

# Sexually Transmissible Diseases (STDs)

## Day 5: Communication

Grades 9 and 10, Lesson #28

### **Time Needed**

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One class period

### **Student Learning Objectives**

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To be able to...

1. Demonstrate assertive parent/child, doctor/patient, partner/partner communication regarding STDs and sexual health in general.

### **Agenda**

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1. Review ground rules.
2. Remind the class of communication skills (lesson 9) using the Communication Reference Sheet and Transparency.
3. Have volunteers demonstrate how to communicate about STDs and other health issues, using Demonstration Script 4.
4. Have individuals and pairs of students write 1 or 2 scripts, reflecting good communication.
5. Facilitate role plays, expressing approval of assertiveness and listening skills.

## **Materials Needed**

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### **Student Materials (one per student):**

*Communication Reference Sheet* (from Lesson 9)

### **Classroom Materials (one class set, which you can re-use in subsequent class periods):**

Two copies of *Demonstration Script 4*

Five copies of each *Sexual Health Role Play* (3 pages X 5 copies, each page cut in half = enough for one per team, for 15 teams of 2 in a class of 30)

*Communication Transparency* (from Lesson 23)

## Activities

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1. Review the ground rules. Again, consideration for one another's feelings will be vital.
2. Introduce the Sexual Health Role Plays by reminding the class of the "good communication" skills they have been practicing throughout the unit. Ask people to glance back at the Communication Reference Sheet from lesson 9. Put the Communication Transparency (from Lesson 23) on the screen, to summarize.
3. Have two volunteers enact Demonstration Script 4. As in lessons 9 and 23, comment on the success of the communication ... point out any of the following ways in which they utilized good communication skills:
  - » The players stood tall and looked at one another, without engaging in "power stares."
  - » They spoke loudly enough to be heard; they sounded like they meant what they said.
  - » They were honest and said what they had to, without trying to hurt the other person.
  - » They asked questions of one another to make sure they were understanding, and really listened to the answers.
4. Have the class divide into pairs. A few students may prefer to work individually; that's OK. Give each pair or individual one copy of a role play situation (A, B, C, D, E, or F).

NOTE: Some students may express discomfort using examples in which unmarried couples are engaging in (or considering) sexual intercourse. It is perfectly OK to offer these students situations D, E or F (married couple, doctor/patient, parent/child communication, respectively) instead.

Students' task: **write a script**, as if this were a scene in a play. They should be illustrating, through their script or role play, assertive ways to handle these situations.

A script would look like this (put this on the whiteboard):

John: \_\_\_\_\_  
 \_\_\_\_\_.

Kai: \_\_\_\_\_  
 \_\_\_\_\_.

John: \_\_\_\_\_?

Let them know that they do not need to perform their scripts. You can offer extra credit for their efforts if they do. Allow 6 to 8 minutes for the writing.

As students write, you can survey the group to see how many role plays for which to allow time. If there seems to be enough time, have students trade their situations with you, and write a second script, before beginning the role plays.

5. Finally, invite teams who would like to enact their scripts, to do so for extra credit. After each role play, discuss the emotions involved and affirm the team for the particular assertive behaviors they demonstrated (e.g., making eye contact; standing or sitting tall; having a serious facial expression; using a fairly loud, confident tone of voice, etc.)

Collect all the scripts, regardless of whether they've been enacted, so that you can give participation credit.

# Sexual Health Role Plays



## SITUATION A

**SKILL PRACTICE WITH A PARTNER:**  
***The Big “S” – symptoms***

**Person #1:**

You have been dating Person #2 for a couple of months and having intercourse for a month or so. You have just started noticing some itching around your genitals. You want the two of you to go together to a doctor. You haven't had sex with anyone else that you can remember. But you did get really drunk at the party last Saturday, and you remember flirting with another person...

The scene begins with you calling to Person #2 from the end of the hall, after second period.

**Person #2:**

You have been dating Person #1 for a couple of months. He or she has been acting strange all day. You suspect something is wrong, and you are scared that Person #2 has been getting involved with someone else. You certainly haven't had sex with anyone outside this relationship. The scene begins when Person #1 calls your name, from the other end of the hallway, after second period.

