

Being Informed About Health: Looking at Sexually Transmitted Infections

Background Information:

Sexually transmitted infections (STIs) are infectious diseases that spread from person to person through intimate contact. STIs can affect guys and girls of all ages and backgrounds who are having sex – it doesn't matter if they're rich or poor.

Unfortunately, STIs (sometimes also called STDs for "sexually transmitted diseases") have become common among teens. Because teens are more at risk for getting some STIs, it's important to learn what you can do to protect yourself.

STDs are more than just an embarrassment. They're a serious health problem. If untreated, some STIs can cause permanent damage, such as infertility (the inability to have a baby) and even death (in the case of HIV/AIDS).

Assignment Overview:

During this assignment, you will choose one STI and will research its **causes, symptoms, effects and prevention**. You will create a media presentation sharing what you have learned to a Grade 8 audience. Your media presentation could be:

- A power point
- A brochure, PSA or poster
- A short video

You will also complete a short reflection on your media piece (see the attached reflection form). You may work in groups of 2-3 for the media presentation. The reflection must be done independently. All work will be completed during school hours.

Resources:

- Handout from class: "Summary of Sexually Transmitted Diseases"
- Health Canada: <http://www.hc-sc.gc.ca/hc-ps/dc-ma/sti-its-eng.php>
- Kids Health: http://kidshealth.org/teen/sexual_health/stds/std.html

Research Planner:

The STI I am researching is called: _____

Cause:	
Symptoms:	
Transmission:	
Treatment:	
Complications:	
Myths or Misconceptions:	
Resources Used:	

Reflection of Personal Media Piece

Answer the questions below. Point form or full sentences are fine.

What message were you trying to communicate with your media piece?

How did you design your media piece to communicate your message to a Grade 8 audience? How might a different audience react to your media piece?

What text features did you use to communicate your message and why?

What strategies did you find helpful in creating this media piece?

What were your three main take-aways from the creation of this media piece?

1.

2.

3.

Rubrics:

Media Literacy:

	Level 1 3 4 5	Level 2 6.0 6.5 6.9	Level 3 7.0 7.5 7.9	Level 4 8 9 10
Messaging	Message is unclear	Message is somewhat clearly presented	Text and pictures present message clearly	Text and pictures clearly, creatively used to present message
Text	Many words are written unclearly and spelled incorrectly	Some words are clearly written, more than 3 spelling errors	Most words are clearly written, less than 3 spelling errors	All words are clearly written and spelled correctly
Communication	Does not use appropriate style, tone and point of view.	Sometimes uses appropriate style, tone and point of view.	Often uses appropriate style, tone and point of view.	Always uses appropriate style, tone and point of view.
Overall design	Doesn't capture audience's attention. Limited use of colour. Difficult to read.	Basic design that somewhat captures the audience's attention. Some use of colour.	Capture's audience's attention, good use of colour, neat.	Creatively captures audience's attention, great use of colour, very neat.
Media Conventions	Few text features are appropriate and effective in communicating meaning.	Some text features are appropriate and effective in communicating meaning.	Most text features are appropriate and effective in communicating meaning.	All text features are appropriate and effective in communicating meaning

Health:

	Level 1 3 4 5	Level 2 6.0 6.5 6.9	Level 3 7.0 7.5 7.9	Level 4 8 9 10
Communication of Required Knowledge	Makes many errors or omissions in communicating knowledge of the consequences of engaging in sexual activities and STIs. Rarely uses appropriate terminology.	Communicates with some clarity, making some errors of omissions, knowledge of the consequences of engaging in sexual activities and STIs. Sometimes uses appropriate terminology.	Communicates clearly, making few errors or omissions, knowledge of the consequences of engaging in sexual activities and STIs. Usually uses appropriate terminology.	Communicates clearly and precisely, making no errors or omissions, knowledge of consequences of engaging in sexual activities and STIs. Uses appropriate and varied terminology.
Comments				