

Abstinence

Grade 9 and 10, Lesson #2a

Time Needed:

45 to 90 minutes

Student Learning Objectives:

To be able to...

1. Describe abstinence in the context of sexual behavior.
2. Identify at least three positive reasons a person might have for choosing abstinence and three reasons that choosing abstinence could be challenging.
3. Identify four factors that are necessary to make abstinence work and four factors that could make it fail.
4. Practice and apply communication skills necessary to make abstinence work.

Agenda:

1. Define abstinence and explain time frame of a decision.
2. Explain the focus of today's lesson.
3. Use Transparency 1 and Worksheet 1: "Sex is..." to assign an individual focused writing exercise.
4. Conduct "Why People Abstain from Sex" small group brainstorming exercise.
5. Use Abstinence Worksheet 2 and Abstinence Answer Guide to Worksheet 2 to guide discussion about abstinence.
6. Conduct "Communicating Your Decision" activity.
7. Direct students to work in pairs on "Real People" Television Series Worksheets.
8. Debrief and summarize the learning activities.
9. Assign homework.

Note: The teacher's script is indicated by italics. This script is meant to be a guide for teachers who might find it helpful.

Materials Needed:

Classroom Materials: (1 per class)

- Transparency 1
- Overhead projector

Student Materials: (1 per student)

- Index cards
- Pencils
- Worksheet 1: "Sex is..."
- Abstinence Worksheet 2
- Family Homework Exercise: Family Homework Exercise: "Sexual Health Education"
- Individual Homework Exercise: "Sexual Choices"
- Sets of "Real People" Television Series Worksheet, Scenes 1 to 7 (Enough copies of each of the 7 scenes for each student in each pair to have their own copy of one scene)
- Optional: One set of "Expressing Limits" Cards (Enough cards for one card per student-see Activity # 6)

Activities:**1. Define abstinence and explain time frame of a decision.**

“Abstinence” is a fancy word for choosing not to do something. For instance, you would be choosing abstinence, or “choosing to abstain” if you decided to try doing without chocolate for a month, to see if it made you feel healthier and more energetic. People sometimes decide to abstain from all kinds of things: chocolate, cigarettes, sex, TV, alcohol, meat and so forth.

When people decide to abstain from something, it may be a temporary or longer-term decision. They might decide they will abstain from cigarettes forever. Of course, they may still change their minds at some point, but for now, at least, they are very sure it is a permanent choice. Other times, people will decide to abstain temporarily. A person can choose to abstain at any point in their life, even if they haven’t abstained in the past.

2. Explain the focus of today’s lesson.

Just as people have sex for a million different reasons, some of which you probably think are great and some of which you probably think are lousy, people also decide to abstain from sex for a million different reasons. We will explore those reasons today.

Like any choice in life, it is important to understand your values and beliefs as well as the consequences, both positive and negative, of choosing certain behaviors. It is also helpful to learn skills to help you communicate the choices that you do make.

NOTE TO TEACHERS: ***This lesson asks the question why people have sex and why people choose to abstain; not teens specifically, but people in general.*** Why expand students’ thinking beyond *teens*? If sexual abstinence is cast as a behavior for young people, then by extension, sex must be the behavior for adults. That makes it developmentally essential for teens to have sex, in order to *prove* adulthood. Whereas, if abstinence is cast as a legitimate choice to make at any age, it becomes less an onerous vestige of childhood and more a personal, empowering choice ... and hence more doable for teens.

3. Use Transparency 1 and Worksheet 1: “Sex is...” to assign an individual focused writing exercise.

Explain that everyone will be doing an individual journal exercise and that you expect everyone to write, but that people will be invited to share what they’ve written or not. It will be entirely up to them. (i.e., They can have credit just for writing and keeping their thoughts private, without even turning them in.) Hand out Worksheet 1: “Sex is...”. Use Transparency 1 to show an example of how the exercise is done.

Give people 4 or 5 minutes to respond to these WRITING PROMPTS:

“I believe sex is...wrong or dangerous or risky or stupid ... when or if or as long as or for....”
“I believe sex is...great or healthy or safe or fine ... when or if or as long as or for....”

