

Touch & Abstinence

Grades 9 and 10, Lesson #2

Time Needed

One class period

Student Learning Objectives

To be able to...

1. Explain the importance of sexuality education and the philosophy of the unit.
2. List at least 3 reasons many teens decide to abstain from sexual intercourse.
3. Give examples of nurturing, affectionate, sexual and violent touch.

Agenda

1. Use the Position Paper to introduce the rationale for and philosophy of the unit.
2. Use *Touch Transparencies 1-5* to introduce the concept of four basic kinds of touch.
3. Use the *Kinds-of-touch Exercise* to reinforce the concept.
4. Answer any relevant questions from the “Touch and Abstinence” envelope.
5. Summarize the lesson and assign homework.

Materials Needed

Classroom Materials (one per classroom):

Touch Transparencies 1-5

Yarn or string, two 20 to 30 foot pieces

four signs, each on a different color of paper (blue, yellow, pink, green) saying:
“AFFECTIONATE,” “SEXUAL,” “NURTURING,” and “VIOLENT”

Student Materials (one per student):

Position Paper

Family Homework Exercise: Introduction

Individual Homework Exercise: Introduction

One sheet of blank colored paper ($\frac{1}{4}$ of the sheets of paper should be blue, $\frac{1}{4}$ yellow, $\frac{1}{4}$ pink, $\frac{1}{4}$ green)

Activities

1. Hand out the *Position Paper*. Ask for four volunteers and have them read aloud the scripts for students A, B, C, and D. Then ask for volunteers to read the rest of the *Position Paper* aloud, a paragraph or so at a time, while everyone follows along.

Ask if someone thinks he or she can summarize the philosophy of the unit. Some possibilities may be statements such as:

“Sex can be a wonderful experience, under the right circumstances. It can also lead to hurt and crisis. Maturity and knowledge can help it be wonderful, instead of hurtful.”

“You have a right and a responsibility to yourself and the people you love to learn about your sexual self.”

“Caring, consideration, and honest communication are fundamental to healthy relationships. Knowledge is fundamental to healthy bodies.”

2. Explain that it is **not** the unit’s purpose to suggest that all sexual touch is bad (or risky) and **certainly** not that touch, in general, is bad. Explain that there is, indeed, a basic human need for touch; babies can even die if they don’t get their touch needs met. But in their quest to meet that need, many people confuse sexual touch and other kinds of touch ... and end up getting sexual touch when they really wanted, for example, just to be held. Using *Touch Transparency 1*, explain that there are four basic kinds of touch in the world:

NURTURING TOUCH ... which is comforting touch, mostly for the sake of the one being touched.

AFFECTIONATE TOUCH ... which is more equally balanced between the two people, and which shows liking, affection, caring and/or joy.

VIOLENT TOUCH...which is rough touch. In this definition, violent touch can be consensual or nonconsensual. This is touch that can physically hurt someone. Often this touch is *not* consensual and shows anger or power.

SEXUAL TOUCH ... which may last longer or be more intimate than affectionate touch, and which may involve sexual parts of the body (though not always) and which may lead to orgasm (though it often doesn’t).

Offer the following case studies and get students’ help in identifying which kind of touch each one represents. (As they identify each, put the corresponding Transparency on the screen, superimposed upon *Transparency 1*.)

- A) Your father comes home from work, flops in a chair and sighs, “Ooh, my feet are killing me!” You offer to give him a foot massage. He gratefully accepts. What kind of touch is it? (*Answer: nurturing ... Transparency 2*)

- B) C.J. and Chris have been going together for a month. Whenever they see each other, their stomachs flip flop and they feel great. One day, their feelings lead to a kiss. What kind of touch is it? (*Answer: sexual ... Transparency 3*)
- C) There are several intramural team tryouts this week. You don't really care for team sports, but you are pretty competitive one-on-one and strong ... so you decide to go out for boxing. What kind of touch is it? (*Answer: violent ... Transparency 4*)
- D) You are watching television when your baby sister climbs into your lap. It feels nice; you put your arms around her and kiss her hand. What kind of touch is it? (*Answer: affectionate ... Transparency 5*)

