



INTRODUCING THE SAN FERNANDO SEX SQUAD

San Fernando High School debuts its brand new Sex Squad and explains the reasoning behind choosing an arts-activist approach to sexual health.

Workshop Goal

- To motivate students into action by inviting them to start a Sex Squad at their own high school.

Learning Objectives

- List steps necessary to start a high school Sex Squad.
- Participate in the founding and organizing of an activist sexual health theater troupe.

Health Standards Covered

- HS.2.G.15** Examine the discrepancy between actual and perceived social norms related to teen sexual involvement.
- HS.7.M.26** Participate in clubs, organizations, and activities in the school and community that offer opportunities for student and family involvement.

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/bssb14>

Themes

Starting School Clubs
Taking Activist Action
Art to Start Sexual Health Dialogue

Included Materials

Action Planner (p. 89)

Supplies Needed

Large post-its, sharpies, pencils

Prep Needed

- Find out the process and paperwork required to start a club or student group at your school.
- Print out an Action Planning Worksheet for every student.
- Organize the space so that it is open and clear of desks.

Introducing the San Fernando High School Sex Squad Workshop Walkthrough

00:00 Introduction

1. Explain that today's meeting will involve watching a short video revolving around sexual health activism 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:

A 2004 review by Advocates for Youth of 11 state based evaluations found that abstinence-only programs showed little evidence of sustained, long-term impact on attitudes and intentions. Worse, they showed some negative impacts on youth's willingness to use contraception, including condoms, to prevent negative sexual health outcomes related to sexual intercourse.

(SOURCE: <http://www.advocatesforyouth.org/storage/advfy/documents/fsabstinenceonly.pdf>)

2. Before you jump into the activity ask your class the following questions:
 - a. What does the term "sex education" mean to you?
 - b. What would your ideal sex education class look like?
 - c. What would be left out of your ideal sex education class?

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

04:00 Show *Introducing the San Fernando High School Sex Squad* (URL: <http://artglobalhealth.org/bssb14>)

1. OPTIONAL: Turn down the lights.
2. Play the clip by your preferred/available method: either from <http://artglobalhealth.org/bssb14> or using a DVD.
3. Watch the clip.
4. Observe your students' reactions throughout the clip.

07:00 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 this series of discussion questions, or some of your own devising, in response to *Introducing the San Fernando High School 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 San Fernando High School Sex Squad*

07:00 Video Discussion

12:00 Action Planning Worksheet
Brainstorm

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. What do you think works about the Sex Squad approach to sex education?

This question will force the group to start thinking about the role of a Sex Squad beyond the novelty and shock value. By having the students engage with the idea of creating a response you will see them form a concept of activism on the subject of sex education.

12:00 Action Planning Worksheet Brainstorm

1. Distribute the Action Planning Worksheet to every student in the group and make sure that they all have a writing utensil to work with.
2. Put two large post-its up on the wall and pick a sharpie to write with.
3. Explain that the Action Planning Worksheet in front of them has been designed to help student groups organize their goals and the steps of their campaigns.
4. Tell the students that as a group you will all be going through the worksheet and discussing each point. When you have reached agreement about a particular section of the sheet, everyone will then write down that agreement in the designated spot.
5. During the brainstorming process of what should be written in each section, write what the students say up on the first large post-it note so that everyone can see the record of their thoughts.
6. Write each agreement up on the second large post-it note so that everyone can see what needs to be written.
7. Continue this process until everyone has completely filled out their Action Planning Worksheet.

40:00 Processing Discussion

- a. **Why do you think we filled those out as a group?**
- b. **What are you most excited about when it comes to starting a Sex Squad?**
- c. **What does it mean to be committed to starting a Sex Squad?**
- d. **Would you change anything in the video we saw? Or the exercise we participated in?**

50:00 End

Action Planner

Area of FOCUS:

Statement of PROBLEM/CHALLENGE:	
My GOAL/PURPOSE: (Should be clear, measurable, realistic, and important.)	
What are my HURDLES?	What are my DRIVERS?
ACTION STEPS/TIMELINE:	
Action 1:	Target Date:
Action 2:	Target Date:
RESOURCES Needed:	Indicators of SUCCESS:
How am I going to CELEBRATE success?	