Offer people an opportunity to share what they wrote.

Ask them why they think you started with a personal writing activity rather than a discussion. (Answer: *to give people a chance to collect their thoughts without any peer pressure and without feeling they need to say what you want them to hear either. Sexual decisions are very personal and nobody should make them under pressure from someone else, ever.*)

4. Conduct “Why People Abstain from Sex” small group brainstorming exercise.

Divide students into small groups to brainstorm on two questions:

Why people have sex

Each group brainstorms at least 10 reasons people have sex. They don't need to agree that these are good reasons, just any reasons. They should consider people of any age, married or not, males' reasons and females' reasons, etc.

Have groups report back just one reason on their list, with each group getting a chance to report one before you start around the room a second time. Ask them not to repeat what someone else said – in other words they can cross it off their list when someone else says it. Keep going until every group has run out of unique answers. You may comment briefly (a sentence or two) as they go. For instance, if someone says, “To keep their boyfriend or girlfriend” you might say, “right – it doesn't always work like they think it will, but yes, that's sometimes a reason someone will give for having sex.” But don't make your comments preachy or long; keep the report-back-process as rapid-fire as possible.

Why people abstain from sex

Repeat the process in the same small groups, but listing at least *10 reasons people sometimes choose not to have sex.* Again, make sure they include reasons a married person might not want sex tonight (or this month) just as they include reasons a single person might have. You may have to whisper ideas to some groups to help them if they get stuck after the obvious (pregnancy and sexually transmitted infections-STIs). Some people, for instance, decide they will not have sex until they are married or until they have gone out with someone for at least six months and both have been tested for STI's ... and so forth. Some people, often for religious reasons, even decide to abstain from sex for their whole lives; they decide they want to become a Catholic priest, for instance, or a nun. Use same report-back process.

5. Use Abstinence Worksheet 2 and Abstinence Answer Guide to Worksheet 2 to guide discussion about abstinence.

Hand out Worksheet 2 and explain that you will be working together as a class to talk more concretely about abstinence and to summarize the previous exercise. First acknowledge that different people have different definitions of abstinence.

Is abstinence 100% in preventing sexually transmitted infections (STIs), HIV and pregnancy? Depending on how a person defines abstinence will depend on if this can be true. It is possible to spread STIs and HIV through oral and anal sex (Chlamydia, genital warts, gonorrhea, hepatitis B, herpes, syphilis). Other STIs, like herpes and genital warts can also be spread through genital contact or rubbing. Pregnancy could even happen if a man ejaculates or gets pre-seminal fluid (pre-cum) near a woman's genitals, even without penetration.

Different people have different definitions of abstinence. Some people define abstinence as not engaging in any sexual behavior, including masturbation. Some define it as avoiding sexual behavior involving touching of the genitals or genital contact between two people. Others include or do not include oral sex (mouth and genital contact), anal sex (penis and anus contact) or vaginal sex (penis and vagina contact). Explain that for today's lesson, abstinence will mean voluntarily not having oral, anal or vaginal intercourse.

Solicit answers from the class for Worksheet 2. Use the Answer Guide to Abstinence Worksheet 2 to guide discussion, bringing in some previous examples that students mentioned from previous exercises.

6. Conduct “Communicating Your Decision” activity.

Distribute index cards and pencils (so nobody has distinctive ink). Each person is to print on their card what a person might say to a partner if they had decided to abstain. For example: *“I’m waiting ‘til I’m married.”* or *“I don’t have sex without condoms. Since we don’t have one, I don’t want to make love with you.”* or *“I never have sex if I’ve been drinking. Sorry.”* **Alternately**, you can also choose to make use of the “Expressing Limits” cards provided in this lesson or make up a set of index cards yourself, conduct the exercise, and then ask for suggestions for ways youth would say things differently from how you wrote them ... to correct for your next class.

Collect the cards. Have people sit or stand in a circle. Shuffle the cards. Redistribute them. Have people simultaneously read a card aloud and pass it to the right and read the next and pass it. They are rehearsing verbalizing personal boundaries, even if nobody can hear them since everyone’s talking at once. You could also have people stand in 2 circles, an inner one and an outer one, make sure they are facing each other, and practice saying the cards to one another directly then switching partners and cards by moving in opposite directions and so on, down the line.