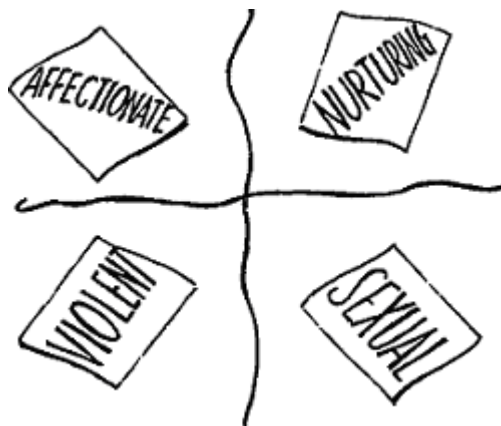
Point out that some touch falls into more than one category at a time. If a person has muscular soreness and their partner offers them a body massage, it may be both nurturing and sexual at the same time. Roughhousing is often both affectionate and violent at once.

3. Use the Kinds-of-touch Exercise to reinforce the concept. Here's how:

Give each student one blank sheet of paper. One-fourth of the class will get a blue sheet, one-fourth a yellow sheet, one-fourth pink and one-fourth green. Ask them each to fold their paper in half and tear it into two pieces. Have them trade one paper with someone else, so they end up with two different colored half-sheets.

Now, find the four big signs you prepared in advance (SEXUAL, VIOLENT, AFFECTIONATE and NURTURING). Suppose the one that says "SEXUAL" happens to be green. Hold it up, and ask everybody who has a green paper to write an example of sexual touch on their papers. Hold up each label in turn and have the students whose color matches it think of examples of that kind of touch. Thus, since everyone has two pieces of paper in front of him or her, everyone will write two examples. They do not need to put their names on their papers.

Next, have everyone stand up and form a circle around the perimeter of the room. Use two long pieces of yarn to divide the room into four quadrants, and put one of the four signs on the floor in each quadrant, like so:



Have everybody put their own examples in a pile in the appropriate quadrant and return to the circle. Then, you step into one quadrant at a time and read aloud some examples the class has generated. **You may need to remind people about the ground rules, and that it is OK to have fun during this exercise, but not at anyone's expense.**

Pause at least once in each quadrant to emphasize that not everyone decides to include every kind of touch in his or her life. For example, some people spank children, and others don't. Some families hug all of the time and others don't. Some people (cultures, families) are uncomfortable with, or don't believe in, certain kinds of touch.

Have the class sit down.

4. Answer any relevant questions from the "Touch, Abstinence and General Questions" envelope. Some of the "general" ones may be more appropriately answered in a later lesson or at the end of the unit.
5. Summarize the lesson by asking the class to recall the Sleeping Beauty analogy: **Sexual touch, like spinning, can make beautiful things. It also, like spinning, has risks.** People do have a natural need for touch, and teens are often "touch-starved" so to speak, as their families may begin to provide less affection and nurturing than when they were younger or they may *want* less touch from family. Teens **can** choose non-sexual ways to meet their touch needs until they are emotionally and physically mature.

Homework

Students' options include:

- **Family Homework Exercise: Introduction**
To complete this, the student will also need to take home the **Position Paper**.
- **Individual Homework Exercise: Introduction**

NOTE: As mentioned in lesson one, *whenever you offer a Family Homework Exercise, it is essential to offer alternatives, for students who may not be able to (or may choose not to) complete an assignment with an adult family member. It is also important to emphasize the latter point: a Family Homework Exercise may be completed with any adult in the household. Some students may choose to work with a grandparent or other relative or close family friend. Explain that all they turn in, when they do a Family Homework Exercise, is the Confirmation Slip at the bottom. They never report back on the content of the conversations; that is private.*

