Companion Guide for Rumors

Video Summary

RUMORS [5m 5s] takes place in high school detention. When the teacher leaves the room, Raven is harassed about her sexual history by fame-obsessed Chelsea and her sidekick, Fabi. A savvy girl named Amy intervenes, schooling Chelsea and Fabi on the dangers of spreading misinformation about STIs. In the end, Amy befriends Raven and not only shares reliable public health resources with the others, but also some of her own personal medical history.

Accessing The Film

https://youtu.be/Upmm8X8i2_Y

The film may be accessed through the hyperlink above.

Purpose

Rumors brings together arts and education to give students and teachers a way to discuss a sensitive issue, STI education. This video serves as an initial learning activity for a unit of study or a lesson on the topic.

Teachers may use the video with activities to connect to their students' understanding and biases. It is crucial to connect to students' existing schemata to create pathways that will facilitate learning.

Background Information for Teachers

In addition to your state's learning standards, the following National Standards may inform your study of STI's:

- National Health Education Standards (NHES)
- National Sex Education Standards CORE CONTENT AND SKILLS, K-12

Background Information for Teachers

Target Audience: Grades 6-8; 9-12

Potential Cross-Curricular Connections:

- English Language Arts (Creative Writing)
- Media Literacy (Digital Media & Film)
- Theater Arts (Drama)
- Family Life/Life Skills
- Health Education

Ways to use Rumors

On the following pages, you will find a menu of possible learning activities to choose from that precede or follow the viewing of **Rumors**.

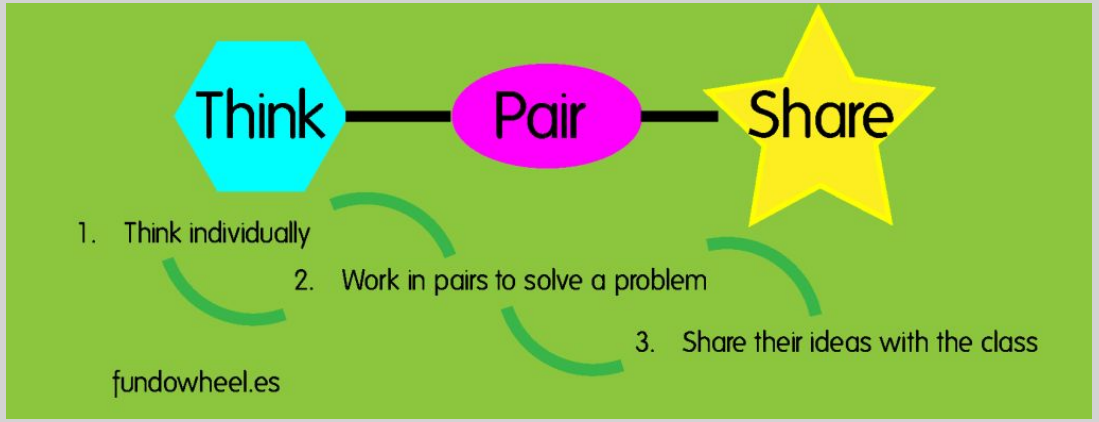
These learning activities are not intended to be prescriptive or used in any particular order.

Think-Pair-Share

T : (Think) The teacher asks a question about the video. Students "think" about an answer based on what they know about the topic.

P : (Pair) Each student pairs with another student to discuss each other's answers or thoughts about the topic.

S : (Share) Students share their thinking in a whole-class discussion.



Think-Pair-Share Sample questions:

Before viewing the video, the teacher presents the topic of STI education and tells students they will watch a video entitled **Rumors.**

Question before viewing the video: What do you think the video will be about?

Question after viewing the video: What does the video make you think about or want to know?

KWSL: Know, Want, Source, Learn

This is a strategy to pre-assess student knowledge, find out what students want to learn, give them an opportunity to identify sources for research on the topic, and show what they learned.

Have students individually or collectively fill out a KWSL chart before, during, and after a unit of study or lesson on STI Education

KWSL Chart

KWSL Chart

Fill in the columns below with what you **KNOW** about the topic, what you **WANT** to know, **SOURCES** to research, and what you've **LEARNED**.

What do you **K**NOW about STI's?	What do you **W**ANT to know?	What **S**OURCES will you research?	What did you **L**EARN about STI's?

