

**Title:** Talk the Talk by Freddy-May AbiSamra and Natasha White

**Strategy Type:** Program

**Target Audience:** All students

**Time of Year:** Second Semester

**Relevant Learning Goals and Outcomes:** Goal #3 Interpersonal intelligence: A thriving individual needs the skills to advocate for themselves and collaborate with others in a variety of situations. They should understand the impact of their actions on others. It involves effective verbal and nonverbal communication and the ability to entertain multiple perspectives.

**Specific Lesson Outcomes:**

- Students will understand healthy boundaries and will be able to have mature discussions with others about sex.
- Students will be able to respond to varying messages about sex received from friends, partners, parents, teachers, the media, etc.
- Students will be able to help each other define appropriate boundaries.
- Students will practice verbally stating their boundaries and positions.
- Students will describe examples of sexual violence.
- Students will define traits of healthy, positive relationships.

**Purpose:**

- To give students practice having high-stakes conversations in a safe, controlled environment.
- To give students an opportunity to verbalize what things they want/don't want in relationships.

**Planning and Preparation:**

Materials needed:

- Random phrase generator:  
<http://www.mauvecloud.net/randomchooser.html>
- Sli.do, or any other "word cloud" site
  - One prompt should be "BARRIERS TO COMMUNICATION"
  - One prompt should be "THINGS THAT MAKE US FEEL GOOD"

## Facilitator Guide

### Part 1 (10 minutes):

1. Explain the purpose of the program. Discuss why the ability to communicate about sex is so important. Discuss who you might need to communicate about sex with: partners, parents, friends, doctors, teachers... who else?
2. Use sli.do to ask for reasons why communicating about sex is challenging.
3. A few examples may need to be given to jumpstart the discussion, for example: shame; worry about gossip; awkwardness; parental pressure; embarrassment; don't want people to think I'm having sex; religious beliefs. Students will typically then have many examples once they get started.
4. Discuss how one might overcome some of these barriers. Explain that today, we will be practicing some of these conversations to potentially make it easier in the future.

### Part 2 (35 minutes):

1. Explain that you will be role playing conversational scenarios to discuss some topics about sex and relationships. Explain that some scenarios may imply or discuss sexual violence, and that students should feel free to take care of themselves how they need to, and can talk with you after the program if they want to process anything further.
2. Enter all the phrases you would like to use (see Appendix A) into the [random phrase selector](#).
3. Ask for two volunteers (you may need to use yourself and/or the Wing Liaison for the first example). Designate a Volunteer A and B. Explain what the volunteers will be doing. Spotlight the two volunteers' videos on Zoom.
4. Use the selector to choose a random phrase and **private message** it to Volunteer A. Volunteer A will act as a character saying that message and read it out loud. Volunteer B will respond honestly to the message.
  - a. Let the volunteer know if they are not comfortable with the message they are given, you can send them a new one.
5. They can go back and forth for a few sentences. Then explain that other students can tag in to help with the conversation by typing TAG in the chat. Monitor the chat and when a student wants to tag in, call "freeze." Determine which person they want to tag in for and switch the spotlighted videos. They should now continue the conversation.
6. These conversations should be fairly short, but allow as many people to tag in as are interested. The collaborative nature of this problem-solving is essential to allow students to find and practice the strongest tactics. When people feel satisfied with the conclusion, move on to a new message/conversation.
7. Not all of the messages are "bad" or "good"; some may be nuanced. Encourage students to try to understand why someone might say the message. Remember that there are not right or wrong answers but encourage inclusivity and open-mindedness. Remember too that all of these conversations can include non-heterosexual, non-cisgender people.

