

## **TEACHER BACKGROUND INFORMATION AND GUIDE SOURCES OF SEXUAL INFORMATION**

Ask the students to think about what information they currently have about human sexuality and where that information came from. Have the students raise their hands if their information came from any of the following sources:

- Friends
- Older brothers or sisters
- Friends' older brothers or sisters
- Parents
- Maturation program in elementary or middle school
- 7th or 8th grade health class
- Science class
- Books or magazines (e.g., articles or the underlined parts of novels that get passed around)
- Television, videos, music, or movies

Discuss how what they view on television and videos in their own homes could have easily been rated as "R" or "X" materials a few years ago. Censorship of television used to mean that a husband and wife were not to even be seen in the same bed together. (Flintstones, Dick VanDyke, Leave It to Beaver) Everyone slept in twin beds. Now we are bombarded with active sex scenes on television, videos, movies, music, and advertisements. (Show some magazine ads that promote a product by using sex and/or sexuality.)

All of these sources say casual sex is "OKAY AND GREAT", and then parents, teachers, and religious leaders say "NO--DON'T GET INVOLVED". Who can teenagers believe? Teens need to get all of the correct information they can and know the consequences of each decision they make regarding sexual activity. Teenagers often feel they are "bullet-proof"--like a teen pregnancy, STD, or AIDS could never happen to them.

There are other consequences of being sexually active at a young age that will affect their personality, development, and self-esteem that are just as important to consider. The purpose of this topic is for teenagers to be informed with the correct information so they can make correct decisions that will affect their whole future.



Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

**SEXUALITY AND THE MEDIA**

**Directions:** List two examples of your favorite commercials, TV shows, movies and songs. Then answer the questions based on your favorites .

Commercials: 1. \_\_\_\_\_ 2. \_\_\_\_\_

TV Shows: 1. \_\_\_\_\_ 2. \_\_\_\_\_

Movies: 1. \_\_\_\_\_ 2. \_\_\_\_\_

Songs: 1. \_\_\_\_\_ 2. \_\_\_\_\_

1. How do these commercials, TV shows, movies, and songs treat sexuality?  
\_\_\_\_\_
2. Describe how sexual intercourse is portrayed through them.  
\_\_\_\_\_
3. Is sexual intercourse seen as a sign of commitment and love, or is it mainly a form of physical gratification or passion?  
\_\_\_\_\_
4. Are love and sexual intercourse seen as the same thing or as different things?  
\_\_\_\_\_
5. How often is sexual intercourse shown as an act that has consequences?  
\_\_\_\_\_
6. How often is sexual intercourse depicted as a momentary romantic impulse?  
\_\_\_\_\_
7. What qualities are shown to be admirable? (Sexiness, flirtatious, popularity vs. respect, commitment, tenderness, or ....?)  
\_\_\_\_\_

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8. Do they ever show a situation in which men and women exploit one another and allow themselves to be used? \_\_\_\_\_ If so, how?  
\_\_\_\_\_
9. In what ways have the attitudes presented in the media been accepted?  
\_\_\_\_\_
10. Do they ever say anything about self-respect, mutual respect, caring, responsibility, or human relationships that have a future? \_\_\_\_\_
11. How often is sexual success associated with using the "right product"?  
\_\_\_\_\_
12. How often is a woman's value measured by her ability to please a man in some way or another? \_\_\_\_\_
13. How often is a man's value measured by his skill in pleasing or dominating a woman? \_\_\_\_\_
14. How often are women depicted as sex objects?  
\_\_\_\_\_
15. Does the media have a responsibility to the public about how they portray sexuality? \_\_\_\_\_
16. What are the motives of writers and producers of the sexual messages?  
\_\_\_\_\_
17. What changes would you like to see made in the media regarding sexuality?  
\_\_\_\_\_
18. Do you think this is possible? \_\_\_\_\_  
Is there anything you could do to change things? \_\_\_\_\_  
If so, what? \_\_\_\_\_  
If not, why? \_\_\_\_\_