Programs that show teen sexual activity*
- *Messages and programs that glamorize sexual activity*
- *Programs that don't show the risks of unintended pregnancy or STD*
- *Reality shows that promote sexual activity or glamorize teen parenthood*

What about technology? Are there ways it could be seen to encourage sexual activity?

Allow students to respond to the questions, and add these ideas to the negative column. Be sure that “sexting” or sending sexual images or messages via texting is included on the list. If students don’t suggest it, ask them about it. Examples might include:

- *Misinformation and myths about sex on websites*
- *Peers sharing details about their sexual behaviors on social networking sites*
- *Peers spreading sexual rumors through text messages or online*
- *Sexting*

Now, what are some messages the media send that might support teens in being sexually abstinent or taking care of their sexual health?

Allow students to respond to the question, and list their ideas in the positive (plus) column. Examples might include:

- *Programs featuring positive role models who are abstinent or protect themselves from pregnancy and STD if sexually active*
- *Messages that promote abstinence and being sexually responsible*
- *PSAs that give accurate sexual information*
- *Programs that show realistic consequences of sexual activity*

What about technology? Are there ways it could promote sexual abstinence or protecting sexual health?

Allow students to respond to the questions, and add these ideas to the positive column. Examples might include:

- *Websites that provide accurate information about sexual health issues*
- *Apps that help teens find a clinic or other reliable sexual health resources*
- *Peers sharing their support for abstinence on social networking sites or blog posts*
- *Text messages or tweets that encourage abstinence and responsible sexual behaviors and discourage sexual activity*
- *YouTube videos that send positive messages about being sexually abstinent*

■ Discuss sexting and abstinence

Review

Remember when you discussed what kinds of behaviors or activities could be considered abstinent? The line was drawn at any type of behavior that could put a person at risk for pregnancy or STD.

Review some of the behaviors students discussed when they defined abstinence in Lesson 9.

Ask & Discuss

What about sexting (sending sexual images or messages via texting)? Where does that fall on the line? Could a person who had chosen to be abstinent engage in sexting?

Allow students to respond to the question and discuss their ideas. Encourage students with different viewpoints to share their reasoning.

Summarize

Technically speaking, sexting with someone won't cause a pregnancy or spread an STD. But sexting can definitely make people think about having sex and put their decision to remain abstinent at risk. There are other problems with sexting as well.

Ask & Discuss

Can you think of some other negative consequences of sexting?

Allow students to respond to the question and discuss their ideas.

Summarize

Once you send a sexual image or text message you can't take it back, and you have no control over what happens to it or where it ends up. Even if you intend it just for one other person, such as a girlfriend or boyfriend, it can easily be passed on to others or even posted on the Internet. Sometimes when dating relationships or friendships end badly, the sexy photos shared during a relationship can become ammunition for revenge and *cyberbullying*. The safest choice is to never participate in sexting, and to delete any sexts you receive immediately.

Many teens don't know that sexting is illegal. Anyone who produces, distributes or possesses sexual images of someone who is under age 18

can be arrested and sent to jail and have to register as a sex offender because these images are considered child pornography.

■ Explain media analysis assignment

Explain

You're going to do a research project to analyze media influences and take a closer look at the sexual messages you get from different types of media. This project will have 2 parts. For the first part, you'll work on your own to gather information and evidence about a particular form of media or technology. Then, later, you'll work in a group with others who analyzed that same form of media or technology to create a report for the class.

Assign

Direct students to turn to **Media Observation Report** on page 35 of the Student Workbook.

Tell students they can choose one of the following types of media on which to conduct their analysis:

- TV
- Internet
- Music/music videos
- Movies/DVDs/videos
- Magazines

Be sure that at least 3 or 4 students cover each form of media. Ask for volunteers to switch if too many students choose the same form to analyze. (Note: You could also have students number off from 1 through 5 and assign each number to a specific form of media.)

You'll do homework on your own to collect evidence and examples of the sexual messages sent by your assigned form of media or technology.

Direct students to write the form of media they're going to analyze on the top line of the **Media Observation Report** activity sheet. Then briefly review the activity sheet with students. Note that part of their assignment will be to collect and bring to class materials that can be used to support their findings.

Media Observation Report
(continued)

Media Observation Report

Directions: You'll work on your own to complete this report. Based on the type of media you've been assigned, select a specific TV program, website, song or music video, movie or magazine to review. Be sure what you choose to watch, read or listen to is appropriate to share at school. Describe how sex and sexual activity are shown or implied in your form of media—both what is shown and not shown—and explain what messages you think this sends to the people who see, read or listen to this form of media. Be sure to document your findings by citing your specific evidence. You can also provide printed or recorded examples, if appropriate.

