



SEX SQUAD STREET

In an outrageous parody of *Sesame Street*, hand puppets Billy and Sally teach us about the benefits of honest and open communication in a romantic relationship.

Workshop Goal

- To promote healthy, honest communication as the foundation of responsible and safe romantic relationships.

Learning Objectives

- List the benefits of open and healthy sexual health dialogue.
- Identify the connections between healthy dialogue in relationships and making healthy choices as individuals.

Health Standards Covered

- HS.4.G.24** Demonstrate effective communication skills within healthy dating relationships.
- HS.8.G.35** Encourage and support safe, respectful, and responsible relationships.

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/bssb9>

Themes

Showing condoms in a Positive Light
Dialoguing about Sexuality
Healthy/Unhealthy Relationships

Included Materials

Example Comic Strip (p. 48)
Comic Strip Template (p. 49)

Supplies Needed

Markers and/or colored pencils,
writing utensils

Prep Needed

- Print out blank comic strips.
- Make sure there are enough supplies for every student.

Sex Squad Street Workshop Walkthrough

00:00 Introduction

1. Explain that today's meeting will involve watching a short video revolving around communication and sexual health and participating in a creative workshop in response to the video.

01:00 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:

When it comes to the maintenance of good workplace, family, and romantic relationships, people who put an emphasis on healthy communication have more success.

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

2. Before you jump into the activity ask your class the following question:
 - a. **When you hear the term "healthy relationships," what comes to mind? Who comes to mind? What situations come to mind?**
 - b. **What does it take to maintain a healthy relationship? Why?**

04:00 Show Sex Squad Street (Online Viewing Link: <http://artglobalhealth.org/bssb9>)

1. OPTIONAL: Turn down the lights.
2. Play the clip by your preferred/available method: either from <http://artglobalhealth.org/bssb9> or using a DVD.
3. Watch the clip.
4. Observe your students' reactions throughout the clip.

09:00 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 the following series of discussion questions, or some of your own devising, in response to *Sex Squad Street*.
 - 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.
 - b. **What do you think this video was about?**
Now that the class is comfortable talking, ask for interpretations of the video. Encourage varied responses.

Workshop Overview

00:00 Introduction

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

04:00 Show *Sex Squad Street*

09:00 Video Discussion

12:00 Comic Strips Exercise Explanation

15:00 Creating the Comic Strips

30:00 Comic Strips Sharing

40:00 Processing Discussion

50:00 End

c. What were the elements that made the communication between Billy and Sally healthy?

This question requires the students to break down the separate pieces that make up a healthy dialogue in between two people. Getting them to consider this will help them formulate ideas for the arts exercise.

d. If gender was shifted, how would that change the conversation?

12:00 Comic Strips Exercise Explanation

1. Present the example comic strip and explain that in small groups the students will create a short comic strip that answers the question, "What does a healthy relationship look like?"
2. Split the class into groups of 3-4 to work together and then pass out the blank comic strips and art supplies.
3. Be sure to answer any questions that come up throughout the class reading of the comic strip.

15:00 Creating the Comics

1. Give the class time to create their comic strips while checking in to help any groups along that are struggling.

30:00 Comic Sharing

1. Have each group present (or perform) their comic strip for the rest of class. Ask students to take notes on each other's presentations, noting things that resonated with them, or questions that came up.

40:00 Processing Discussion

- a. What was it like to make those comic strips?
- b. Which images did you like the best? Which images were most like what you want your relationships to like?
- c. How can you make sure that your relationships have healthy communication?
- d. Would you change anything in the video we saw? Or the exercise we participated in?

50:00 End

What does a healthy relationship look like?



What does a healthy relationship look like?