7. Direct students to work in pairs on “Real People” Television Series Worksheets.

Divide the students into pairs. Give each person in each pair one of the seven scenes from “Real People” Television Series worksheet 1 to 7, giving the same scene to each member of the pair. Explain to students that they are television writers for a TV drama series that tries to reach audiences with positive messages about relationships, safe sex and sexual choices. Their job is to write the remaining part of the scene, making use of at least five concepts previously studied (on the board or in their notes). One of the characters in the dialog has made the choice to be abstinent. They should attempt to incorporate into the dialog at least five chosen concepts that will make abstinence work for the person in their particular scene. Ask them to be as creative as they can. When students have finished, ask for volunteers to “perform” or simply read, their scene in front of the class, try to get at least one pair to perform from each of the seven scenes. Give positive feedback after students share their scripts and ask the rest of the class to critique the concepts used in the scripts and how effective or ineffective were they (from ones previously discussed in class).

8. Debrief and summarize the learning activities.

Highlight the main learning objectives. Remind students of things they’ve said during the lesson. For instance that abstinence can be a positive choice at any point in a person’s life, both for young people and adults. Or that it can show maturity, self-confidence and power over their life

in not compromising beliefs and values that they may have for making certain sexual choices. Reinforce sexual decision-making as a matter of personal rights and power: each person can decide when and with whom they want to be sexual, and when and with whom they want to practice abstinence. Reinforce sexual decision-making as a matter of personal rights and power. Each person can:

- Decide when and with whom they want to be sexual, when and with whom they want to practice abstinence.
- Choose abstinence until their bodies are mature (a girl's cervix is most vulnerable and doesn't finish maturing until age 20.)
- Choose abstinence even if they've had sex before.
- Choose abstinence on and off, throughout their lives, as circumstances change (when they get a new job and know they'll be stressed for awhile, for example.)

Ask students what the most important thing they learned or figured out was today.

9. Assign Homework.

Explain to students they can choose between the Family Homework Exercise on "Sexual Health Education" or the Individual Homework Exercise on "Sexual Choices".

TRANSPARENCY 1

EXAMPLE:

I believe pizza is (good, dangerous, icky) (if, because, for)
circle one *circle one*

Abstinence Worksheet 1

I believe sex is (great, healthy, fine, safe) (when, if, as long as, for)
circle one *circle one*

I believe sex is (wrong, dangerous, stupid, risky) (when, if, unless, because)
circle one *circle one*

Abstinence Worksheet 2

List reasons a person might have for choosing abstinence:

List reasons why choosing abstinence could be challenging for a person:

List factors that are necessary to make abstinence work:

Abstinence Worksheet 2 (continued)

List factors that could make abstinence fail:

What are alternative ways that a person who is abstinent can be intimate with a partner?

If abstinence fails, what kind of information would be helpful for a person to know?

Answer Guide: Abstinence Worksheet 2

Ensure that students have addressed at least some of the following answers:

List at least three reasons a person might have for choosing abstinence:

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| Personal beliefs and values | Don't want to jeopardize future goals |
| Religious beliefs and values | Not ready |
| To protect their health | Focus is on something else right now
(school, hobbies, sports, friends) |
| To prevent negative consequences | Under stress (from a new job, a test coming
up or whatever) and prefer not to
have stressed, disappointing sex |
| Not interested | Don't want to sacrifice relationship with
parents (if parents disapprove of
them having sex) |
| Haven't found the "right" partner | Encourages people to build deeper
relationships (in other ways than
sex) and learn other ways to express
love and sexual feelings |
| Not in love | |
| In recovery and not wanting to jeopardize
sobriety with a more intense
relationship (most 12-step programs
recommend 6-12 months of
abstaining from sex) | |
| To avoid pregnancy | |
| To avoid STIs and HIV | |

List at least three reasons why choosing abstinence could be challenging for a person:

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| Peer pressure ("everybody's doing it") | Wanting to feel like an adult and thinking it
will fix that |
| Fear of rejection -- or violence -- from their
partner if they say "no" | Wanting a baby |
| Being made fun of, teased or rejected by
friends for not having sex | Wanting to have fun |
| Hoping it will prove they aren't gay or
lesbian or thinking that heterosexual
sex will somehow change their
sexual orientation | Wanting to feel "normal" |
| Wanting sexual pleasure or orgasm | Believing that they <i>should</i> have sex, that
they owe it to the other person
(we're married and/or he spent
money on me) |
| Wanting to have intimacy with their partner,
show their partner that they care | Feeling embarrassed or not confident to
express their choices/values/beliefs |
| Wanting to feel "like a man" or "like a
woman" and thinking it will fix that | Feeling curious about sex |
| | Feeling lonely and thinking it will fix that |

Answer Guide: Abstinence Worksheet 2 (continued)

List four factors that are necessary to make abstinence work¹:

- | | |
|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| Assertiveness | Knowledge of consequences of abstinence as well as other sexual activities |
| Self-esteem | Awareness of own personal values |
| Self-control | Shared values with partner |
| A positive view of the future | Friends and family that will be supportive of decision |
| Alternative ways to be intimate and feel close to a person (see next question*) | Being able to openly communicate with partner |
| Ability to identify sexual situations that may be difficult to remain abstinent in and avoid or manage them | Partner cooperation |
| Avoiding situations where alcohol and drugs may affect clear judgment | Commitment to abstinence |
| Information about behaviors that can spread STIs and HIV as well as cause pregnancy | Beliefs that pregnancy or STIs/HIV <i>can</i> happen to them |

List four factors that could make abstinence fail:

(Many are the opposite of above)

- | | |
|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| Not being an assertive communicator with partner | Not being aware of personal values |
| Low self-esteem/ breaking under peer or partner pressure | Not having similar values with partner |
| Little/no self-control | Not being able to communicate with partner |
| A negative view of the future | Not having the cooperation from partner |
| Seeing no alternative ways to be intimate with a person or feel close to a person without sexual intercourse | Not having a partner committed to abstinence |
| No ability to identify or avoid sexual situations | Not having friends who are supportive of your decision |
| No knowledge of or information on behaviors that can spread STIs, HIV and cause pregnancy | Believing that STIs, HIV and / or pregnancy can <i>not</i> happen to you |
| No knowledge of consequences of abstinence | Using alcohol and drugs that impair judgment |
| | Being threatened |
| | Being forced |

***What are alternative ways that a person who is abstinent can be intimate with a partner?**

Recognize that it is normal for people to want to experience intimacy, closeness and sexual pleasure. Choosing abstinence does not mean that a person doesn't have sexual feelings or is "cold". Sexual intercourse is not the only way to feel close to a person, there are other ways that a person choosing abstinence can be intimate with another person, or show their partner that they care about them without certain risks:

- | | | |
|-------------------------|--------------------------|----------------------|
| holding hands | listening to music | going to the movies |
| kissing | writing emails and notes | eating and cooking |
| massage | sharing religious | sports |
| talking/listening | experiences or | exploring and taking |
| laughing | prayer | walks |
| dancing | sharing ethnic or | riding bikes |
| hugging | community | fun activities and |
| making or giving a gift | experiences | hobbies |

What if abstinence fails? What kind of information would be helpful for a person to know in this case?

Sometimes people, who intend to be abstinent, decide not to be abstinent and have sexual intercourse without protecting themselves by using birth control or a condom. People that choose to abstain should be supported in their choice, but should also have the knowledge and tools in the case that abstinence fails.

It is never good to re-evaluate the decision to be abstinent in the "heat of the moment" or during sexual arousal. It is better for a person to do this when they can think more clearly about their decision and prepare to protect themselves if they choose to end their abstinence.

Know how to reduce the risks...knowledge about birth control - keep a condom on hand... withdrawal is always better than nothing... knowledge about emergency contraceptive pills (taken within 120 hours of unprotected intercourse reduce the risk of pregnancy by at least 75%² ...getting a check up for STIs /HIV or a pregnancy test when unprotected sex happens.

