



Lesson Title: Toothpaste
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Time: 45 minutes

Learning Objectives:

By the end of this lesson, participants will be able to:

1. List at least two behaviors that put someone at risk for pregnancy or sexually transmitted infections.
2. List at least two behaviors that put someone at no or low risk for pregnancy and sexually transmitted infections
3. Practice creating dialogue to negotiate risk reduction
4. Identify at least one Web site and one hotline that a teen could utilize for information about sexual health

Materials:

Copy of the Scenarios USA video "Toothpaste"

- The film is available at www.scenariosusa.org or by calling 866.414.1044

TV/VCR

Copies of the provided worksheets: Script Writing for Jennifer, Script Writing for Carlos, Script Writing for Cristina and Script Writing for Bobby – one worksheet for each group of three students

Three sheets of newsprint prepared

Copies of the Worksheet Resources for Teen Sexual Health

Newsprint

Markers

Masking Tape

Pens or pencils – one per student

Preparation:

Before teaching this lesson, make sure to preview the video "Toothpaste" so that you are familiar with the characters, their relationships and both story lines. Also review the final page of this Lesson entitled "Laying the Groundwork" which includes suggested Ground Rules.

Prepare three sheets of newsprint with one title written on each "Behaviors that can start a PREGNANCY", "Behaviors that can transmit an INFECTION", and "Behaviors that are NO or LOW risk for both PREGNANCY and INFECTIONS".

Procedure:

1. Introduce the lesson by explaining to your students that teens often struggle to make healthy decisions because they have not practiced talking to a partner about sexuality or have the knowledge they need to make informed decisions. Explain that this lesson will give a brief overview of behaviors that put someone at risk for pregnancy, sexually transmitted infections or behaviors that reduce the risk for pregnancy or infections and provide an opportunity to create dialogue about sexual decision-making.

2. Post the three prepared sheets of newsprint at the front of the room and conduct a quick brainstorm in this specific order making sure that the three behaviors listed make each list.

Behaviors that can start a PREGNANCY

- Unprotected sexual intercourse anytime there is ejaculation/"cum"
- Ejaculating semen on or near the opening to the vagina
- Ejaculating semen while pulling out of the vagina

Behaviors that can transmit an INFECTION

- Unprotected oral, anal or vaginal intercourse with an infected partner
- Skin-to-skin contact of the genitals with an infected partner
- Exposure to infected sexual fluids such as blood, semen, vaginal fluids or precum

Behaviors that are NO or LOW risk for both PREGNANCY and INFECTIONS

- Choosing not to have oral, anal or vaginal intercourse
- Using a latex condom correctly during oral, anal or vaginal intercourse
- Touching with clothes covering the genitals

Explain that these lists will remain posted and will be referenced later in the activity.

3. Next, write the names of the "Toothpaste" characters on flipchart paper (Jennifer, Cristina, Carlos and Bobby). Explain that you will play a video called "Toothpaste" that was written by teens and produced by an organization called Scenarios USA. Explain that the video has the following four main characters: Jennifer, Cristina, Carlos and Bobby. Explain that you will show the video, but stop it before the ending. The students will then be asked to take the perspective of one of the characters, so as they watch the video, it's important to pay careful attention to all four central characters.

4. Play the video but stop it when the scene fades to black after each couple has negotiated about whether or not to have sexual intercourse in a bedroom (approximately 11 minutes into the video). After you stop the video, explain that during the next activity students will decide whether one or both of those couples will have sexual intercourse or not. Then the whole group will guess how the video really ends.

5. Divide students into groups of three and have students sit near each other so they can complete the next activity in their small group. Once the students are in their groups, explain that each group is going to be a team of script-writers who need to finish writing the scene they just saw. Each group will have a different character and their task is to write a script from that character's perspective. The scene they will write continues from where the video just left off and each group will have some behind the scene information about the assigned character at the top of the worksheet. The group's task is to create the dialogue completing the scene in a way that is realistic given what they already know about the character and relationship they are in. They can use the information from the three lists brainstormed at the beginning of the lesson for ideas. Their character will speak first.

6. Distribute a worksheet to each group making sure that at least one group is working on each of the four characters. Give groups approximately five to seven minutes to complete their task. Make an announcement to the class when there is only one minute remaining, informing them of the remaining time and that they need to select two group members to read their script to the entire class. (**Facilitator's Note:** It is important to walk around while groups are working to make sure they stay on task and are creating realistic dialogue.)

7. When time is up, ask each group to read their script aloud to the large group and ask the following process questions after each scene has been read:

What did you think of the script?

In your opinion, was it realistic?

Was it successful at accomplishing the character's goal stated in the Behind the Scenes Info?

Why or why not?

8. Next ask the large group to guess other possible endings for the film and solicit some sample responses.

9. Show the end of the video "Toothpaste" and ask the class:

What did you think of the ending?

Was it realistic?

How did Cristina and Bobby's relationship compare to Jennifer and Carlos'?

What might happen next for Cristina? For Bobby? For Jennifer and Carlos?

10. Next, explain that many adolescents struggle making decisions about whether to become sexually involved with another person and to what extent. Explain that having all the facts about how to best protect oneself from pregnancy, infections and most importantly, not to have any regrets, is vitally important. Distribute the worksheet "Resources for Teen Sexual Health" and point out some of the hotlines and Web sites that students can use to get more information about these issues.

11. Lastly, write the following stem sentence on newsprint. Instruct students to complete the sentence on the back of their "Resources for Sexual Health" worksheet:

"One piece of advice I have for _____ (choose character) is . . ."