Position Paper

Student A: *Why do you guys think we include sex ed in this class?*

Student B: *Because most people our age have sex, right? And they need to know how to be safe from HIV.*

Student C: *But most people our age **don't** have sex. I heard it wasn't even half. I think it's stupid to add a sex ed unit. Then kids will think they're safe and go out and do it.*

Student D: *I don't think so. Even if they knew about condoms and all that stuff, they wouldn't be 100% safe (not from HIV or pregnancy). I think it will make people stop and think ... people who might have just jumped into bed.*

Student A: *Besides, a good sex ed unit could teach kids who **have** decided to wait how to stand up for themselves.*

Student C: *I guess you're right. A class won't make people go against their own beliefs. It might even help people who **have** had sex in the past to think about the future and decide to stop.*

Student B: *And some kids will probably decide to have sex (or to keep having sex) even after they learn about the risks. I think a good sex ed unit would help them, too. It could help them learn how to cut down the risks and how to get help if problems happen.*

Student A: *You have a point. I suppose it could also teach about things we'll **all** need to know ... like how to communicate better with friends and people you love.*

Student D: *And don't forget birth defects and cancers. I just think knowledge is better than ignorance, no matter what decisions you make.*

That's right. Ignorance is dangerous. Remember what it did to "Sleeping Beauty"?

Let's review the story.

The King and Queen gave birth to a beautiful baby girl. All of the kingdom was invited to celebrate the birth of the Princess.



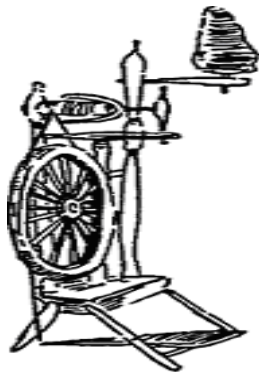
However, one invitation got lost. It belonged to a witch who was so jealous at not being invited, she cast a spell on the Princess ... that on her sixteenth birthday, she would poke her finger on a spindle (sort of a needle, used to spin thread) and die.

Very saddened, another witch changed the spell so the Princess would “only” fall into a thousand-year sleep.

So, what did her father, the King, do to protect her? He banned all the spindles from the Kingdom. (I don’t know how his people made thread after that, but that’s not what this story is about.)

All the spindles were burned up in a great bonfire. Consequently, the Princess grew up in a spindle-free environment. All was well and the witch’s curse was forgotten.

What the King didn’t count on, was the intelligence of the witch. She, of course, **hid** a spindle; it wasn’t burned up with all of the rest. On the sixteenth birthday of the Princess, the witch pretended to be a kindly old lady, and the unsuspecting Princess was tricked into “learning to spin thread” ... with the forbidden spindle.



Of course, as you know, she did indeed poke her finger and fall into a thousand-year sleep.

Did you ever ask yourself why the King didn’t just **use** the sixteen years to teach his daughter about the risks of spindles? Spindle-safety, like fire-safety and

water-safety, could have been a basic part of the Princess’ education.

Instead, she grew up super-vulnerable to the risk because nobody ever said,



The princess had never even seen a spindle when the “sweet old lady” appeared. In fact, she didn’t know what one was called so she couldn’t look it up in the dictionary! **OF COURSE SHE GOT HURT; SHE WAS IGNORANT!**

Spinning is a lot like sex. Both spinning and sex can make beautiful things. Like golden thread, closeness is beautiful, and babies are quite beautiful, too ... and it’s terrific when they come into a family that is ready and excited. Still, **sex, like spinning, has risks.**

Keeping you ignorant would only set you up to face those risks, as Sleeping Beauty was set up. So let’s hear it for knowledge!



