

# **A Healthy Look at Sexuality**

## **Lesson Ten**

### **Communication and Practice**

# LESSON 10: COMMUNICATION AND PRACTICE

## Time needed

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One class period

## Student learning objectives

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1. Verbalize safer sex negotiation with a partner.

## Agenda

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1. Introduction and Overview
2. Homework: *Peer Advice Review*
3. Video: *“Toothpaste”*
4. *“Toothpaste”* Discussion
5. Script Rewrite
6. Closure
7. Homework

## Materials needed

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1. TV and VCR/DVD Player
2. Video: *“Toothpaste”* approved by District 81 Human Growth and Development Committee
3. Worksheet: *Script Re-Write, Cristina’s Point of View*
4. Worksheet: *Script Re-Write, Bobby’s Point of View*
5. Anonymous Question Bag or Box
6. Index Cards of the Same Size, Shape, and Color

## Preparation

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1. Depending on the amount of students, print 3-10 copies of the following (located under Worksheets and Printouts at the end of the lesson):
  - **Worksheet: *Script Re-Write, Cristina’s Point of View*** and
  - **Worksheet: *Script Re-Write, Bobby’s Point of View***.

## Instructions

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### 1. Introduction and Overview

- a. Ask the group what they learned in the previous lesson.
- b. Explain that in this lesson we will focus on ways to make sure that we can communicate about being abstinent or practicing safer sex with our partner.

### 2. Homework: *Peer Advice Review*

- a. Ask the class to report back on what advice they gave their friends in the Peer Advice homework. Depending on the group, it may work well to quickly divide into 7 groups and assign each a scenario to discuss with each other, then present each group's advice to the larger group. Use the following responses as a guide:
1. There is a significant age difference between Tyler and his girlfriend. The law in Washington states it is not illegal for them to be in a sexual relationship. However, the age difference could be a warning sign that the relationship is unhealthy. It is important that Tyler decide for himself if he is ready for sex and not be pressured into it because he likes Emma. If Emma cares for him, she should accept the fact that Tyler is not ready. It's also important to remember that there are other reasons why some girls take contraceptive methods besides preventing pregnancy, so taking contraceptive methods does not necessarily mean that someone is sexually active or ready to have sex.
  2. Casey is smart to want Alex to be tested for STIs before having sex. Casey can say that since the number one symptom of an STI is no symptom, a person can have an STI without even knowing it and Alex shouldn't feel embarrassed if they have an STI. If Alex is unwilling to do this, Casey should question whether Alex is the best partner for them.
  3. Because Ashley is sexually active and is not in a steady relationship, she is especially at risk for an STI and pregnancy. As a friend, it is reasonable to let Ashley know that she is at increased risk because she has multiple partners. She should be using a condom and a dental dam to help protect against STIs. Using a hormonal contraceptive method and condoms would help prevent pregnancy. However as Ashley often forgets to take a pill, another hormonal contraceptive method such as the shot, the patch, or the ring may be better methods for her. Students may also question whether Ashley is in healthy sexual relationships. This is an opportunity for them to explore their own sexual values.
  4. If Sam and Karlee did not use a condom or dental dam, it would be a good idea for them to be tested for STIs. If Sam and Karlee are not the same gender and were not using protection, it would also be important for the female partner to consider taking the Emergency Contraception pill. Sam and Karlee should also reflect on what they could have done differently before and during the party so that they would not be at risk. Since alcohol decreases one's inhibitions, they could have avoided a party where alcohol was present or not have consumed alcohol. If they do decide to have sex in such circumstances (it is not recommended),

they should also make sure that they are protected from STIs and pregnancy.

5. Ron is more than four years older than Stephanie and if they have sex, it would be **statutory rape**. Stephanie may have lied about her age, but it is still Ron's responsibility to know her age if they have sex. This scenario can be used as a discussion starter around internet dating. Is internet dating safe? How do they know what the person is like? There are many more warning signs of unhealthy relationships in this scenario. Stephanie lied about her age. Ron doesn't have a job. He also has multiple sex partners. In addition, Stephanie may be looking for a relationship to make up for the fact that she isn't getting along with her parents. Ron does not appear to be interested in commitment. **A friend should encourage Stephanie to talk to her parents/guardians and if this is not possible, another trusted adult such as a clergy person or counselor. This scenario is very high risk.**
6. The fact that Sophie spends all her time with Rick is a sign that the relationship is not healthy. Rick also is emotionally and verbally abusive. Both Sophie and Rick need to seriously consider whether they are ready to have a child. What are their career goals? Are they in a financial position to care for a child? The scenario also implies that Sophie wants to have a child because she wants someone (the baby) to love her. Babies cannot do this. They need love to grow but cannot give you love until they are older. Sophie also wants to show that she can be a better parent than hers. Does she really want to be a parent or is she projecting her relationship with her parents onto a baby?
7. **Doug raped Melanie. An adult needs to be informed.** If a parent/guardian is unavailable, another trusted adult such as a counselor or clergy person should be contacted. Teenagers should not try to handle this situation on their own. If no adult can be contacted, call your community's rape crisis line that is available in the resource guide. **In Whatcom County, the 24 hour Rape Crisis Line is 877-715-1563.** When at the hospital, it is Washington State law that Melanie be offered Emergency Contraception. She does not have to take it, but it is her right to receive this information and Emergency Contraception.

### 3. Video: *"Toothpaste"*

- a. Explain that we will start off by showing a 16 minute video called "Toothpaste." It is about two best friends who are considering taking their relationships with their boyfriends to the next level. Explain that you will show the video and the students will then be asked to take the point of

view of one of the characters, so as they watch the video, it's important to pay careful attention to all four central characters.

b. Show **Video: “Toothpaste”**.

