

In a parody of the telenovela genre, the Sex Squad tackles stigma against STI/STD testing clinics in a hilarious, slapstick short that includes bilingual dialogue.

Workshop Goal

- To promote STD/STI testing and use of local clinics.

Learning Objectives

- Identify local sexual health resources for HIV/STI testing
- List services provided by local clinics
- Explain the process for accessing sexual health services.

Health Standards Covered

- HS.2.G.14** Evaluate how growth and development, relationships, and sexual behaviors are affected by internal and external influences.
- HS.3.G.19** Identify local resources for reproductive and sexual health, including all FDA-approved contraceptives, HIV/STD testing, and medical care.

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/bssb13>

Themes

Sexual Health Resource Awareness
Healthy Dialogue
Normalizing STI Testing

Included Materials

Example Clinic Posters (p. 84 & 85)

Supplies Needed

Construction paper, stencils, markers, colored pencils, glue sticks, scissors

Prep Needed

- Print Sample Clinic Posters.
- Find contact information for, and directions to, the nearest reputable clinic in your school's neighborhood.
- Verify the resources that this clinic offers to minors.

Pruebas de Amor Workshop Walkthrough

00:00 Introduction

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

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:

Young people age 15 to 24 account for 50 percent of all new STIs.

(SOURCE: <http://www.cdc.gov/std/stats/sti-estimates-fact-sheet-feb-2013.pdf>)

2. Before you jump into the activity ask your class the following question:
 - a. **What is the most common STI symptom?**
(ANSWER: Asymptomatic/no symptoms apparent.)
 - b. **Who needs to get STD/STI testing on a regular basis? Why?**
(ANSWER: Everyone!)
 - c. **What are some benefits of getting STD/STI tested on a regular basis? (POSSIBLE ANSWER: Normalize testing.)**

These questions provide a frame for the students to keep in their minds during the lesson.

04:00 Show *Pruebas de Amor* (Online Viewing Link: <http://artglobalhealth.org/bssb13>)

1. OPTIONAL: Turn down the lights.
2. Play the clip by your preferred/available method: either from <http://artglobalhealth.org/bssb13> or using a DVD.
3. Watch the clip.
4. Observe your students' reactions throughout the clip.

06:30 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 *Pruebas de Amor*.
 - 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 *Pruebas de Amor*

06:30 Video Discussion

12:00 ProjectULA.org Intro

15:00 Map Your Community

30:00 Presentations

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 might it be empowering to know where your nearest clinic is and the services that are offered there?

This question will force the class to think of the local clinic in a positive light instead of in a negative, stigmatized way.

12:00 ProjectULA.org Intro

1. Use a classroom computer or have students use their phones to log on to **ProjectULA.org** to learn about local testing resources.
2. Write the contact information for the clinic on the board and have the students figure out directions from the school to the clinic, and the services offered by the clinic for minors.

PROJECT U

15:00 Map Your Community Activity

1. Display the Sample Clinic Poster.
2. Distribute the construction paper and illustration materials to the students and explain that they will be making posters that include all of the information you have put on the board/projected. This information includes:
 - The address of the clinic.
 - Instructions on how to get to the clinic from your school.
 - A description of all the services provided at the clinic.
3. Explain that the poster is an example and that the class can expand on it and make their own creations much different if they want.
4. Encourage your students to make posters that are engaging. Start by asking, **“What kind of advertisement gets you to go to a venue or use a product?”**
5. Give the students time to create their posters. Walk around the classroom and give feedback as appropriate. Make sure to avoid stigmatizing language. For example, avoid referring to negative STI results as an indication that one is “clean.” It creates a clean-dirty binary, which has the potential to perpetuate more fear around getting tested, sharing results, and results’ effects on one’s self-esteem and overall, self-concept.
6. Talk with students that seem to be struggling and engage them in a conversation about the ideas they are toying with in their creation process.
7. Encourage your students to follow their initial ideas by having them show you what they are thinking, i.e. sketching it out for you or starting to draw an outline of what they want to do.

30:00 Presentations

1. Have the students volunteer to go to the front of the classroom and present their posters for the class. Remind the class to be respectful of each others’ presentations and to applaud each other.
2. Each student should show their creation and explain why they chose the design decisions that they made if there are any exemplary ones that they are particularly proud of.

If you feel that your class is not very extroverted and would not do well in a presentation-style format, or if time is limited, hold a gallery walk instead:

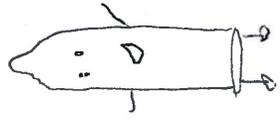
1. Have the students tape up their posters around the classroom.
2. Instruct your students to walk around the room, observe their classmates' posters, and write down anything that they find interesting.
3. Ask them to look for elements that are engaging, elements that really work in conveying the information, and elements that they would like to incorporate into their own posters.
4. When you feel like everyone has had enough time to look at the safe(r) spaces, call your students back to their seats.

40:00 Processing Discussion

- a. **What was it like to make these posters? Where would you like to see these posters?**
- b. **What do you think was the most important information on the posters? Why?**
- c. **How can you help this poster campaign actually get people to go to clinics and be safe?**
- d. **Would you change anything in the video we saw? Or the exercise we participated in?**

50:00 End

TEEN CLINIC



 Wanna get it in butt don't got one on?

 Being silly and now you got a



Billy?



 Got it in butt don't know if he left a

Souvenir? O

Come to the Teen Clinic!
Located in the nurses office in the main building

Primary Care
immunizations
Pharmacy
HIV testing
Urgent care
radiology
clinics
Women's health
STD/STI Tests
acupuncture
lab tests
with the
UCLA Arthur Ashe
Student Health & Wellness
Center
Located right on Campus!!!
221 Westwood Plaza
Los Angeles, CA 90095
Schedule an appointment
TODAY!