8. Do as many as there is interest for/you feel you have time for. Try to wrap up with 15 minutes left.

### Part 3 (10 minutes):

1. Create a word cloud like the one before using a site like slido.com. The topic for this word cloud is THINGS THAT MAKE US FEEL GOOD. Encourage a wide variety of responses as all relationships are different. If someone gives an answer that may be negative, investigate it, and see if you can find the positive core of their answer.
2. Some response examples include:
  - Arts & crafts
  - “Are you okay?”
  - “What do you want?”
  - Just listening to me
  - Support me when I’m sad
  - Laughing but not at you
  - Knowing each other’s love languages
  - Boundaries
  - Friendship
  - Hold my hand
  - Heart to heart conversations
  - Consensual sex
  - Compliments
  - Consensual cuddling
  - Doing puzzles
  - Honesty
  - Quality time
3. This word cloud can be great to save and post somewhere for your wing!

### Debrief (5 minutes):

Did any more questions come up from this that you would like to ask? Any big surprises? Anything you are confused about?

Remind students that if anything came up that they have further questions about or want to talk about one-on-one, you are available for them.

### Assessment Questions:

1. What tactics were effective in having these conversations?
2. Why is it important to practice talking about sex and relationships?
3. What can you do to reduce stigma and increase communication in your friendships and relationships?

**Appendix:** These are examples of messages that you can paste into the phrase generator for the game. Feel free to add or remove messages based on your group. These are all real things people have said collected over the years!

- Why do we have to use a condom?
- Don’t you trust me?
- It’s not fair to lead me on if you’re not gonna put out.
- Just send a naked picture on Snapchat, it disappears.

- I'm not in the mood tonight.
- I love you, but I don't know when I'll be ready.
- I can't believe you haven't had sex yet.
- Well, our friends already had sex and they haven't been dating that long.
- If you're trans, you have to tell people what's in your pants.
- Yes means yes, no matter how drunk/high you are.
- Men can't rape people if they're drunk.
- You can't hang out with other guys/girls without my permission.
- Sex is between a man and a woman.
- You can't have sexual feelings yet because you're too young.
- Gay sex doesn't really count.
- I can't imagine not being with the first person I had sex with.
- There's no reason for you to be on birth control at your age.
- I'm forwarding you this dirty picture of our classmate going around.
- Nobody wants a used lollipop.
- If you decide to go home with him, he's gonna expect sex.
- You can't change your mind if you already said you'd do it.
- Guys just can't control themselves.
- If you're attracted to a trans person that means you're gay.
- It's not rape if it wasn't violent.
- Boys think about sex every seven seconds.
- We don't have to use protection since we're both cis women.
- If you don't have sex with your partner, they'll find someone else who will.
- She dresses like a slut.
- You can tell who's a virgin by how they walk.
- Masturbation is unhealthy.
- If you loved me, you would want to have sex with me.
- I didn't say yes, but I didn't say no.
- He told me he would break up with me if I didn't suck his dick.
- Guys can't get raped.
- You have to have sex to be a real man.

**Information:** It is widely agreed upon by experts that communication is an essential skill to a healthy sex life. Role-play is also commonly used in sex education as it is a safe way to engage with difficult situations. Recent studies of sex education in the United States have shown participatory and game-based education to be effective and empowering. The sources below go into more detail on these points.

“Talking about Sex with Your Partner.” *American Sexual Health Association*, American Sexual Health Association, [www.ashasexualhealth.org/sexual-health/talking-about-sex/](http://www.ashasexualhealth.org/sexual-health/talking-about-sex/).

“Sexual Communication.” *Student Health and Counseling Services*, University of California, <https://shcs.ucdavis.edu/topics/sexual-communication>.

“Instructional Methods.” *Teaching Sexual Health*, Alberta Health Services,  
<https://teachingsexualhealth.ca/teachers/sexual-health-education/understanding-your-role/get-prepared/instructional-methods/#role-play>.

Hall, Kelli Stidham et al. “The State of Sex Education in the United States.” *The Journal of adolescent health : official publication of the Society for Adolescent Medicine* vol. 58,6 (2016): 595-7. doi:10.1016/j.jadohealth.2016.03.032.