

# TEACHER'S GUIDE

## “THE LOST CHILDREN OF ROCKDALE COUNTY”

grades 9 - 12 health or family relations

**F**RONTLINE's Peabody Award-winning documentary “The Lost Children of Rockdale County” deals with a controversial but important subject matter: affluent suburban teens struggling not only with a rare syphilis outbreak, but also loneliness, disaffection, sexual promiscuity, and substance abuse.

Although “Lost Children” begins with an enquiry into how and why the syphilis outbreak happened, the documentary becomes in the end a wider, deeper examination of the world of teenagers and their relationships with their parents and each other. In surprisingly frank interviews, a cross-section of Rockdale teens describe the new rules of dating and the sexual promiscuity that stems from a yearning to have friends and fit in. They also confess their desire for attention—and even discipline—from their parents, many of whom admit on camera to being too tired, too busy, or just plain scared to connect with their children. The result is a sensitive, honest—and at times shocking—portrait of the world in which America's teens are coming of age.



### IMPORTANT NOTE

Due to the sensitive nature of this material, teachers are encouraged to preview the program and Web site content before introducing it to students.

The classroom materials provided on this site are intended for grades 9-12 and are designed to stimulate thinking about teen sexuality, parent-teen relationships, and teenagers' place in the community. Each lesson plan includes standards-based classroom activities and suggests particular segments from the video that support the instructional objectives of the lesson. Although every effort has been made to screen the recommended video segments and related online content for classroom appropriateness, please use your professional judgment about which topics and material will be most suitable for use in your classroom.

### CREDITS

This guide is written by Victoria Babcock with input from the “The Lost Children of Rockdale County” teacher's guide advisory panel. Advisors include Lynne Whitt, executive vice president and chief operating officer of the National Center for Health Education; Becky Smith, executive director of the American Association of Health Education; Judy Terando, health and physical education teacher at LaSalle-Peru High School, Illinois; and Jessica Smith of FRONTLINE.

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**FRONTLINE**



## **LESSON 1: Debating the Issues of Rockdale County (grades 9-12 health or family relations)**

FRONTLINE's "The Lost Children of Rockdale County" video and Web site are full of issues important to teens and their parents. This lesson plan provides guidelines for taking a closer look at some of these issues and expressing viewpoints via a debate format.

### **ESTIMATED TIME**

2-3 class periods (block scheduling), including in-class research time

### **LESSON OBJECTIVES**

Students will:

- \* Interpret information from the video "Lost Children" through a series of written questions and answers, and group discussion.
- \* Evaluate the parameters of parental responsibility in the lives of teenagers.
- \* Create formal debates around the issues.

### **MATERIALS NEEDED**

- \* TV and VCR
- \* Videotape of "The Lost Children of Rockdale County"
- \* Internet access

### **CORRELATION TO NATIONAL HEALTH STANDARDS (from [http://www.aahperd.org/aahe/natl\\_health\\_education\\_standards.html](http://www.aahperd.org/aahe/natl_health_education_standards.html))**

#### **HEALTH EDUCATION STANDARD 3:**

Students will understand the relationship of family health to individual health through:

- \* explaining the responsibilities inherent in dating relationships, marriage, and parenthood.

#### **HEALTH EDUCATION STANDARD 4 :**

Students will analyze the influence of culture, media, technology, and other factors on health.

#### **HEALTH EDUCATION STANDARD 5:**

Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health through:

- \* analyzing health concerns that require collaborative decision making.

#### **HEALTH EDUCATION STANDARD 6:**

Students will demonstrate the ability to advocate for personal, family, and community health through:

- \* expressing information and opinions about health issues.
- \* demonstrating the ability to influence and support others in making positive health choices.
- \* demonstrating the ability to work cooperatively when advocating for healthy communities.
- \* demonstrating the ability to adapt health messages and communication techniques to the characteristics of a particular audience.