Name: _____ Date: _____

TV Internet Music/music video Movie/DVD/video Magazine

Observation of (Name of TV show, song, magazine, website, etc.): _____

Who is the target audience of the media you watched, read or listened to? (Who is this form of media intended or most likely to reach?) _____

Briefly describe what the TV show, website, song, movie or magazine was about: _____

How was sex or sexual activity shown or implied in this form of media? _____

What message about sex or sexual activity is being communicated by what you observed? _____

Abstinence, Personal & Sexual Health 35

Workbook pages 35–36

Complete

Give students time to conduct their analyses of their assigned forms of media.

Students analyze media influences

Create

In the next class period, after students have completed their individual research, put them into 5 small groups based on the form of media they analyzed. Direct the groups to turn to the **Media Analysis** activity sheet on page 37 of the Student Workbook.

Direct students to write the form of media their group researched on the top line in Step 1 of the **Media Analysis** activity sheet. Then they should fill in each group member's name and the specific TV show, website(s), movie(s), music or magazine(s) he or she analyzed.

Now you'll complete Step 2. Meet with your group to review each team member's research and decide what you want to include in your team's poster and presentation. Then write your final report together.

In our next class, 1 or 2 members of your group will use the poster and final report to present your findings. Decide who'll do this and write their names in Step 3.

Media Analysis

Directions: Write the type of media your group researched on the top line in Step 1 and fill in each group member's name and the specific TV show(s), website(s), movie(s) or magazine(s) he or she analyzed. Then complete Steps 2 and 3.

► Step 1: Share media observations.

Type of media our group analyzed	
Group member's name	Specific media reviewed

► Step 2: Create your group poster and report.

During this class, meet with your group to share each other's research and examples, and decide what you want to include in your group's poster, report and presentation.

- ☐ Share your completed **Media Observation Reports** as well as any examples.
- ☐ Discuss what each person observed and concluded.
- ☐ As a group, create a poster with the highlights from all of your research.
- ☐ Summarize your group members' observations on the **Media Observation Reports** into a final report. Be sure your final report addresses the strategies about the most ethical activity recommended by the form of media and how these strategies can influence teen's attitudes and choices, and provide at least 2 examples to illustrate your points.

► Step 3: Present your group's media analysis to the class.

Choose 1 or 2 group members to present your group's findings, poster and examples to the class.

Presentation: _____

Self-Check

- ☐ I filled in my research on Media Observation Reports.
- ☐ I discussed a poster to include on my group.
- ☐ We created a poster to include on my group.
- ☐ We created a report to include on my group.

Activities, Personal & Social Health 37

Workbook page 37

Tech Connection

Allow students to use digital graphics, photography and images found on the Internet to enhance their posters.

Assessment & Closure

■ Students demonstrate learning

Share

After groups have prepared their reports, use the next class session to allow each group's selected members to share their poster and make the presentation to the class.

■ End the lesson

Close

How can understanding the influence media and technology can have on attitudes about sexual behaviors help teens stick to a choice to be abstinent?

Call on students to share their ideas.

Assess

*Collect students' **Media Observation Report** activity sheets, and the group posters and reports, and evaluate their work for this lesson.*

Assessment Evidence

Objective 1

Students analyzed the influence of media and technology on attitudes about sexual behaviors by:

- Completing the **Media Observation Report** activity sheet.
- Creating a group poster and media analysis presentation.

Objective 2

Students analyzed the influence of media and technology on choices around sexual abstinence and sexual activity by:

- Completing the **Media Observation Report** activity sheet.
- Creating a group poster and media analysis presentation.

(Scoring Rubrics, page 261)

Media Observation Report

Directions: You'll work on your own to complete this report. Based on the type of media you've been assigned, select a specific TV program, website, song or music video, movie or magazine to review. Be sure what you choose to watch, read or listen to is appropriate to share at school. Describe how sex and sexual activity are shown or implied in your form of media—both what is shown and not shown—and analyze what messages you think this sends to the people who view, read or listen to this form of media. Be sure to document your findings by citing your specific evidence. You can also provide printed or recorded examples, if appropriate.

Name: _____ Date: _____

TV Internet Music/music video Movie/DVD/video Magazine

Observation of: (Name of TV show, song, magazine, website, etc.)

Who is the target audience of the media you watched, read or listened to? (Who is this form of media intended or most likely to reach?)

Briefly describe what the TV show, website, song, movie or magazine was about:

How was sex or sexual activity shown or implied in this form of media?

What message about sex or sexual activity is being communicated by what you observed?

(continued)

Media Observation Report

(continued)

What information about sex or sexual activity was left out or not included in what you observed?

How do you think this message about sex could affect teens' attitudes about sexual behaviors?

How do you think this message about sex could affect teens' choices around abstinence?

How do you think this message about sex could affect teens' choices around sexual activity?

Conclusion Based on your observations, how much influence do you think this form of media has on teens' attitudes about sex and sexual behaviors? Conclude whether it supports or challenges a choice to be abstinent, and explain why.

Self-Check

- I described what I observed in the media, including how sex was depicted, what message was being communicated, and what information was left out.
- I analyzed how the message could affect teens' attitudes about sexual behaviors, choices around abstinence, and choices around sexual activity.
- I drew conclusions about the influence of this form of media and explained whether it supports or challenges a choice to be abstinent.

