



Brooks recalls a moment when he struggled to decide whether or not it was the right moment to have sex.

Workshop Goal

- To present students with options when it comes to sexual behavior and to highlight abstinence as one of those options.

Learning Objectives

- Identify available options in regards to decisions about one's own sexual health.
- Identify abstinence as a healthy and valid choice in the face of social pressures.

Health Standards Covered

- HS.2.G.16** Assess situations that could lead to pressure for sexual activity and the risk of HIV/STDs and pregnancy.
- HS.5.G.25** Use a decision-making process to evaluate the physical, emotional, and social benefits of abstinence, monogamy, and the avoidance of multiple sexual partners.
- HS.1.M.8** Use a decision-making process to analyze when it is necessary to seek help and/or leave an unhealthy situation.

Art Standards Covered

- AS.VA.2.2.6** Create a two- or three-dimensional work of art that addresses a social issue.

Download Video File

Online Viewing Link

<http://artglobalhealth.org/bssb8>

Themes

Abstinence As A Valid Option
Self-Empowered Decision Making
Peer Pressure

Included Materials

Facebook Theater Timeline (p. 43)
Like, Dislike, Comment Icons (p. 44)

Prep Needed

- Print out/copy as many copies of the Facebook wall, Like, Dislike, Comment sheets as you have students in your class.
- OPTIONAL: Laminate the like, dislike, and comment sheets.

The Right Moment Workshop Walkthrough

00:00 Introduction

1. Explain that today's meeting will involve watching a short video revolving around negotiating decisions about sex and participating in a creative workshop in response to the video.

01:00 Show *The Right Moment* (Online Viewing Link: <http://artglobalhealth.org/bssb8>)

1. OPTIONAL: Turn down the lights.
2. Play the clip by your preferred/available method: either from <http://artglobalhealth.org/bssb8> or using a DVD.
3. Watch the clip.
4. Observe your students' reactions throughout the clip.

04:14 Video 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, in response to *The Right Moment*.
 - a. **What did you see happening physically in the video?**

By asking the students to describe the video purely in aesthetics the conversation can start up without the fear of being right or wrong and without a whole lot of pressure.
 - b. **What do you think this video was about?**

Now that the class is comfortable giving answers, ask them to add narrative to their answers by telling you what they thought was going on in the video.
 - c. **Based on his values, did Brooks make the right choice?**

This question requires the students to put themselves in Brooks' shoes to determine the parameters of right and wrong. This emphasizes the fact that everyone's situation is different and that right and wrong are relative.

07:14 Share Interesting Statistic & Ask Students What They Know

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

People abstain from sex acts for many reasons—even after they've been sexually active. A couple may even choose to be abstinent after having had sex with each other. The reasons people choose to be abstinent may change throughout life.

(SOURCE: <http://publichealth.lacounty.gov/dhsp/Reports/STD/STDMorbidityReport2012.pdf>)

Workshop Overview

00:00 Introduction

01:00 Show *The Right Moment*

04:14 Video Discussion

07:14 Share Interesting Statistic & Ask Students What They Know

12:00 Facebook Theater

30:00 Like, Dislike, Comment

45:00 Processing Discussion

50:00 End

2. Before you jump into the activity ask your class the following question:
 - a. When you hear the term “abstinence,” what comes to mind? Who comes to mind? What situations come to mind?
 - b. How does someone decide whether or not to be sexually active?
 - c. Are there situations where it is easy to choose these options? More difficult?

12:00 Facebook Theater

1. Explain that the class will now engage in a playwriting activity called Facebook Theater.
2. In small groups of 3-4, students will create short scenes playing out a sexual health-related exchange on a Facebook status by commenting, posting pictures, tagging others in posts, checking in at locations, etc.
3. Give a demonstration of how a final product could sound using this script:
 1. Roddy says, “I’m so happy to go get tested with my boyfriend today. #safetogether #staytogether”
 2. Annabelle likes this status.
 3. Jacinto likes this status. Jacinto says, “That is such a good idea! I should take @Risa to the clinic too! ;)”
 4. Risa likes this comment. Risa says, “Baby you’re the best! <3”
4. After making sure that the class understands the plan, have them sit down and work in groups of 3-4 to create characters and tell a story by writing/posting on each other’s Facebook timeline sheets.

Educator’s Note

Because the Dislike icon card can easily lend itself toward negative off-topic criticism, ask students to consider the activity as a potentially rare opportunity to dialogue openly and honestly about very real issues.