**LESSON 1: Debating the Issues of Rockdale County**  
**Teaching Strategy**  
**Day 1**

1) Ask students to think about these questions: “How involved are your parents in your lives as teenagers? Should they be more or less involved than they are now?” You may want to have them jot down their responses on paper rather than discussing them before the video. **Show the first section of the “The Lost Children of Rockdale County,” from 00:00 to 10:06.**

Have students take notes about the details of the story. You might provide some guiding questions such as:

1. When did this incident occur?
2. What health problem prompted a close look at the community’s teens?
3. What alerted the authorities to the situation?
4. What was unusual about this particular outbreak?
5. How many positive cases of syphilis were recorded?
6. How many teenagers were exposed to the disease?
7. Describe the lifestyle or socio-economic status of most of the teens involved in the incidents.
8. Where did the teenagers meet for their activities?
9. What factors contributed to the syphilis outbreak? (What do you think caused it?)
10. How could it have been prevented, in your opinion?

**Skip to segment 14:14 to 16:23 and continue with note taking or questions:**

11. During what time of day did most of their activities take place?
12. How were the teens able to continue their actions without their parents’ knowledge?

2) Discuss the content in the video with the class and suggest a broad, debatable issue inspired by the video, such as: “Should parents be legally responsible for the actions of their minor children?”

3) Show the video segments portraying:

**Amy’s story from 10:45 to 11:33 and then 18:40 to 24:52**

**DJ’s story from 11:35 to 12:20 and 25:44 to 28:30**

**Kevin’s story from 48:53 to 57:44**

**The town meeting from 37:49 to 40:10**

**Heather’s story from 1:12:41 to 1:18:39**

4) Propose the following resolutions based on what is presented in the video (or come up with some of your own):

Resolved: Parents should be legally responsible for the actions of their minor children.

Resolved: “Neglect” is a type of child abuse.

Resolved: Laws allowing emancipated minors should be repealed.

Resolved: Children should be allowed to divorce their parents.

Resolved: Parents should be notified when a child seeks birth control, reproductive counseling, and/or abortion.

**LESSON 1: Debating the Issues of Rockdale County**  
**Teaching Strategy**  
**Day 1 (cont.) and Day 2**

5) Divide the class into debate teams and assign each team a stance for one of the debate questions. Different debate formats and techniques are described at: [http://www.ncteamericancollection.org/literary\\_debate\\_guidelines.htm](http://www.ncteamericancollection.org/literary_debate_guidelines.htm)

Choose a debate format to use (probably the best would be the formal team debate approach or the panel debate with class participation) and create a handout from the Web site referenced above. Spend some time discussing and clarifying the protocols and strategies so that students fully understand the nature of a good debate.

**DAY 2**

Research and plan the debates. Have students plan their arguments for their side of the issue. They may want to re-watch some of the video segments that pertain to their argument. They should also access the FRONTLINE Web site at <http://www.pbs.org/wgbh/pages/frontline/shows/georgia/> to find useful quotes and information to back their viewpoint.

Other Internet sites that may be useful include:

Oregon State Bar: Financial and Legal Responsibilities of Parents for Their Children  
<http://www.osbar.org/legallinks/oregonlaw/TelLaw/908.htm>

University of California, San Francisco: Does Sex Education Work?  
<http://mentalhealth.about.com/health/mentalhealth/gi/dynamic/offsite.htm?site=http://www.caps.ucsf.edu/sexedtext.html>

SIECUS: Sexuality Education in the Schools: Questions and Answers  
<http://www.siecus.org/pubs/fact/fact0007.html>

Planned Parenthood: Parental Notification Fact Sheet  
<http://www.plannedparenthood.org/library/ABORTION/StateLaws.html>

Religious Tolerance: Parental Notification Pro's and Con's <http://www.catholic.net/rcc/loveboth/chapter28.html>

Cornell University: Legal Information Institute: Emancipation of Minors [http://www.law.cornell.edu/topics/Table\\_Emanicipation.htm](http://www.law.cornell.edu/topics/Table_Emanicipation.htm)

State Bar of California: The Age of Majority  
<http://www.calbar.org/2pub/3kids/4kids-01.htm>

American Bar Association: Children and the Law  
<http://www.abanet.org/child/>

**LESSON 1: Debating the Issues of Rockdale County**  
**Teaching Strategy**  
**Day 3**

Stage the debates. Following the chosen format, have students present their research findings in their debates. The students who are not debating should be responsible for taking notes and/or developing questions as they listen to their classmates' presentations.