There's never any guarantee that these things won't happen, even for very mature adults who are married or in long term committed relationships. You know that. But being grown up can help. Adults have had time to learn more about themselves, and, hopefully, to learn how to reduce the risks of these things happening. Marriage can symbolize the trust and commitment that make sexual touch a real gift. Under the right circumstances, sexual touch can be a very, very close, loving experience.

What are the risks? Some are:

- that you'll get or give an infection ... maybe a very serious one like HIV or Hepatitis B,
- that you'll have a crummy, lonely, disappointing experience that will confuse you about your **future** ability to love and trust,
- that you'll get stuck in an intimate relationship and have a really hard time breaking up,
- that you'll get terribly hurt if the **other** person decides to break up,
- that you'll get so intensely involved with one other person that you'll stop growing and learning in other parts of yourself,
- that you'll lose track of what really matters in a relationship and end up having only sex in common,
- that you'll have to face a pregnancy (your own or your partner's) that you aren't overjoyed about.



The analogy of Sleeping Beauty was adapted, with permission, from Guidelines for Family Life Education, Grades 7-12. Lev, Family Planning Council of Western Massachusetts, '79

Family Homework Exercise: Introduction to the Unit

ALL FAMILY HOMEWORK EXERCISES ARE OPTIONAL.

PURPOSE: This is a chance to share with one another some of your own (and your family's, your religion's) beliefs about sexuality and sexuality education. We hope it will also give you a chance to get to know one another a little better.

DIRECTIONS:

Find a quiet place, where the two of you, parent or guardian (or stepparent, adult friend of the family, etc.) and student, can talk privately. Set aside about an hour. During this time, you will give all your attention to one another ... not answering the phone, watching TV, and so on. Begin by reading aloud the Position Paper from today's class.

Now, ask one another the following questions, with the understanding that:

- *you are each welcome to say, "That one is too private. Let's skip it."*
- *what you discuss will not be shared with anyone else, even within the family, unless you give one another permission to share it.*
- *it's OK to feel silly or awkward and it's important to try the Exercise anyway.*

We recommend that you take turns asking questions. When it is your turn to listen, really try to understand the other person's response.

ASK THE ADULT: What kind of sexuality education do you remember getting, at home or at school? What do you recall about it?

ASK THE STUDENT: What do you like so far about this sexuality unit at school? What don't you like?

ASK THE ADULT: What 3 things do you wish you had known about sexuality when you were my age?

ASK THE STUDENT: What do you think about "going out" or "dating"... agreeing to be "boyfriend and girlfriend"? What are the advantages and disadvantages of it?

ASK THE ADULT: Have you ever fallen in love? When? What was it like? How did you know it was love?

ASK THE STUDENT: Do you think you'll ever be in a committed, life-long relationship? If so, what kind of person would you want it to be with? If not, why not?

Family Homework continued...

ASK THE ADULT: When do you think a person is ready for sexual intercourse?

ASK THE STUDENT: When do you think a person is ready to become a parent?

ASK THE ADULT: Describe one thing you really like about me.

ASK THE STUDENT: Describe one thing you really like about me.

**FEEL FREE TO ASK ONE ANOTHER OTHER QUESTIONS.
JUST REMEMBER THE OTHER PERSON HAS A RIGHT TO CHOOSE NOT TO ANSWER.**

This exercise was adapted, with permission, from The Talk- To-Me Books. Reis and McGuire, 1983, 1988, Planned Parenthood of Seattle-King County. If you found the Exercise useful, and would like to do more of the same kind of thing, call (206) 328-7715 for ordering information.

FOR FULL CREDIT, THIS EXERCISE IS DUE: _____

IF YOU WANT CREDIT, SIMPLY TURN IN THE SLIP, BELOW.

FAMILY HOMEWORK CONFIRMATION SLIP

We have completed "Family Homework Exercise: Introduction to the Unit".

Date: _____

student's signature: _____

adult's signature: _____

Individual Homework Exercise: Introduction to the Unit

PURPOSE: This will give you a chance to think about what **you** mean by the vocabulary you use when it comes to sexuality *and* how you **feel** about those meanings.

