

Lesson Sixteen: Talking with Partners about Prevention

Student Learning Objectives:

The Students will be able to...

1. Demonstrate assertive communication with a partner about abstinence, STD testing, condoms, and other contraception.

Agenda:

1. Introduce lesson.
2. Read the Talking to Partners about Sex, STDs, and Birth Control Handout and discuss communication skills.
3. Show and discuss film, "Just Like You Imagined?"
4. Plan role-play skits using Our Own Scenarios.
5. Facilitate students' acting out skits.
6. Debrief and summarize the learning activities.

1. Introduce lesson.

So far in this unit, we have learned that it is important to know how your body works, what behaviors prevent pregnancy and STDs, what our values are about having sex, and how to recognize that a relationship is unhealthy. It is also important to know how to communicate all of these things with a partner.

You may be in a relationship now, may have had one in the past you can reflect on, or this may help you with a future partner. Our focus today will be communicating with partners about preventing pregnancy and STDs. Our goal is for you to feel confident in talking about risk behaviors, and how to avoid those risks, or reduce them,

by using condoms, birth control, and getting tested for STDs. Even if you are currently abstinent, these skills will help you in future relationships if and when you decide to have sex.

2. Read *Talking to Partners about Sex, STDs, and Birth Control Handout* and discuss communication skills.

Hand out *Assertiveness Handout*.

Assertiveness skills are valuable not only for refusing sex. They are also important when negotiating condom use or getting tested for an STD. Pass out copies of the *Talking to Partners about Sex, STDs, and Birth Control Handout*.

3. Show and discuss the film, "Just Like You Imagined?"

<http://www.scenariosusa.org/films/film/just-like-you-imagined/>

The film was written by teens and professionally produced. It shares the stories of six teens struggling with pregnancy, STDs, and communicating with partners. Because of somewhat sophisticated content, in particular a young gay couple deciding if they want to date, REMEMBER our of ground rules.

The classroom should be a safe space for everyone. After the video, there will be discussion and some role-plays. Keep our ground rules in mind for the entire lesson. Be respectful of others, even if your views differ from theirs.

Erica is angry with Matt because she thinks he knew that he could be HIV positive, but never told her.

- What is important for people to discuss prior to engaging in a sexual relationship?

- What other things should a couple do before having sex?

Enrique seems to want to move faster than Gary.

- How can they come to an agreement about how they should proceed with their relationship?

When Kristie approaches Willy to tell him that she is pregnant he says, "It's not my problem. You're on your own."

- How familiar does this situation seem? Are all teen dads like this?

- What should each person's role be under these circumstances?

4. Plan role-play skits using Our Own Scenarios.

Students will be in pairs or triads. You will be given a scenario. You should read the scenario and assume the roles of the people in the skit (if three people, one can be a friend). You have 5 minutes to plan out the skit, including any dialogue or gathering / making props. You should refer to your Assertiveness Handout and Talking to Partners about Sex, STDs, and Birth Control Handout while planning your skit and try to incorporate at least three concepts from them. These situations represent a range of people of all ages, ethnicities and sexual orientations. Even if you do not agree with a scenario, you should try to plan it out. No one will be forced to act out their scenario if they feel uncomfortable.

5. Act out skits in front of the class.

How did the couple solve their problem?

What communication or assertiveness skills did they use?

What could they have done differently or better?

6. Conclude the lesson.

In any partnership, be it straight or gay, both partners have the right and the responsibility to protect their own health and the health of their partner. Communicating effectively is part of that. But

remember that over half of all high school students are choosing not to have sex at all, so if you fall in that category, keep these skills in your repertoire for when you do decide to have sex for the first time and from that point forward.