30:00 Like, Dislike, Comment

1. Ask the groups to stop where they are and leave their sheets on their desks.
2. Pass out the icons making sure that everyone has a Like, Dislike, and Comment.
3. Have the students walk around the room reading the stories on other groups’ walls. Explain to your students that whenever they approve of something in a scene, they should raise their Like icons. If they disagree with what someone has posted, they should raise their Dislike icons. If they have a comment they would like to make on the scene, they should raise their Comment icons and share.
4. Whenever a card is raised, have the person explain to the group why they are liking/disliking what they see, or what their comment is.

40:00 Processing Discussion

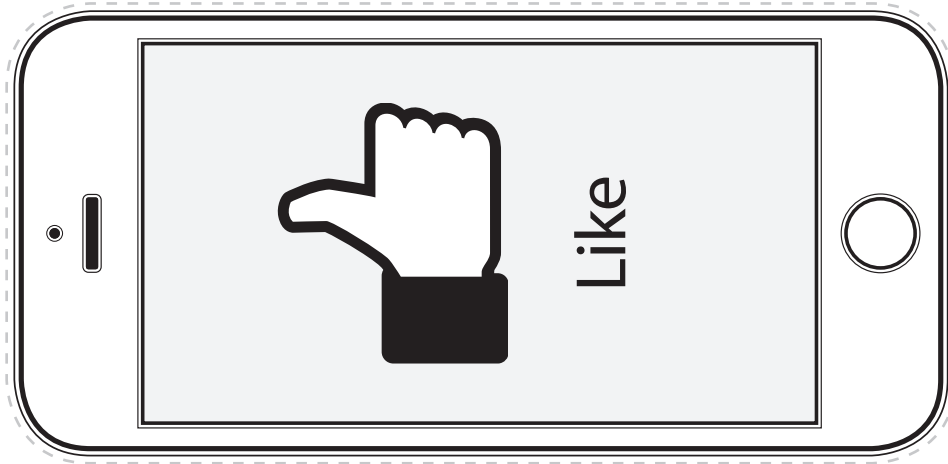
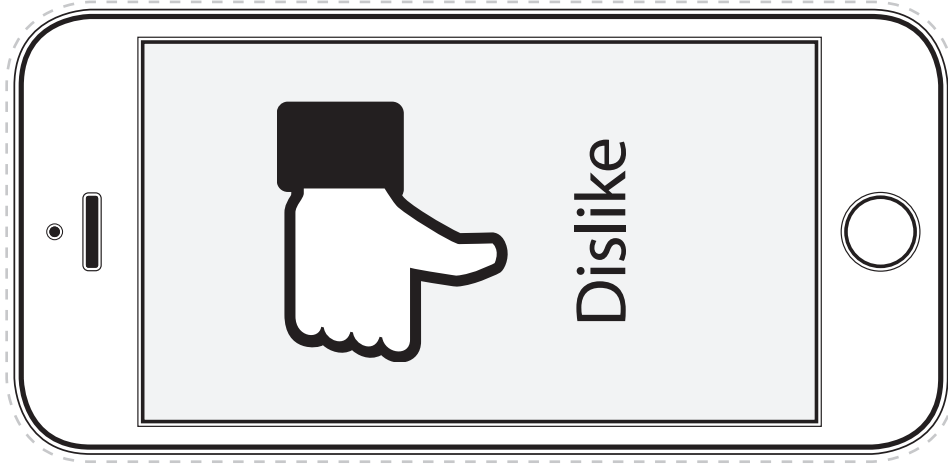
- a. What was it like to tell a story like that? To read a story like that?
- b. Do you get emotional/passionate when you see other people’s thoughts online?
- c. Do the people that we interact with on a daily basis influence our behaviors in one way or another?
- d. Why is it important to make decisions for ourselves and not others?
- e. Would you change anything in the video we saw? Or the exercise we participated in?

50:00 End



Facebook Theater

Working with your group, play out a sexual health-related exchange on a fictional Facebook status by commenting, posting (i.e., drawing) a picture, tagging others in posts, checking in at locations, and more. Get ready to share your creations soon!



Like, Dislike, Comment Icons

Cut out the icons shown above. Walk around the room reading stories on other groups' timelines. Whenever you approve of something in a scene, you should raise your Like icon. If you disagree with what someone has posted, you should raise your Dislike icon. If you have a comment you would like to make on the scene, you should raise your Comment icon and share.