Anticipation Guide

Anticipation guides engage students by stimulating interest in a topic of study. They prompt students to predict and verify their predictions, as they enable them to connect new learning to prior knowledge.

Students make predictions in their anticipation guides before reading or viewing a video and revisit or confirm them afterward.

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Anticipation Guide Example

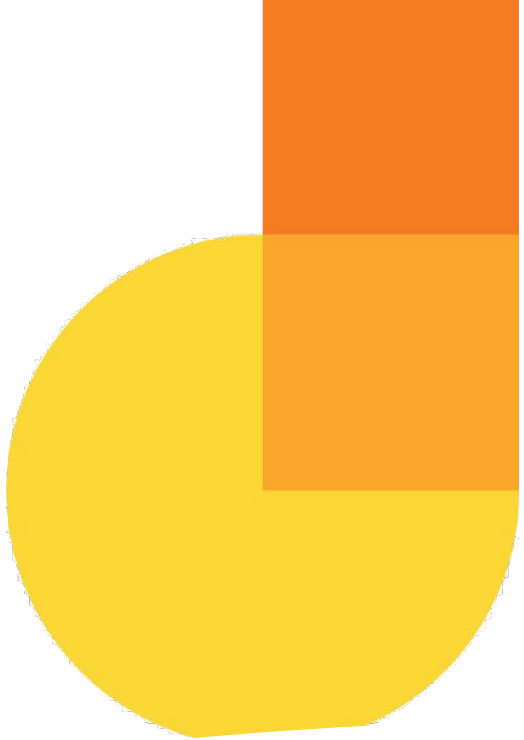
Directions: Respond to each statement twice: once before viewing the video and again after you view it. The statements are based on RUMORS.

Write **T** if you think the statement is true.

Write **F** if you think the statement is false.

Response before viewing the video	TOPIC: STI Education	Response after viewing the video
	STI Issues are not relevant to me or students my age.	
	Parents should have access to their children's STI test results.	
	People with a positive STI result should be ashamed.	
	People should stay away from those that are positive for an STI.	

You may choose to follow this activity with a class discussion.



Jamboard

Create a Google Jamboard based on:

1. What did you see pertaining to STI Education in the video?
2. How did it make you feel?
3. What do you anticipate if Chelsea seeks testing?

Jamboard

How to Use Google Jamboard Tutorial is available at:
https://www.youtube.com/watch?v=K1qS6avlnaE

Teacher-Guided Discussion

Teacher may choose to freeze the video frame at any or all of these to allow for students to share predicted outcomes.

Time	Freeze Frame to Predict Outcomes
0:55	What will happen when the teacher leaves the room?
2:08	Does social media really provide reliable information for young adults?
3:11	When Amy mentions that Chelsea spreads misinformation re: public health, what rumors or misleading information might she be referring to?
4:38	Do you think the teacher actually has an STI? If so, what will she do?

Kahoot!

After having your students watch **RUMORS**, use this link below to get to a Kahoot where students can answer questions regarding STIs.

Kahoot!: https://create.kahoot.it/share/rumors-kahoot/4cf08589-05be-4671-a113-e23a3fc0e783

Students can use this link and enter the pin you see once you start the game:

https://kahoot.it/

Flipgrid Discussion

You may choose to assign groups to discuss the video via Flipgrid. This is especially helpful during remote learning or to encourage interaction in a non-threatening way.

Sample questions:

1. What are your reactions to Rumors?
2. What would you ask or tell Raven in the video if you could?
3. After Chelsea visits the STI clinic, do you think her attitude will change towards misinformation?
4. Describe how to help someone who thinks they have an STI.

Flipgrid Tutorial – Creating Video Assignments is available at:

https://www.youtube.com/watch?v=vJOoloQ7k5Q

Educational Resources

The following are hyperlinks for more information on STI Education:

- FUTURE LEADERS OF THE WORLD
- University of Miami Health System
- WHO | World Health Organization
- Planned Parenthood
- CDC- Centers for Disease Control and Prevention
- Sexuality Information and Education Counsel of the United States

WHAT DO YOU THINK OF RUMORS?

Please have your students evaluate the film using the link or QR code below:

https://forms.gle/78M2tNZUauKYYsdKA

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