

## LESSON 6 ALL ABOUT STIS—MULTIMEDIA EXTENSION ACTIVITY

### Learning Intentions

Students will understand the importance of sexual health.

### Success Criteria

By the end of this session, students will be able to:

- 1 research a sexual health topic in small groups
- 2 develop an important sexual health key message based on their research
- 3 design and record a short health promotion video.

### Teacher background information

- 1 [Group Agreement](#)
- 2 Dealing with [disclosures and protective interrupting](#)

### All of the videos in this session have a central theme:

- 1 Sexual health education is everyone’s business
- 2 Anyone who has sexual health knowledge can and should share this information with others in their community

Title	Link	Length
Talkin’ True: Sistagirl	<a href="https://youtu.be/DHXCH3jzI_U">https://youtu.be/DHXCH3jzI_U</a>	00:41 secs
Talkin’ True: Radio presenter	<a href="https://youtu.be/u560z5BzzGs">https://youtu.be/u560z5BzzGs</a>	01:01 min
Talkin’ True: Coffee shop staff	<a href="https://youtu.be/8G1-nyVTpH0">https://youtu.be/8G1-nyVTpH0</a>	00:50 secs
Talkin’ True: Football hero	<a href="https://youtu.be/Y3EWSOk1ZU">https://youtu.be/Y3EWSOk1ZU</a>	00:41 secs
Talkin’ True: Crystal Love	<a href="https://youtu.be/hwf80JnQX6Y">https://youtu.be/hwf80JnQX6Y</a>	00:41 secs
Talkin’ True: Mechanic	<a href="https://youtu.be/ig4MlObBDoU">https://youtu.be/ig4MlObBDoU</a>	00:41 secs

TIME	ACTIVITY	RESOURCES
00:00–05:00 (5 mins)	<p><b>WELCOME AND GROUP AGREEMENT</b></p> <p>Display and remind students of the <i>Group agreement</i> created in lesson 1.</p> <p>Question box: Answer questions from previous session.</p>	<p><i>Group agreement</i> created in lesson 1 + <a href="#">Group agreement guidelines</a></p> <p>Question box</p>
05:00–8:00 (3 mins)	<p><b>WATCH THE VIDEO</b></p> <p>Explain that you are going to show the students a series of videos from the Young Deadly Project.</p> <p>Hand out the activity <i>Handout 6.1 Talkin' True key messages worksheet</i> and ask students to record the key messages in the videos as they watch them.</p>	<p>Videos on USB or links</p> <p>Projector/Screen/Smartboard</p> <p><a href="#">Handout 6.1 Talkin' True key messages worksheet (p. 3)</a></p>
8:00–13:00 (5 mins)	<p><b>VIDEO REFLECTION</b></p> <p>After watching the videos discuss</p> <ol style="list-style-type: none"> <li>1 Which video was your favourite and why?</li> <li>2 What did all the videos have in common?</li> </ol> <p><i>Cont over page...</i></p>	

*Explain to the students: while Crystal Love has lots of experience in performing, the other people in the videos were all just average community members. The lady who acted in the radio video, actually works at that radio station, the young girl in the coffee shop actually works at the local community coffee shop, the fella working on his car is a local young person in his community... none of them are actors. They decided to help out on the Young Deadly Free project because they all think that it's important that young people have sexual health information. This was part of the aim of these videos with health staff coming up with ideas and messages they wanted to teach the community.*

14:00-34:00  
(20 min)

**MAIN ACTIVITY: FILMING YOUR OWN TALKIN' TRUE**

- Access *Young Deadly Free* website as a class (teacher lead)—<https://youngdeadlyfree.org.au/resources/infographics/>
- Look through the FACTS (3min)
- Students decide which ones they like—write 2 down (3min)
- Then introduce the idea of making their own *Talkin' True* video based on the facts they wrote down (1 min)
- Explain the roles (Director, camera operator, Actor) (2min)
- Break into groups of 3, decide who is doing what role and film in school grounds. (5–10min)

[Handout 6.2 Film roles required to make \*Talkin' True\* \(p. 4\)](#)

*(HINT: Topics could include individual STIs or BBVs, testing for STIs or BBVs, Sex and the Law.)*

34:00–40:00  
(6mins)

**CLOSING ACTIVITY**

Utilising other *Young Deadly Free* resources that you deem appropriate, encourage the students to come up with the 3 most important messages that they think young people in their community should know about sexual health

**QUESTION BOX**

Recap how the question box works and ask students to write questions to be answered in the next session. Collect questions.

Question box  
Scrap paper  
Pens

## Handout 6.1 Talkin' True: Key Messages worksheet

### EPISODE

### KEY MESSAGES



**Talkin' True: Sistagirl**



**Talkin' True: Radio presenter**



**Talkin' True: Coffee shop staff**



**Talkin' True: Football hero**



**Talkin' True: Crystal Love**



**Talkin' True: Mechanic**

## Handout 6.2 Film roles required to make *Talkin' True*

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### DIRECTOR

A film director is someone who is in charge of making sure that every component of a movie runs smoothly. Generally, these directors work on a movie from its conception stage to its delivery stage. They have a say in how the scenes unfold, what props are going to be used, how the characters should look, and who should play specific parts. Directors also work with individuals in charge of lighting, scenery, writing, and so forth, to make sure that all of the elements come together. The director is in charge of the three main phases, which are pre-production, production and post-production. Generally, he or she does not actually do the work for post-production, but is in charge of overseeing it.<sup>1</sup>

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### CAMERA OPERATOR

A camera operator is someone who records images that entertain or inform an audience. Camera operators capture a wide range of material for TV shows, movies, music videos, documentaries, and news and sporting events. Most work in the movie or TV industry.

#### Duties

- Choose and present interesting material for an audience.
  - Work with a director to determine the overall vision of the production.
  - Discuss filming and editing techniques with a director to improve a scene.
  - Select the appropriate equipment, from type of camera to software for editing.
  - Shoot or edit a scene based on the director's vision.<sup>2</sup>
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### ACTOR

Actors depict characters in stories using their voices, appearances, bodies and gestures. They can work in movies, TV, commercials, theatre, theme parks and clubs. While working as an actor, they perform for entertainment and informational purposes. Actors can play main characters or supporting roles, and they must audition for casting directors to land a part.

#### Duties

- After securing a role, the actor studies the script to learn about the character and memorise the speaking parts.
  - Sometimes scripts change during rehearsals, and actors may find themselves memorising new lines.
  - Actors work under the director who advises them on how to portray the characters.
  - To bring the character to life, actors change their voices, dialects, facial expressions and other traits.
  - In addition to wearing costumes, actors use props, which they must learn to use appropriately.<sup>3</sup>
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1 <https://www.careerexplorer.com/careers/film-director/>

2 <https://www.careerexplorer.com/careers/camera-operator/>

3 [https://study.com/articles/Actor\\_Job\\_Description\\_Duties\\_and\\_Salary\\_Information.html](https://study.com/articles/Actor_Job_Description_Duties_and_Salary_Information.html)