DIRECTIONS: Below is a list of words, all of which have something to do with sexuality. They are adjectives and nouns that people sometimes use to describe themselves or others. **Pick any ten (10) of the words. Discuss them on paper (4-5 pages, altogether) or CD (12-15 minutes).** Here are some ideas to include in your discussion:

- Define it ... using your own words or quoting someone else's (if you quote other people, give them credit).
- Describe the term ... Is it neutral/clinical? Negative/demeaning/derogatory? Positive/complimentary? slang? tasteful? rude? Does it depend on who uses it? Does it depend on who it is used **about**?
- Give an example of how a person might use the term in a positive way if there is one. If you find the term offensive or rude, can you think of a more tactful way of saying more or less the same thing ... one that you prefer? If so, what is it? If not, explain why there is no tactful way, in your opinion.
- Compare it or contrast it with another term on the list.
- Explain the origins of the term (you'll probably have to look this up).

AFFECTIONATE	AGGRESSIVE	ASSERTIVE	BACHELOR
CARING	COLD	COMMITTED	CON ARTIST
CONFIDENT	ETHICAL	EXPERIENCED	EXPLOITIVE
FAGGOT	FAITHFUL	FEMININE	FLIRT
FRIEND	GAY	HETEROSEXUAL	HOME BOY
HOMOSEXUAL	HONEST	HORNY	STUD
IMMATURE	JERK	JOCK	LESBIAN
MACHO	MANIPULATIVE	MASCULINE	MODEST
MORAL	NASTY	NERD	PRUDE
PASSIVE	PLAYER	PLAYFUL	POPULAR
PROUD	QUIET	RESPONSIBLE	RESPECTFUL
ROMANTIC	SELF-CENTERED	SENSITIVE	SEXIST
SEXY	SLUT	STRAIGHT	STUCK-UP
SWEET	TEASE	TENDER	UPTIGHT
USER	VIRGIN	WHORE	WIMP

*NOTE: You will **not** be graded on your opinions ... you can get credit simply for doing a thorough job of the exercise.*

FOR FULL CREDIT, THIS EXERCISE IS DUE: _____

Touch Transparency 1

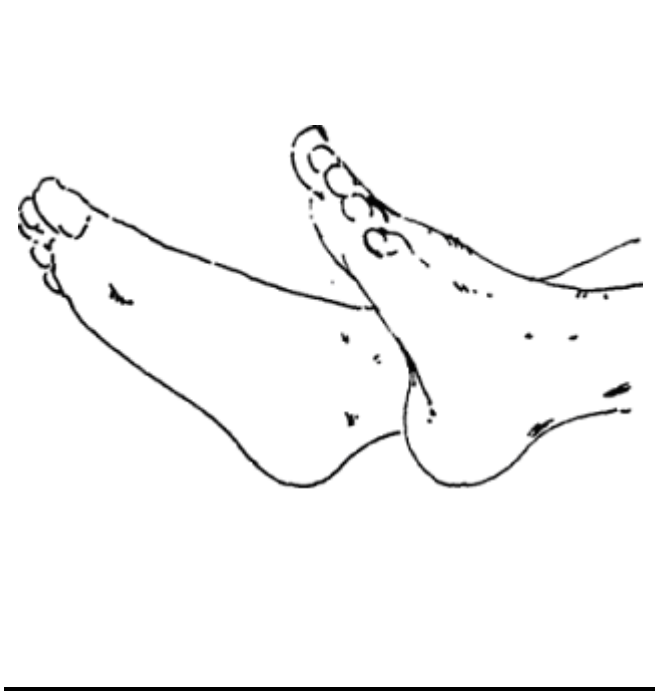
Nurturing Touch

Affectionate Touch

Violent Touch

Sexual Touch

Touch Transparency 2



Touch Transparency 3



Touch Transparency 4



Touch Transparency 5