“Expressing Limits” Cards:

<p>I need to stay clean and sober and I just can't get involved with anyone right now.</p>	<p>My religion teaches that sex outside marriage is wrong. Period.</p>
<p>My mom would be really hurt if she found out. It's not worth the risk to me.</p>	<p>I'm really into this new project right now. I don't have the energy for a heavy relationship.</p>
<p>I was scared when we didn't use protection last time. I'm just not going to do that again. Sorry.</p>	<p>I don't need to prove anything to you, I just don't want to have sex, OK?</p>
<p>I never have sex if I've been drinking. Sorry.</p>	<p>I'm waiting until I am married.</p>
<p>I've had a really stressful day and I just don't want to have bad or disappointing sex with you. I'd rather wait.</p>	<p>I'm HIV positive and I don't want to risk giving it to anyone.</p>

<p>We can wait 'til after your appointment at the clinic. I'd rather not risk it.</p>	<p>I want the first time to be really special. Not hurried or in a crummy place like this.</p>
<p>I'm not interested in that kind of relationship with you. I'm just not in love with you.</p>	<p>I'm not in the mood for it right now. I'd rather wait until I know it will be good sex</p>
<p>I don't want to get emotionally involved with anyone right now.</p>	<p>I want to spend more time with you, just hanging out, getting to know you before we jump into sex.</p>
<p>Let's just hold each other, OK?</p>	<p>I'd rather give our relationship more time. Can we just go to a movie instead?</p>
<p>It doesn't make a difference if you call me names, it won't change the fact that I'm just not ready and I'm telling you "no".</p>	<p>There are other things in my life that are more important right now. I am just not interested in sex. Maybe sometime down the line.</p>

<p>I think there are other ways we could have more fun at this point in our lives.</p>	<p>For now, I get more excited about joking around and hanging out with you...I'm not in the same place as you, I don't want to have sex yet.</p>
<p>I'm feeling a little down and lonely and if we had sex, it might be for the wrong reason. I want to think more about the decision.</p>	<p>I have a crush on someone else. I'm sorry, but I'd really like to be friends.</p>
<p>I don't have sex without condoms. Since we don't have one, I don't want to make love with you.</p>	<p>I had weird experience in the past, I'm not ready to deal with this kind of thing again.</p>
<p>I'm not thinking very clearly at the moment, maybe another time, but not now.</p>	<p>We need to talk about this decision more, when we're both not so excited. We'll think better that way. Let's go get something to eat.</p>
<p>We haven't gotten our HIV test results back yet, so I'd like to wait.</p>	<p>I really don't want to risk getting pregnant, I am leaving for college in a few weeks.</p>

<p>I've been hurt before and my heart needs to heal from that first. In the meantime, I'd love to get to know you better.</p>	<p>I'm taking antibiotics for chlamydia right now. The doctor said we need to wait 'til I'm done with my treatment. And besides, you need to get tested too.</p>
<p>You turn me on, too. But I need for you to slow down. Let's talk about it again in a few months.</p>	<p>Why do you keep pushing me? Stop it.</p>
<p>I like kissing and touching. I just don't want more than that.</p>	<p>I don't care if you're on the pill. I don't feel safe without condoms.</p>
<p>I don't care if you've got condoms. I would want to also use the pill or the patch or something.</p>	<p>You aren't listening to me. I said I want to stop now.</p>
<p>Maybe you didn't understand. I said I wasn't going to make love with you.</p>	<p>Please stop asking. I just don't know you that well yet.</p>

“Real People” Television Series (1)

NAMES
DATE**CLASS PERIOD**

Imagine that you are television writers for a television drama series that tries to reach a young audience with positive messages about relationships, safe sex and sexual choices. This particular show is on abstinence; the reasons people choose it and what they can do to successfully make it work. Due to your expertise, the head writer has asked you to write the following dialog in an important scene. Do your best to incorporate into the dialog **five** ideas that you just learned about what makes abstinence work and what makes it fail. Show these ideas through the words in your script. Use another sheet of paper if you need to. **Be creative!**

Scene #1: The Park

Marcus and Lealani are a couple. Lealani has made the decision to not have sex, at least until she's older. She has a lot of different interests right now, she's on the basketball team and she's also been getting involved with the community theater club on the weekends. She really likes Marcus, but feels that they should wait to have sex until she's ready. Marcus *does* want to have sex and feels that if Lealani really loved him she would want to have it too. The scene opens up with the two of them walking through the park.