## SITUATION B

**SKILL PRACTICE WITH A PARTNER:**  
***The flu***

**Person #1:**

You have been dating Person #2 for four months. You've had sex together a few times. A couple of weeks ago, though, when she or he was home with the flu, you went out with someone else and ended up in bed with them. You have just now noticed what looks like a genital wart.

The scene begins with you calling Person #2 on the phone.

**Person #2:**

Person #1 is the only person you have ever “slept with” (had sex). As far as you know, you are the only one for him or her, too. You have never really talked about whether you were monogamous, but you sort of assumed that was the agreement.

The scene begins when your phone rings.

# Sexual Health Role Plays (continued...)



## SITUATION C

### **SKILL PRACTICE WITH A PARTNER:** *first things first*

#### **Person #1:**

You and Person #2 have been dating for a year. You've been talking about having sex, but you both have had sex with people in prior relationships and decided to wait this time. You want to talk about STDs before a decision is made. You think you should both get check-ups ... but you don't want to hurt or insult him or her.

You have been walking together, in silence, in the park. The scene begins when you sit down next to Person #2 on a bench.

#### **Person #2:**

You have been going with Person #1 for a year. You have wanted to have sex, but you have never pushed. You really care about Person #1, but you don't like talking about private things like STDs and past relationships.

You sit down on the park bench and she or he joins you.

## SITUATION D

### **SKILL PRACTICE WITH A PARTNER:** *the baby*

#### **Person #1:**

You and Person #2 have been married for almost a year and you're pregnant. Today you went for your first prenatal visit and the doctor told you, "You have chlamydia." You had sex with another man while on a recent business trip.

The scene begins, a few hours later, when Person #2 comes home from the store.

#### **Person #2:**

You have wanted a baby for a long time and you are so excited that your wife is pregnant! You had to be at work today when she went to the doctor, but you stopped at the store on your way home and bought her a card and flowers. You can't wait to hear about her first prenatal visit this morning.

The scene begins as you get home.

# Sexual Health Role Plays (continued...)



## SITUATION E

### **SKILL PRACTICE WITH A PARTNER:** *tell me more*

#### **Person #1:**

You are visiting the doctor (Person #2) for an STD check-up, because you have noticed some sores around your genitals. You are worried about what the doctor will do and you have questions about your confidentiality. You did not answer some questions on the form because you are embarrassed what the doctor will think of you.

The scene opens with you, waiting in the exam room, as the doctor opens the door.

#### **Person #2:**

You are a doctor in an STD clinic. This young patient (Person #1) has only partly filled out the medical history form. You know the questions are very personal, but you have to ask them in order to give the best possible care.

The scene opens as you enter the exam room, where the patient is already waiting for you.

## SITUATION F

### **SKILL PRACTICE WITH A PARTNER:** *the lump*

#### **Person #1:**

You are a teen, living at home. You have just noticed a red bump on your genitals. You are concerned about it. You want to go to the doctor and get a complete STD check-up. Your mom or dad or guardian (Person #2) has never been easy to talk with about private matters, but you think now is a good time to start.

The scene opens after dinner. You walk into the kitchen where your mother or father is making a snack, and you start the conversation with, "Can we talk?"

#### **Person #2:**

Your son or daughter (Person #1) is sort of a hypochondriac always thinking he or she is sick when nothing is wrong, especially on the night before a test or something.

The scene opens while you are making yourself an evening snack.

## Demonstration Script 4: Communicating about STDS & Sexual Health

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**Patient = P**

**Receptionist = R**

R: May I help you?

P: Yes, I have a 3:30 appointment.

R: What is it for?

P: It's kind of private. Can I just explain to the doctor?

R: Well, no. I have to know which forms to give you. But I understand your discomfort here in the lobby. (lowering voice) Are you here about an infection or family planning, then?

P: Yes, STDs.

R: OK. Here are the forms to fill out. You can have a seat right over there. Bring them back up when you finish.

*Patient sits down for a moment and then brings the forms back to the desk.*

R: Wait.. Can you come back, please? You didn't fill out the part here where it asks your sexual history.

P: That's right. I didn't. I would prefer to discuss it in private with the doctor. You know ... it makes me uncomfortable when you, uh, can see my answers to those questions. I don't mean to offend you, but that stuff is very private to me. OK?

R: OK. Sorry. Just doing my job, but I agree with you. Have a seat and they'll call you in a few minutes.

P: Thanks.