#### 4. “Toothpaste” Discussion

- a. Ask participants to explain what happened in the video with each couple (i.e., Bobby and Cristina, Carlos and Jen). Use the following questions to help gather information:
- How long had each couple been together?
  - What did each couple decide to do?
  - Why did Carlos and Jen decide to wait? What did they say?
  - What type of communication style did they use?
  - What happened with Bobby and Cristina?
  - What went wrong? What did Bobby say?
  - What could Cristina have said to change the situation?
  - What could Bobby have said to change the situation?
  - What could Cristina have done before going to the bedroom to avoid the situation?
  - What could Cristina have done in the bedroom to avoid the situation?
  - What could Bobby have done before going to the bedroom to avoid the situation?
  - What could Bobby have done in the bedroom to avoid the situation?
  - What concerns should Cristina and Bobby have after the bedroom scene?

#### 5. Script Rewrite

- a. Divide participants into pairs.
- b. Once participants are in their pairs, explain that each pair is going to be a team of script-writers whose task is to re-write the scene with Cristina and Bobby in the bedroom so that they choose healthy behaviors and assertive communication styles. Each pair will have a different character and their task is to re-write a script from the character's point of view.

- c. Distribute **Worksheet: Script Rewrite, Bobby's Point of View** and **Worksheet: Script Rewrite, Cristina's Point of View** (every group will have either the "Bobby" worksheet or the "Cristina" worksheet).
- d. When scripts are completed, ask each pair to act or read their script aloud to the rest of the group. Ask the following process questions to the whole group after each scene has been read:
  - **What did you think of the script?**
  - **Was it realistic? What about it made it realistic/unrealistic?**
  - **Was the script successful in choosing healthy behaviors and using assertive communication? Why or why not?**

## 6. Closure

- a. Ask the group what they learned in this lesson.
- b. Let participants know that in the next and final lesson we will be reviewing what we learned and doing a fun art activity as a way of ending the sessions.
- c. Pass anonymous question bag or box around.
- d. Answer anonymous questions.

## 7. Homework

- a. Review major points of the unit using the agenda we referred to in the first lesson.
- b. Explain to the students that now that they have completed the **A Healthy Look at the Sexuality** lessons, they're now going to get a chance to design an advertisement for their peers with a pregnancy and STI prevention message on it for homework. If they had one message that they would like to share with their peers, what would it be?

## Worksheets and Printouts

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# Worksheet: Script Rewrite, Cristina's Point of View

**Directions:** Your task is to re-write the script in Cristina's point of view using healthy decision making and assertive communication.

**Scene:** At the party, Bobby and Cristina are alone upstairs in a bedroom.

<p><b>Cristina:</b> "I'm kinda nervous."</p> <p><b>Bobby:</b> "What do you mean you're nervous...Come here."</p> <p>(Moves in to kiss Cristina)</p> <p><b>Cristina:</b> "Bobby, What if I tell you I'm not ready for this?"</p> <p><b>Bobby:</b> "If you're not ready, then I guess that's OK...I mean...I happen to think you are."</p> <p>(Kisses Cristina)</p> <p><b>Cristina:</b> "What about protection?"</p> <p><b>Bobby:</b> "Protection...Don't worry about it."</p> <p><b>Cristina:</b> "No, I left my bag downstairs. Come with me."</p> <p><b>Bobby:</b> "If we leave, we'll lose a room."</p> <p><b>Cristina:</b> "What about kids, I mean there's always a chance and neither of us need that right now."</p> <p><b>Bobby:</b> "Baby, I know how you feel and I feel the same way. I wouldn't do anything to screw us up...And...I love you."</p> <p>(Kisses Cristina again)</p>	<p><b>Cristina:</b> "I'm kinda nervous"</p> <p><b>Bobby:</b> "What do you mean you're kind of nervous ... Come here."</p> <p>(Moves in to kiss Cristina)</p> <p><b>Cristina:</b></p>
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(Adapted from 9/10 F.L.A.S.H., Lessons 9-11, [www.kingcounty.gov/health/FLASH](http://www.kingcounty.gov/health/FLASH))

# Worksheet: Script Rewrite, Bobby's Point of View

**Scene:** At the party, Bobby and Cristina are alone upstairs in a bedroom.

**Directions:** Your task is to re-write the script in Bobby's point of view using healthy decision making and assertive communication.

<p><b>Cristina:</b> "I'm kinda nervous."</p> <p><b>Bobby:</b> "What do you mean you're nervous...Come here."</p> <p>(Moves in to kiss Cristina)</p> <p><b>Cristina:</b> "Bobby, What if I tell you I'm not ready for this?"</p> <p><b>Bobby:</b> "If you're not ready, then I guess that's OK...I mean...I happen to think you are."</p> <p>(Kisses Cristina)</p> <p><b>Cristina:</b> "What about protection?"</p> <p><b>Bobby:</b> "Protection...Don't worry about it."</p> <p><b>Cristina:</b> "No, I left my bag downstairs. Come with me."</p> <p><b>Bobby:</b> "If we leave, we'll lose a room."</p> <p><b>Cristina:</b> "What about kids, I mean there's always a chance and neither of us need that right now."</p> <p><b>Bobby:</b> "Baby, I know how you feel and I feel the same way. I wouldn't do anything to screw us up...And...I love you."</p> <p>(Kisses Cristina again)</p>	<p><b>Cristina:</b> "I'm kinda nervous"</p> <p><b>Bobby:</b></p>
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# Homework: Closure

**Directions:**

**Design an advertisement for their peers with a pregnancy and STI prevention message. If they had one message that they would like to share with their peers, what would it be? Be sure to focus on one main message, such as, “No Glove, No Love,” “**