Media Analysis

Directions: Write the type of media your group researched on the top line in Step 1 and fill in each group member's name and the specific TV show(s), website(s), music, movie(s) or magazine(s) he or she analyzed. Then complete Steps 2 and 3.

► Step 1: Share media observations.

Type of media our group analyzed: _____

Group member's name	Specific media reviewed
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

► Step 2: Create your group poster and report.

During this class, meet with your group to share each other's research and examples, and decide what you want to include in your group's poster, report and presentation.

- Share your completed **Media Observation Reports** as well as any examples.
- Discuss what each person observed and concluded.
- As a group, create a poster with the highlights from all of your research.
- Summarize your group members' conclusions on the **Media Observation Reports** into a final report. Be sure your final report addresses the messages about sex and sexual activity communicated by this form of media and how these messages can influence teens' attitudes and choices, and provide at least 2 examples to illustrate your points.

► Step 3: Present your group's media analysis to the class.

Choose 1 or 2 group members to present your group's findings, poster and examples to the class.

Presenters: _____

Self-Check

- We shared and discussed our Media Observation Reports.
- We created a poster to illustrate our findings.
- We worked together to develop a final report.

Lesson 11 • Countering Media Pressure

Media Observation Report Activity Sheet				
Objective	4	3	2	1
<p>1. Analyzing Influence of Media and Technology on Attitudes About Sexual Behaviors</p> <p>2. Analyzing Influence of Media and Technology on Choices Around Abstinence</p>	<p>Clearly records all the relevant information for a specific example of the form of media or technology the group is analyzing, including:</p> <ul style="list-style-type: none"> • Type of media observed • Name of program, website, song, movie or magazine • Target audience • What was observed • Messages communicated about sexual activity • Information not communicated • Clear and accurate analysis of the influence the messages could have on teens' attitudes about sexual behaviors • Clear and accurate analysis of the influence the messages could have on teens' choices around abstinence and sexual activity 	<p>Clearly records most of the relevant information for a specific example of the form of media or technology the group is analyzing, including:</p> <ul style="list-style-type: none"> • Type of media observed • Name of program, website, song, movie or magazine • Target audience • What was observed • Messages communicated about sexual activity • Information not communicated • Somewhat clear and accurate analysis of the influence the messages could have on teens' attitudes about sexual behaviors • Somewhat clear and accurate analysis of the influence the messages could have on teens' choices around abstinence and sexual activity 	<p>Clearly records some of the relevant information for a specific example of the form of media or technology the group is analyzing, including:</p> <ul style="list-style-type: none"> • Type of media observed • Name of program, website, song, movie or magazine • Target audience • What was observed • Messages communicated about sexual activity • Information not communicated • Vague or very general analysis of the influence the messages could have on teens' attitudes about sexual behaviors • Vague or very general analysis of the influence the messages could have on teens' choices around abstinence and sexual activity 	<p>Clearly records little or none of the relevant information for a specific example of the form of media or technology the group is analyzing, including:</p> <ul style="list-style-type: none"> • Type of media observed • Name of program, website, song, movie or magazine • Target audience • What was observed • Messages communicated about sexual activity • Information not communicated • Poor analysis of the influence the messages could have on teens' attitudes about sexual behaviors • Poor analysis of the influence the messages could have on teens' choices around abstinence and sexual activity

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Lesson 11 • Countering Media Pressure *(continued)*

Media Analysis Group Project				
Objective	4	3	2	1
Analyzing Influence of Media and Technology	<p>Group works collaboratively and cooperatively to review individual members' reports and examples.</p> <p>AND</p> <p>Group assembles a clear and cogent presentation on the influence of a particular form of media that meets the following criteria:</p> <ul style="list-style-type: none"> • Addresses the messages about sex and sexual activity communicated by the form of media. • Explains how these messages can influence teens' attitudes and choices around sexual behaviors. • Provides at least 2 examples to illustrate the points being made. 	<p>Group works cooperatively to review individual members' reports and examples.</p> <p>AND</p> <p>Group assembles a fairly clear and cogent presentation on the influence of a particular form of media that meets the following criteria:</p> <ul style="list-style-type: none"> • Addresses the messages about sex and sexual activity communicated by the form of media. • Explains how these messages can influence teens' attitudes and choices around sexual behaviors. • Provides 1 example to illustrate the points being made. 	<p>Group works somewhat cooperatively to review individual members' reports and examples.</p> <p>AND</p> <p>Group assembles a general presentation on the influence of a particular form of media that meets 1 or 2 of the following criteria:</p> <ul style="list-style-type: none"> • Addresses the messages about sex and sexual activity communicated by the form of media. • Explains how these messages can influence teens' attitudes and choices around sexual behaviors. • Provides example(s) to illustrate the points being made. 	<p>Group does not cooperate well to review individual members' reports and examples.</p> <p>AND</p> <p>Group assembles a presentation on the influence of a particular form of media or technology that is vague and unfocused.</p>