Assessment:

- \* Completion of notes or questions from video
- \* Participation in discussion of video
- \* Research and debate presentation
- \* It would be preferable to have a scoring guide, or rubric, for students to see before they present their debates. It should be based on the debate guidelines previously discussed. A reference to help with developing rubrics can be found at: <http://www.tensigma.org>

**EXTENSIONS**

1. Have students create surveys of several questions based on their debate topics. The survey responses can be taken from fellow students, teachers, or parents. Graph and/or discuss the survey results.
2. Develop role-play situations, having students switch between portraying teens and parents. Situations might be brainstormed, written on slips of paper, and drawn from a box so small groups of students might improvise parent-teen reactions. Class discussion should follow each vignette.
3. Contact the social services/child protection agency in your community. Ask a representative to come speak to the class about definitions and consequences of neglect and abuse; students should also find out about support services, classes, and resources available to parents.

## **LESSON 2: Good Attention vs. Bad Attention (grades 9-12 health or family relations)**

In the FRONTLINE program, "The Lost Children of Rockdale County," a high school guidance counselor suggests the teens are seeking attention-and that if that can't find good attention, they'll take bad attention in its place. This lesson plan explores the differences between good and bad attention

### **ESTIMATED TIME**

and helps students develop strategies to focus on good attention-getting behaviors.

### **LESSON OBJECTIVES**

1-2 class periods (block scheduling)

Students will:

- \* Interpret information from the video "The Lost Children of Rockdale County" through a series of written questions and answers.
- \* Distinguish between good attention and bad attention.
- \* Analyze and evaluate the behaviors which result in good or bad attention.
- \* Create a graphic representation illustrating behaviors associated with good and bad attention.

### **MATERIALS NEEDED**

- \* TV and VCR
- \* Video of "Lost Children"
- \* Internet Access
- \* Large size paper (11in x 17 in or bigger)
- \* Markers or colored pencils
- \* Old magazines or other sources of pictures that can be cut out (optional)

### **CORRELATION TO NATIONAL HEALTH STANDARDS (from [http://www.aahperd.org/aahe/natl\\_health\\_education\\_standards.html](http://www.aahperd.org/aahe/natl_health_education_standards.html))**

#### **HEALTH EDUCATION STANDARD 1:**

Students will comprehend concepts related to health promotion and disease prevention through:

- \* describing the interrelationships of mental, emotional, social, and physical health throughout adulthood.

#### **HEALTH EDUCATION STANDARD 3:**

Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks through:

- \* evaluating a personal health assessment to determine strategies for health enhancement and risk reduction.
- \* analyzing the short-term and long-term consequences of safe, risky, and harmful behaviors.
- \* developing strategies to improve or maintain personal, family, and community health.

#### **HEALTH EDUCATION STANDARD 5:**

Students will demonstrate the ability to use interpersonal communication skills to enhance health through:

- \* analyzing how interpersonal communication affects relationships.
- \* demonstrating healthy ways to express needs, wants, and feelings.
- \* demonstrating strategies for solving interpersonal conflicts without harming self or others.
- \* demonstrating refusal, negotiation, and collaboration skills to avoid potentially harmful situations.

## LESSON 2: Good Attention vs. Bad Attention Teaching Strategy

1) Ask the students, "Do people (or you) like getting attention? Is there such a thing as bad attention?" Have students think about the types of attention they receive from their families and friends as you **show "The Lost Children of Rockdale County" video segment from 00:00 to 10:06.**

Have students take their own notes about the details of the story or provide some guiding questions such as:

1. When did this incident occur?
2. What health problem prompted adults to pay closer attention to the community's teens?
3. On a scale of 1 to 10, how much attention did the community's adults give to the teens before the outbreak? What makes you think this?
4. What alerted the authorities to the situation?
5. What was unusual about this particular outbreak?
6. How many cases of syphilis were recorded?
7. How many teenagers were exposed to the disease?
8. Describe the lifestyle or socio-economic status of most of the teens involved in the incidents.
9. Where did the teenagers meet for their activities?
10. What factors contributed to the syphilis outbreak? (What do you think caused it?)
11. How could it have been prevented, in your opinion?

**Show segment 25:15 to 25:44**, then elaborate on the guidance counselor's comments about good attention and bad attention. Welcome comments from the students.