MARCUS: Lealani, I'm just not understanding...do you love me? I mean doesn't having sex mean that we love and care about each other? It's not making a whole lot of sense to me right now, can you explain?....

LEALANI: Marcus,....

MARCUS:

LEALANI:

MARCUS:

LEALANI:

(and so on...)

“Real People” Television Series (2)

NAMES**DATE****CLASS PERIOD**

Imagine that you are television writers for a television drama series that tries to reach a young audience with positive messages about relationships, safe sex and sexual choices. This particular show is on abstinence; the reasons people choose it and what they can do to successfully make it work. Due to your expertise, the head writer has asked you to write the following dialog in an important scene. Do your best to incorporate into the dialog **five** ideas that you just learned about what makes abstinence work and what makes it fail. Show these ideas through the words in your script. Use another sheet of paper if you need to. **Be creative!**

Scene #2: Hanging out after school

Maisha and Debra are close friends. They just got out of school for the day and are talking to each other as they walk off to go hang out at Debra’s house. Debra is explaining to Maisha about why she has chosen to abstain from sex for the moment.

MAISHA: Wow, Debra, it’s been a while since we last talked about this...tell me what you’ve been thinking about lately...

DEBRA: Well, Maisha,....

MAISHA:

DEBRA:

MAISHA:

DEBRA:

MAISHA:

(and so on...)

“Real People” Television Series (3)

NAMES**DATE****CLASS PERIOD**

Imagine that you are television writers for a television drama series that tries to reach a young audience with positive messages about relationships, safe sex and sexual choices. This particular show is on abstinence; the reasons people choose it and what they can do to successfully make it work. Due to your expertise, the head writer has asked you to write the following dialog in an important scene. Do your best to incorporate into the dialog **five** ideas that you just learned about what makes abstinence work and what makes it fail. Show these ideas through the words in your script. Use another sheet of paper if you need to. **Be creative!**

Scene #3: In the Car

Daniel and Sam are dating, and while Sam has chosen not to have sex for now in his life, Daniel does not choose abstinence for himself at this time and has had other partners in the past. Daniel would like Sam to have sex with him, but Sam just doesn't feel the same and is a little worried about sexually transmitted infections (STIs). They have just gone out to a movie and are on their way home in the car, trying to talk about it.

DANIEL: Sam, I like you a lot, I would like to have sex with you, but I know you're worried about things like getting an infection...and all that other stuff. I am pretty sure I don't have anything...

SAM: Daniel,...

DANIEL:

SAM:

DANIEL:

SAM:

DANIEL:

(and so on...)

“Real People” Television Series (4)

NAMES**DATE****CLASS PERIOD**

Imagine that you are television writers for a television drama series that tries to reach a young audience with positive messages about relationships, safe sex and sexual choices. This particular show is on abstinence; the reasons people choose it and what they can do to successfully make it work. Due to your expertise, the head writer has asked you to write the following dialog in an important scene. Do your best to incorporate into the dialog **five** ideas that you just learned about what makes abstinence work and what makes it fail. Show these ideas through the words in your script. Use another sheet of paper if you need to. **Be creative!**

Scene #4: Shopping

While Tyrone and his older sister, Colleen, are shopping for a gift for their grandmother’s birthday, Tyrone is talking to her about how he is dealing with his decision to not have sex with his girlfriend. He tells her about how it is sometimes hard because he wonders if his girlfriend might break up with him, if he doesn’t choose to have sex with her. His girlfriend is on the pill, so she says they don’t have to worry about her getting pregnant. There have been times when things have started to get pretty close to them having intercourse, but he has always stopped it at the last minute. Tyrone enjoys being affectionate with her, but just doesn’t want to have sex. Colleen tries to give Tyrone some advice as they walk through the store.