WORKSHEET: Script Writing for JENNIFER*

Behind the Scenes Info

Jennifer has decided to wait until she is 100% confident about her decision before actually having sexual intercourse with Carlos. This is a really big decision, and she wants to be completely sure that she's ready.

Jennifer:

Carlos:

Jennifer:

Carlos:

Jennifer:

Carlos:

Jennifer:

Conclusion of Scene between Jennifer and Carlos:

WORKSHEET: Script Writing for CARLOS*

Behind the Scenes Info

Carlos really wants his first time having sexual intercourse with Jennifer to be special. He doesn't want either of them to have any doubts. He's decided to wait until they are both sure and it can be a really great experience that neither will regret.

Carlos:

Jennifer:

Carlos:

Jennifer:

Carlos:

Jennifer:

Carlos:

Conclusion of scene between Carlos and Jennifer:

WORKSHEET: Script Writing for CRISTINA*

Behind the Scenes Info

Cristina decides she is not willing to have sexual intercourse with Bobby without using a condom. It's just not worth the risk and besides, Jennifer would kill her if she had unprotected sex.

Cristina:

Bobby:

Cristina:

Bobby:

Cristina:

Bobby:

Cristina:

Conclusion of scene between Cristina and Bobby:

WORKSHEET: Script Writing for BOBBY*

Behind the Scenes Info

Bobby decided that he really should listen to what his coach said in practice. He's got too much riding on getting a football scholarship for college to risk getting Christina pregnant by not using a condom.

Bobby:

Cristina:

Bobby:

Cristina:

Bobby:

Cristina:

Bobby:

Conclusion of scene between Bobby and Cristina:

WORKSHEET: Teen Sexual Health Resources

Web sites:

www.sexetc.org

Sexual health information written by teens, for teens

www.scarleteen.org

Sexual health information on a wide range of topics

www.youthresource.com

Sexual health information for gay, lesbian and bisexual teens

www.iwannaknow.org

Sexually transmitted infections information

www.teenwire.org

Information to find clinical health services in your area

www.itsyoursexlife.org

Sexual health information including family planning and infections

Hotlines:

1-800-230-PLAN Locate the nearest sexual health center in your area

1-800-656-HOPE Rape, Abuse and Incest National Network

1-800-342-2437 National HIV/AIDS Hotline

1-800-227-8922 National Sexually Transmitted Infection Hotline

1-800-662-HELP National Drug and Alcohol Treatment Hotline

1-800-HIT-HOME National Youth Crisis Hotline

LAYING THE GROUND WORK

The “Toothpaste” Lesson Plan is designed to utilize critical thinking and dialogue to promote teenagers’ self-awareness and understanding of relationships and sexual health. This lesson will provide adolescents with a forum to discuss their own opinions and choices, hear others’ viewpoints, and to analyze the behavior of the characters they see in the films. This process will encourage the sharing of valuable information and the development of skills that can help young people make positive decisions that will affect their health and their lives. Much of the dialogue that is generated may involve sensitive subjects. Therefore, it is useful to introduce **Ground Rules** that may be posted in the classroom. These may need to be referred to regularly, particularly when sensitive issues arise. As an ice-breaking activity, teachers can allow students to develop their own ground rules and help them discuss their importance. Such a list may include the following:

1. **Right to Pass:** We will respect ones choice to abstain from the discussion.
2. **Respect:** We will listen attentively to what others have to say, allowing one person to speak at a time.
3. **Sensitivity:** We will recognize that it may be difficult for our classmates to share stories about themselves and their feelings.
4. **Supportiveness:** We will not criticize other people, although we may disagree with their point of view.
5. **Understanding:** We will be aware that others may differ in their religion, cultural background, or in other ways and we will, therefore, be thoughtful about the comments we make.
6. **Confidentiality:** We will not repeat anything that is shared within the group to anyone outside of the group. While we may talk about the content of the group discussion, we will not identify who has raised a particular issue or who has disclosed a personal story or feeling.

Teachers may also offer students an **Anonymous Question Box** in which they can insert questions before or after class. If this is done, it is important for teachers to be prepared to recognize, in some appropriate fashion, all issues that are raised and to let students know that:

- No question is wrong or silly
- Anyone who contributes a question to the box will remain anonymous, and
- All questions will be addressed, either by the primary instructor or a facilitator who is invited to cover specific issues.

SCENARIOS USA—A BRIEF INTRODUCTION

Scenarios USA is an award-winning non-profit organization dedicated to helping youth make smart and healthy decisions about their lives by giving them a creative forum to explore who they are and how they see the world. The Scenarios USA films are all written by youth and produced in partnership with top Hollywood professionals.

Directors who have worked with Scenarios include Doug Liman (*The Bourne Identity*), Michael Apted (*Gorillas in the Mist*), Tamara Jenkins (*Slums of Beverly Hills*), Jim McKay (*Our Song*), and Ben Younger (*Boiler Room*). The winning writers participate in all aspects of the production of their stories and attend a premiere of their films in New York City. The finished films are used by school teachers, community groups, and after-school programs across the country to facilitate discussion and present information connected to teen sexual health. In addition, Scenarios films have been seen on MTV, Showtime, PBS, and Oxygen. Scenarios USA has been recognized with Porter-Novelli’s Award for Excellence and Innovations in Social Marketing, Council on Foundations Award for Excellence in Film & Digital Media, and numerous honors from film festivals.