2) Direct students to the FRONTLINE Web site: <http://www.pbs.org/wgbh/pages/frontline/shows/georgia/> especially the teen interviews on "Separate Lives" and "Role Reversal." (If Internet access is limited, you may print out the transcripts of the interviews as handouts.) Discuss the ideas presented in the interviews. Possible discussion questions include:

### **Separate Lives**

- \* What kind of attention are the teens getting from their parents?
- \* Do you think they are satisfied with their relationships with their parents?
- \* Are there things that the teenagers themselves could do to improve their relationships with their parents?

### **Role Reversal**

- \* What kind of attention are the teens getting from their peers?
- \* Do you think the teens are happy with their relationships with other teens?
- \* There are no boys interviewed in this segment. How would the boys respond to the same questions?
- \* Why do you think the girls are willing to have sex with the boys, even though they admit they don't enjoy it?

### **General discussion**

- \* Is no attention worse than bad attention?
- \* Are there some kinds of attention that might be good sometimes, but bad at other times?
- \* Is good attention the same for everyone? How might it differ?

## LESSON 2: Good Attention vs. Bad Attention Teaching Strategy (cont.)

3) Divide the class into groups of two or three students each, and provide each group with a large piece of drawing paper and some markers or colored pencils. Instruct the students to divide the paper into four sections, with two sections under the heading “Parents” and the other two under the heading “Peers.” Label one of the sections under each heading “good attention” and the other “bad attention.”

The students should then brainstorm ideas on what kinds of behaviors fall into each category and illustrate those ideas on the paper—with words, drawings, photographs from the magazines, etc. You may have to suggest some ideas to get them started, for example:

Parents—good attention includes praise, gifts, or smiles and bad attention may include frowns, abuse, constant criticism, etc.

Friends—good attention includes smiles, compliments, hugs, etc. and bad attention might include put-downs, punches, arguing etc.

Encourage the students to be creative. Also, encourage them to keep track of items that may fall into both categories (sometimes good, sometimes bad). (This activity may need to extend into the next class period.)

4) On a separate piece of paper or on the back of their Good/Bad posters, have the students list behaviors that would most likely result in good attention rather than bad attention from parents and peers. What will make your parents respond to you in a positive way? What is likely to get good attention/results with your friends? Examples here could be good grades, complimenting someone, smiling, completing chores, really listening, etc.

5) With any remaining class time, have each (or selected) groups present their posters and share their strategies for getting good attention with the class.

### Assessment:

- \* Completion of questions from video
- \* Participation in discussions
- \* The completed posters (You may want to create a rubric ahead of time which outlines how many examples required, how much color, creativity, neatness, etc. that you expect to see in the posters. A reference to help with developing rubrics can be found at: <http://www.tensigma.org>)

### EXTENSIONS

1. Students may want to question their own parents about good and bad attention. Did they seek bad attention from their parents as teenagers? What kinds of good and bad attention do they receive from their children, peers, co-workers, and bosses? What strategies do they use to seek good attention?
2. Students might role-play several of the situations discussed during the poster creation. Alternative scenarios might be developed: one could result in good attention, one in bad attention.
3. Students might develop a public-service campaign for the daily announcements, school news paper, etc. providing quick tips on good vs. bad attention.



## **LESSON 3: Epedemic!** **(grades 9-12 health or family relations)**

This lesson begins with a simulation of just how quickly an infectious disease can spread through a population, examines the spread of a sexually transmitted disease documented by the video “The Lost Children of Rockdale County,” and ends with a survey of the role of the Centers for Disease Control and Prevention (CDC).

### **ESTIMATED TIME**

1 to 3 class periods of 90 minutes each (Dependent on discussion and analysis time)

### **LESSON OBJECTIVES**

Students will:

- \* Participate in a simulated spread of an infectious disease.
- \* Analyze the results of the simulation to determine the origin of the “disease.”
- \* Interpret information from the video “Lost Children” through a series of written questions and answers.
- \* Research and interpret information about the CDC from its Web site.

