



THE RESEARCH PROJECT

Karni and Dylan see the benefits of self-exploration and its potential to understanding their own sexual behaviors.

Workshop Goal

- To educate students about the importance of understanding their bodies and the natural sexual developmental processes that our bodies go through during adolescence and the acceptance of the normal exploration that is part of that process.

Learning Objectives

- Students will identify the integral parts of a healthy relationship for each partner and as a couple.
- Students will chart a list of reasons why abstinence might be a positive and viable option as an alternative to having sex with someone.
- Students will identify less risky alternative behaviors if they are not ready to consent to sexual behaviors with another person they may or may not be in a committed relationship with.

Health Standards Covered

- HS.1.G.1** Describe physical, social, and emotional changes associated with being a young adult.
- HS.1.P.1** Examine the value for teenagers in actively managing their personal health behaviors (e.g. adequate sleep, ergonomics, and self-examination.)

Art Standards Covered

- AS.VA.A.2.2.1** Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.

Download Video File

Online Viewing Link

<http://artglobalhealth.org/bssb11>

Themes

Dialoguing about Sexuality
Presenting Intercourse Alternatives

Included Materials

Refrigerator Poetry Examples (p. 58)
Refrigerator Poetry Words (p. 59-74)

Supplies Needed

Scissors, Scotch or painter's tape,
lamination (recommended)

Prep Needed

- Print out the Refrigerator Poetry Words so that there are enough words for every student in your class.
- Cut out the words.
- OPTIONAL: Laminate sheets

The Research Project Workshop Walkthrough

00:00 Introduction

1. Explain that today's meeting will involve watching a short video revolving around alternatives to sexual behaviors when you don't feel ready, including abstinence and self-exploration, and participating in an arts-based workshop in response to the video.

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

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

Abstinence, including self-exploration, is 100% effective in preventing unwanted pregnancy or the spread of HIV/STIs.

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

2. Before you jump into the activity ask your class the following question:
 - a. **Why do you think self-exploration is such a controversial topic?**
 - b. **Is there a double standard for boys and girls when it comes to the way people talk about self-exploration?**

04:00 Show *The Research Project* (Online Viewing Link: <http://artglobalhealth.org/bssb11>)

1. OPTIONAL: Turn down the lights.
2. Play the clip by your preferred/available method: either from <http://artglobalhealth.org/bssb11> or using a DVD.
3. Watch the clip.
4. Observe your students' reactions throughout the clip.

06:46 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 questions, or some of your own, in response to *The Research Project*.
 - a. **What does this video say about people's agency with their own bodies?**
SAMPLE EDUCATOR'S RESPONSE: Students may have a wide range of opinions and beliefs about self-exploration. Reiterate that everyone has the right to autonomy with their own body, and that their choices are informed by a complex set of cultural and familial values. Encourage students to listen to each other's perspectives without judgement.
 - b. **What other than self-exploration was going on?**
SAMPLE EDUCATOR'S RESPONSE: If students are having trouble responding, ask students about the ease or difficulty of having healthy conversations with partners (or anyone) about sex. Prompt the students to identify what can make it easier and what can make it more challenging.

Workshop Overview

00:00 Introduction

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

04:00 Show *The Research Project*

06:46 Video Discussion

10:00 Refrigerator Poetry Making

25:00 Poem Sharing

35:00 Discussion

50:00 End

c. **How might the way that you treat yourself/know yourself affect your relationships with other people?**

SAMPLE EDUCATOR'S RESPONSE: Again, students may have a wide range of opinions and beliefs about self-exploration. Reiterate the idea of autonomy and encourage students that knowing themselves and their values, whatever they might be, makes them more prepared to practice that autonomy in relation to others.

10:00 Refrigerator Poetry Making

1. Explain that each student will walk around the room and choose nine of the words on the wall and make a poem out of them.
2. Show them the included example of what a poem can look like or one that you have made up.
3. Prompt your students' creation process with this question: **"What would a poem to your body look like?"**

25:00 Poem Sharing

1. When everyone has finished making their poems, have the students sign up to present.
2. Once an order is established, have the students go to the front of the room and share their poem with the class. Make sure that the class respects the presenter at all times, and be sure to applaud every presenter.
3. Ask your students to take notes of all their favorite parts of their classmates' poems and why they liked those specific moments.

35:00 Processing Discussion

- a. **What was it like to make those poems and share them?**
- b. **What were your favorite parts of other people's poems? Why?**
- c. **Why might we be talking about self-exploration and safe(r) sex in the same lesson?**
- d. **How can self love contribute to a healthy lifestyle alongside abstinence? Alongside sexual activity?**
- e. **Would you change anything in the video we saw? Or the exercise we participated in?**

50:00 End

Refrigerator Poetry Examples

protest

the

bad

feel

listen

to

your

health

trust

in

good

allies

people

empower

important

protest

I

talk

about

difference

with

humor

and

respect

about

activist(s)

about

advocate

am

allies

am

art

and

are

and

are

at

bad

at

be

because

blood

because

body

boy(s)

can

**breast
milk**

condom

consent

difference

contraception

do

easy

empower

educate

fear

feel

for

fun

for

funny

give

girl(s)

go

good

has

hard

have

health

home

HIV/AIDS

how

humor

I

important

I

in

information

in

know

is

it

is

it

learn

let's

less

let's

life

live

listen

love

make

my

more

my

need

not

no

not

okay

our

parent(s)

our

peer(s)

perform

people

power

precum

protect

process

protest

respect

school

safe

semen

serious

sexy

sex

share

so

student(s)

so

support

take

teach

talk

teacher(s)

testing

the

trust

the

they

to

they

to

trust

virgin(s)

**vaginal
fluid**

want

we

what

we

when

where

why

who

yes

you

your

you

your