

INTRODUCING THE UCLA SEX SQUAD

When faced with another boring, abstinence-only sex ed class, students decide to take matters into their own hands by summoning the UCLA Sex Squad. Like magic, they burst in to spice things up with their re-write of Macklemore's hit "Thrift Shop."

Workshop Goal

- To introduce the Sex Squad and start a dialogue about media literacy as it pertains to sexual health.

Learning Objectives

- Identify and analyze race, sex, and gender based discrimination in popular music.
- Identify how the arts can be a part of health education.
- Participate in an active process of art-making around sexual health.

Health Standards Covered

- HS.2.G.17** Evaluate how culture, media, and other people influence our perceptions about body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation.
- HS.8.M.29** Promote a positive and respectful environment at school and in the community.

Art Standards Covered

- AS.5.2** Analyze the role and function of music in radio, television, and advertising.

[Download Video File](#)

Online Viewing Link

<http://artglobalhealth.org/bssb1>

Themes

Inclusive Sexual Health Education
Media Literacy
Art to Start Sexual Health Dialogue

Workshop Resources

Example Song Re-Writes (p. 5)

Supplies Needed

Paper, writing utensils,
small, soft ball (or create a ball by
balling up tape)

Optional Supplies

Internet for lyrics and YouTube,
loud speakers

Introducing the UCLA Sex Squad Workshop Walkthrough

00:00 Introduction

1. Explain that today's meeting will involve watching a short video revolving around inclusive sexual health education, media literacy, and to start sexual health dialogue.

01:00 Share Interesting Statistic & Ask Students What They Know

1. Write this fact on the board, read it aloud to students, and ask them to consider it throughout the lesson:

66% of young people (ages 10 to 16) say that they and their peers are influenced by media sources.

(SOURCE: <http://www.parentstv.org/ptc/facts/mediafacts.asp>)

2. Before you jump into the video screening and activity ask your class the following series of questions or a series of your own devising. These questions will provide context for students throughout the lesson.
 - a. **When you hear the term "the media," what comes to mind?**
 - b. **To you, what or who are the media?**
 - c. **How does the media affect your decisions on a day-to-day basis?**
 - d. **Does the media influence how you treat other people?**

04:00 Show *Introducing the UCLA Sex Squad*

(Online Viewing Link: <http://artglobalhealth.org/bssb1>)

1. OPTIONAL: Turn down the lights.
2. Play the clip by your preferred/available method: either from <http://artglobalhealth.org/bssb1> or using a DVD.
3. Watch the clip.
4. Observe your students' reactions throughout the clip.

05:35 Discussion

1. After you play the video in its entirety, bring the attention of the class back to the front of the room.
2. Lead the class through this series of discussion questions, or some of your own devising, in response to *Introducing the UCLA Sex Squad*.
 - a. **As simply and directly as possible, what did you see in the video?**
By asking students to describe what they see in the video, rather than interpreting it, you may avoid their fear of being wrong. Descriptions are never wrong.

Workshop Overview

00:00 Introduction

01:00 Share Interesting Statistic & Ask Students What They Know

04:00 Show *Introducing the Sex Squad*

05:35 Video Discussion

8:00 Group Juggle:
Urgent Topics List Creation

13:00 Split Into Groups/Explain the Activity

15:00 Group Song Re-Writing

28:00 Recall Groups/Establish Presentation Order

30:00 Performances

40:00 Discussion

50:00 End

b. What do you think this video was about?

Now that the class is comfortable talking, ask them for their interpretations of the video. Encourage varied responses.

c. Why do you think that the Sex Squad chose to cover a Macklemore song?

d. What other songs could have served the same function?

e. Where else is music used to get people's attention?

By having the students consider the UCLA Sex Squad's rhetorical choices, they begin to break down how music is used to make arguments in other forms such as commercials and sponsored concerts.

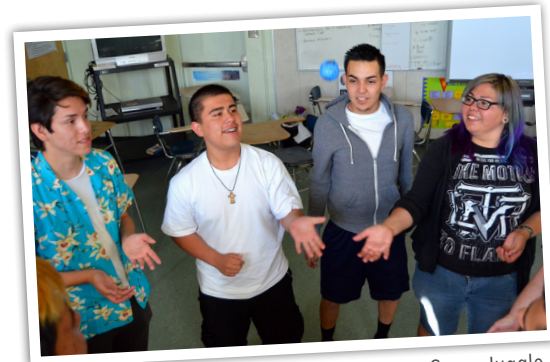
8:00 Group Juggle: Urgent Topics List Creation

1. Grab the ball and form a standing circle with your class.
2. Introduce the game and share the activity's two objectives:

Objective 1. Practice group collaboration before rewriting sexy parodies of popular songs.

Objective 2. Create a list of urgent issues to be used as creative inspiration.

3. Explain game instructions (below) while modeling.
4. Before starting, give everyone ten seconds to think of their urgent topic to name.
5. **ROUND ONE:** Make eye contact with a new person in the circle, name an urgent topic related to sexual health and say the name of the person to whom you are throwing the ball. Record the urgent topics for all to see.
6. **ROUND TWO:** Facilitate a reverse round. Make eye contact with the person you received the ball from during the last round. Name one way we can remedy or resolve the urgent topic you shared and say the name of the person to you whom you're tossing the ball.
7. **Repeat ROUND TWO:** Try to go as fast as possible with lots of energy and enthusiasm.