### **MATERIALS NEEDED**

- \* small clear plastic cups (two per student)
  - \* weak sodium hydroxide solution\*
  - \* phenolphthalein solution
  - \* water
  - \* TV and VCR
  - \* video of “The Lost Children of Rockdale County”
  - \* blackboard, dry-erase board, or overhead projector
  - \* Internet access
- \* To make 100 ml of 0.1M sodium hydroxide, add 0.4 grams of sodium hydroxide to 100 ml of distilled water OR add 10 ml of 1.0 M solution of sodium hydroxide to 90 ml of distilled water.

### **CORRELATION TO NATIONAL HEALTH STANDARDS** **(from [http://www.aahperd.org/aahe/natl\\_health\\_education\\_standards.html](http://www.aahperd.org/aahe/natl_health_education_standards.html))**

#### **HEALTH EDUCATION STANDARD 1:**

Students will comprehend concepts related to health promotion and disease prevention through:

- \* analyzing how behavior can impact health maintenance and disease prevention.
- \* explaining the impact of personal health behaviors on the functioning of body systems.

#### **HEALTH EDUCATION STANDARD 3:**

Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks through:

- \* analyzing the role of individual responsibility for enhancing health.
- \* demonstrating ways to avoid and reduce threatening situations.

## LESSON 3: Epedemic! Teaching Strategy

1) Before students arrive in class, half-fill a clear plastic cup with water for each student in the class. To one of the cups, instead of water, add diluted sodium hydroxide solution. Provide each student with one cup of clear liquid and one empty cup.

Tell students that the class will be doing a little role playing to start off the day. They are going to pretend that they are all at a party and they are going to “make contact” with three other people at this party. But the rules for “making contact” are very specific. Explain these rules carefully, and quiz them for understanding before you begin.

1. Pour half of your liquid into empty cup, then set the remaining liquid aside for later.
2. To “make contact,” pour your liquid into another’s cup of liquid.
3. Swirl the cup and then pour the liquid back into your cup.
4. Swirl it again and then pour half of the liquid back into your partner’s cup.
5. Keep track of each individual with whom you make contact.

2) Allow the students to “make contact” with three other students in the class. This will work best if movement is allowed and students interact with students from the other side of the class. Be sure they keep a list of with whom and in what order they made contact.

3) After the exchange has taken place, have students return to their seats, and announce that it is a week later, and the health department is concerned. Several students have contracted a disease, and all students who attended “the party” must be tested for this disease.

To determine if an individual has been “infected,” a drop of phenolphthalein is added to each exchange cup. If the solution turns pink, the person in control of that cup is infected. If the color does not change, the student is not “infected.” Depending on class size and how much “mingling” actually occurred, the results should be fairly dramatic, with twenty-five percent to possibly more than fifty percent of the class ending up infected.

4) Inform the class that only one infected person came to the party, and now it’s time to try to determine who that was. Make a five-column chart on the blackboard or overhead, with a row for each student in the classroom (see below). A “+” indicates a positive response (color change), a “-” indicates a negative (no change). Each student should be listed and then each of his or her contacts in order.

Eliminate the “un-infected” individuals and try to trace the transmission of the disease back to the original infected person. Once the class has guessed who started the disease, you can verify the results with a drop of phenolphthalein in the cups containing the original liquid.

STUDENT	+ OR -	EXCHANGE #1	EXCHANGE #2	EXCHANGE #3

### LESSON 3: Epedemic! Teaching Strategy (cont.)

5) Discuss the results or have students respond to written questions. Possible questions could include:

- \* Were you surprised by the results?
- \* What kinds of disease might be transmitted this way?
- \* What kind of behavior did the liquid exchange represent?
- \* Was it easy to determine the origin of the disease?
- \* How would tracing a disease be different if it were on a larger scale, such as a city, state, or even country?
- \* Is it always important to know the origin of an infectious disease? Why or why not?
- \* How would the results have been different if you exchanged liquids three more times?
- \* How would the results have been different if some students chose not to exchange liquids at all?

6) After discussion or collection of written responses, introduce “The Lost Children of Rockdale County” as a real-life story of the spread of a sexually transmitted disease that affected teenagers. Show the video from the beginning to 09:15. Have students take notes or answer specific questions about the video. Pause the video when it shows the chart constructed by the health department (approximately 05:40) and ask the students how the chart differs from the class’s representation of its epidemic. Challenge the students to create their own diagram from the class data collected from the epidemic simulation. Possible questions to ask about the video include:

1. When did this incident occur?
2. What was the problem?
3. What event alerted the authorities to the situation?
4. What was unusual about this particular outbreak?
5. How many positive cases of syphilis were recorded?
6. How many teenagers were exposed to the disease?
7. Describe the lifestyle or socio-economic status of most of the teens involved in the incidents that occurred.
8. What was the role of health department?
9. What did the health department do to stop the spread of syphilis?
10. Does the behavior in this video surprise or shock you? Why or why not?
11. Is it possible that such an outbreak could occur in our community?
12. What should be done to prevent such an outbreak?

7) After discussion of video, and/or collection of students’ responses to the questions, ask the students if they have heard of or know anything about the Centers for Disease Control. If there are no responses, explain that it is a federal agency charged with protecting the health and safety of people at home and abroad. The students’ task now is to find out more about the CDC. Direct students to the organization’s website at: <http://www.cdc.gov/aboutcdc.htm>. Allow students some time to explore the site and then have them write a brief response to one or more of the following questions:

- \* Briefly describe the history of the CDC.
- \* Choose one of the centers listed under the CDC’s organization and describe its function.
- \* Choose one health topic discussed on the site and summarize the information you found.
- \* Explore the data and statistics about STDs or Youth Risk Behaviors and briefly summarize what you’ve learned.
- \* What kind of career opportunities might one find with the CDC?

## **LESSON 3: Epedemic! Teaching Strategy (cont.)**

### **Assessments:**

- \* Participation in simulation
- \* Participation in discussion or completion of questions after simulation
- \* Video responses
- \* Paragraphs or written summaries of CDC research

## **EXTENSIONS**

Have students research the various health organizations available in their own community. What local city, county or state health department services are available? Are there any private or not-for-profit agencies that focus on communicable diseases? How accessible to teens are these agencies or groups?

## **LESSON 4: Health Outreach—Creating Research-Based Pamphlets on STDs (grades 9-12 health or family relations)**

STDs present a real threat to sexually-active individuals. This lesson plan explores a specific syphilis outbreak investigated in the FRONTLINE video and Web site “The Lost Children of Rockdale County” and directs students to research the disease and create their own informational pamphlets.

### **ESTIMATED TIME**

Estimated Time: 1-3 class periods (block scheduling)

### **LESSON OBJECTIVES**

Students will:

- \* Interpret information from the video “The Lost Children of Rockdale County” through a series of written questions and answers.
- \* Research the causes, symptoms, and cures of a sexually-transmitted disease.
- \* Create a pamphlet to display their research findings.

### **MATERIALS NEEDED**

- \* TV and VCR
- \* Video of “The Lost Children of Rockdale County”
- \* Internet Access
- \* Encyclopedias and medical reference books
- \* Paper and markers or colored pencils (or appropriate software such as Microsoft Word and a printer)

### **CORRELATION TO NATIONAL HEALTH STANDARDS**

(from [http://www.aahperd.org/aahe/natl\\_health\\_education\\_standards.html](http://www.aahperd.org/aahe/natl_health_education_standards.html))

#### **HEALTH EDUCATION STANDARD 1:**

Students will comprehend concepts related to health promotion and disease prevention through analyzing how the prevention and control of health problems are influenced by research and medical advances.

#### **HEALTH EDUCATION STANDARD 2:**

Students will demonstrate the ability to access valid health information and health-promoting products and services through evaluating the validity of health information, products, and services.

#### **HEALTH EDUCATION STANDARD 3:**

Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks through analyzing the short-term and long-term consequences of safe, risky and harmful behaviors and developing strategies to improve or maintain personal, family and community health.

## LESSON 4: Health Outreach—Creating Research-Based Pamphlets on STDs

### Teaching Strategy

#### Day 1

1) Introduce the topic by posing a question such as: “You are all aware that sexual activity can result in pregnancy, but what are some of the other risks involved with sexual activity?” OR “What are some of the risks involved with sexual activity?” After a brief discussion of their responses (which should include mention of STDs—prompted if necessary) introduce the teenagers in Rockdale County who participated in risky behaviors. **Show video segment (00:00 to 09:15)**. Have students take notes or write responses to the following questions:

1. When did this incident occur?
2. What health problem prompted a close look at the community’s teens?
3. What alerted the authorities to the situation?
4. What was unusual about this particular outbreak?
5. How many positive cases of syphilis were recorded?
6. How many teenagers were exposed to the disease?
7. Describe the lifestyle, or socio-economic status, of most of the teens involved in the incidents.
8. Where did the teenagers meet for their activities?
9. What factors contributed to the syphilis outbreak? (What do you think caused it?)
10. How could it have been prevented, in your opinion?
11. Were the teenagers concerned about their exposure to the disease? Should they have been?