The San Fernando Sex Squad demonstrating a Group Juggle.

13:00 Split Into Groups/Explain the Activity

1. Split your class into 5 groups.
2. Explain that the class has been invited to perform at the Sex Ed Grammy Awards.
3. Explain that each of the five groups must take a song that they know and re-write the lyrics to that song so that they cover at least five of the urgent topics that the class has just listed.
4. Explain that the song should be between one and two minutes in length and everyone in the group has to perform at least one line of the song.
5. Explain that they can pick the genre of their song, the specific song, and which sexual health topics they want to cover in the lyrics.

Educator's Note

This is one activity where it may be alright to have students use their cell phones or iPods to look up songs and/or lyrics.

15:00 Song Re-Writing

1. As the student groups create, go around to each group, check in with them to make sure they are on task, and see where in the process they are.
2. Add that students should feel free to write in any language they choose. If they choose this option, have them include translation of the other languages represented.
3. Push them to keep moving and to not get stuck on one aspect of the performance. For example, if five minutes have passed and they still can't decide on a song, urge them to settle on something and remind them that there are only ten minutes left.
4. At about the seven-minute mark, encourage students to get on their feet and start practicing the song standing up.
5. Start giving them time notices so that they can practice the order that each person will say their line. Let them know that it will be okay for them to read off of a paper and that they do not have to memorize their songs.

Educator's Note

Performing in front of the class could be intimidating and challenging for students. Remind them that this is not a competition and that you want them to have fun with the lyrics and the performance. It is not a talent show, rather an engaging way to get the students to interact with these urgent topics in sexual health.

28:00 Recall Groups/Establish Presentation Order

1. Call the groups back to their seats.
2. Ask for volunteers to go first and so on until all five groups are scheduled. If no group wants to volunteer then pick numbers out of a hat or have them go in reverse order (i.e. Group 5 to Group 1).
3. Remind the class to be respectful of their classmates onstage.
4. Instruct them to pull out a sheet of paper and write down lyrics that they find interesting and worthy of remembering.

30:00 Performances

1. Have the students take down specific lyrics that they find interesting as the groups perform so that they can share them later in the discussion.
2. Have each group come to the front of the classroom, state the name of their song, and then perform their song.
3. Be sure to applaud before and after each performance! Make sure that the class is being respectful of each group's work. When the final group has performed, have everyone return to their seats.

40:00 Processing Discussion

- a. What was it like to re-make these songs? How did the activity make you feel?
- b. Look at the list you all made of your favorite lyrics. Which were your favorites and how did they differ from the lines in the original songs?
- c. What would the world be like if more musicians used lyrics like yours instead of the lyrics they write now?
- d. What can you do as a consumer to send a message to artists who write lyrics that you don't agree with?
- e. Would you change anything in the video we saw? Or the exercise we participated in?

50:00 End

Sex Ed Grammy Awards Example Song Re-Writes

To the tune of "Thrift Shop" (2012)

As performed by Macklemore & Ryan Lewis

[HOOK:]

I'm gonna get some facts.

Got a bunch of condoms in my backpack.

Sex Squad taught me all about protection.

This is gonna be awesome!

Walk up in the school like, "What up class? Burn the book!"

See we on stage giving sex ed a new look.

Cooking up a Hollywood, Vegas-style showing,

Honest and open, just in case you didn't know it,

Spent the last three months writing fly bits,

About waiting, masturbating, sex and what's in between it,

So I hope that you appreciate the time that we took,

And if you got a doubt about it I would listen to the hook!

[Repeat HOOK]

To the tune of "Royals" (2013)

As performed by Lorde

I wanna put a condom on your flesh.

I wanna make your hair a mess—it makes me horny.

But I put a value on myself.

So if you wanna have sex, then use protection.

So I'm talkin' bout,

Flavored condoms sittin' on my nightstand,

Pinch the tip and roll it on your little man.

We don't care—we wanna be safe everywhere.

So we're gonna have safe sex! (Safe sex!)

I don't want an STD!

That kind of life just ain't for me. Get tested, stay healthy!

Check the expiration! (Expiration!)

Don't rip it with your teeth,

Unless you want a small baby—lots of responsibility!

To the tune of "Lean On Me" (1972)

As performed by Bill Withers

Lay on me

When our bond is strong

And I'll make you (LOUD MOAN)

If you have a condom on

So we can all have fun

Let's get it on

If we have protection on

Just call on your lover, and your local CVS

We all need a condom to put on

I just might want to have oral

So bring the dental dam

We can go all night with protection on!

We can go all night with protection on!

To the tune of "Get Lucky" (2013)

As performed by Daft Punk

Check the date,

Tear the side

Take it out,

It's alright.

Pinch the tip,

Roll it down,

Hold the base,

Pull it out.

I won't have sex without one.

We should feel good and have fun.

Don't take it off till we're done.

Protection for my erection!



Visit <http://artglobalhealth.org/uclasexsquad> to access FREE MP3s of UCLA Sex Squad members performing the re-written songs above.