2) After the video segment, discuss the answers or notes about the incident in Conyers. Ask the students how much they know about syphilis. Remind them that Nicole mentioned reading the pamphlets afterward and ask what kind of information should be included in a pamphlet. Write the responses on the board or overhead as they are given.

3) Tell the class that they will be designing pamphlets to help teenagers (such as those in Rockdale County) to learn about syphilis. You may want to include other STDs as possible research topics as well, and assign students to a particular disease. As a class, design a scoring guide for the finished pamphlets, including the responses to the question stated above about what kind of information should be included in a pamphlet. Things that should be included are:

- \* What causes it?
- \* What are its symptoms?
- \* Does it have any long-lasting effects?
- \* What are the treatments?
- \* How is it diagnosed?
- \* Other facts and figures about who gets it, how prevalent it is, perhaps some historical data

Be certain that students realize the design of their pamphlet is important, too. They should keep in mind who their audience is—teenagers—and try to make the pamphlets appealing and interesting to teens. Include an assessment of “teen-appeal” in your scoring guide.

It would be a good idea to have an assortment of various pamphlets (health related, preferably) available so that students will have some ideas to work from. You may want to have the students bring in pamphlets of their own, perhaps from local agencies. They could be asked to identify where they found the pamphlets and to evaluate the usefulness of their pamphlets.

If the students have access to Microsoft Word, they can use that software to design their pamphlets. Some guidelines to using it can be found at: <http://www.elementkjournals.com/msw/9901/msw9911.htm>

## LESSON 4: Health Outreach—Creating Research-Based Pamphlets on STDs

### Teaching Strategy

#### Day 2

Allow the students research time, either in class or on their own. Encyclopedias and medical references would be a good place to start, but have them include some Internet reference as well:

Be sure to direct students to these links from FRONTLINE's "Lost Children" Web site:

<http://www.pbs.org/wgbh/pages/frontline/shows/georgia/outbreak/details.html>

<http://www.pbs.org/wgbh/pages/frontline/shows/georgia/outbreak/stats.html>

Other references that will help in their research include the following:

Syphilis: FACT Sheet from the National Institutes of Health

<http://www.niaid.nih.gov/factsheets/stdsyph.htm>

Healthlink's Fact Sheet on Syphilis

<http://www.healthlinkusa.com/getpage.asp?http://parentingteens.about.com/library/fs/>

Other STDs:

American Social Health Association

<http://www.ashastd.org/>

ASHA: [iwannaknow.org](http://www.iwannaknow.org) (STD info for teens)

<http://www.iwannaknow.org/>

CDC: National Prevention Information Network

<http://www.cdcnpin.org/>

Allina Health System's Medformation page with links about an assortment of STDs

<http://www.medformation.com/mf/community.nsf/STDs>

### DAY 3

Allow students time to create their pamphlets. Collect and display them. Ask students to evaluate their peers based on the scoring guides you create.

Assessment:

- \* Completion of notes or questions from video
- \* Participation in discussion
- \* Finished pamphlet, based on class-created scoring guides

## **LESSON 4: Health Outreach—Creating Research-Based Pamphlets on STDs Extensions**

1. Have students review the segment of the video, especially from 08:03 to 09:15. Ask them to write a paragraph, based on their new knowledge of syphilis and/or other STDs, describing their reaction to the lack of concern the teens in Conyers seemed to display regarding the syphilis outbreak.
2. Write a list of questions or a letter to one of the teens in the video.
3. Post their own ideas or thoughts on the FRONTLINE Web site at <http://www.pbs.org/wgbh/pages/frontline/shows/georgia/talk/>
4. Create and implement an anonymous poll to test local teens' knowledge of STDs.