TYRONE: I’m just not sure how to deal with this, she’s so great, but she won’t let up about this sex thing, things just keep getting heavy.

COLLEEN: Tyrone,...

TYRONE:

COLLEEN:

TYRONE:

COLLEEN:

(and so on...)

“Real People” Television Series (5)

NAMES
DATE**CLASS PERIOD**

Imagine that you are television writers for a television drama series that tries to reach a young audience with positive messages about relationships, safe sex and sexual choices. This particular show is on abstinence; the reasons people choose it and what they can do to successfully make it work. Due to your expertise, the head writer has asked you to write the following dialog in an important scene. Do your best to incorporate into the dialog **five** ideas that you just learned about what makes abstinence work and what makes it fail. Show these ideas through the words in your script. Use another sheet of paper if you need to. **Be creative!**

Scene #5: At a Party

Yvonne and Tomas have been dating a while. Before she was dating Tomas, she had sex with a serious boyfriend, they always used condoms, but one time it broke... Yvonne felt pretty worried that she would get pregnant. She wishes she would've known about emergency contraceptive pills at that point, but was relieved when she realized she wasn't pregnant. The experience made her consider the seriousness of sex, she made a decision that she would wait until she was in love and in a stable relationship to have sex. She likes Tomas and has a lot of fun with him, but isn't sure how long they'll be together. Tomas doesn't understand her decision. They are having a conversation about it at a friend's party.

TOMAS: Yvonne, you've had sex before, I know it was scary for you before, but it turned out fine. I am not understanding why are you deciding to wait now?

YVONNE: Tomas,....

TOMAS:

YVONNE:

TOMAS:

YVONNE:

(and so on...)

“Real People” Television Series (6)

NAMES
DATE**CLASS PERIOD**

Imagine that you are television writers for a television drama series that tries to reach a young audience with positive messages about relationships, safe sex and sexual choices. This particular show is on abstinence; the reasons people choose it and what they can do to successfully make it work. Due to your expertise, the head writer has asked you to write the following dialog in an important scene. Do your best to incorporate into the dialog **five** ideas that you just learned about what makes abstinence work and what makes it fail. Show these ideas through the words in your script. Use another sheet of paper if you need to. **Be creative!**

Scene #6: Making Dinner

Gary and Rafi are co-workers. Rafi and his girlfriend just broke up. He is feeling heartbroken and lonely at the moment. Gary is a very active guy, he likes going out to bars and clubs and meeting lots of different people, he is also taking some interesting art classes. He enjoys going on a lot of dates with people and has introduced Rafi to an interesting woman in his art class. The woman told Gary that she really likes Rafi and is hoping that they will have sex soon. Gary told Rafi about her feelings, but Rafi says he just isn't ready yet. As they cook dinner, Rafi talks about his decision.

GARY: Rafi, she's really great and she likes you a lot. I wonder if you were feeling the same about her, wouldn't sex maybe help you get over your heartbreak...

RAFI: Gary,....

GARY:

RAFI:

GARY:

RAFI:

(and so on...)

“Real People” Television Series (7)

NAMES
DATE**CLASS PERIOD**

Imagine that you are television writers for a television drama series that tries to reach a young audience with positive messages about relationships, safe sex and sexual choices. This particular show is on abstinence; the reasons people choose it and what they can do to successfully make it work. Due to your expertise, the head writer has asked you to write the following dialog in an important scene. Do your best to incorporate into the dialog **five** ideas that you just learned about what makes abstinence work and what makes it fail. Show these ideas through the words in your script. Use another sheet of paper if you need to. **Be creative!**

Scene #7: On the Porch

Truc is home visiting her friend, Tamara, from college. They are hanging out on the porch, talking about Tamara’s recent decision not to have sex with her husband. Tamara says that in the past few weeks, he is coming home from work smelling like alcohol and acting in ways that irritate her. She just doesn’t feel like doing anything with him when he is like that.

TAMARA: I am just so annoyed with him lately; it’s hard to be intimate with someone that you feel this way about, even though he is my husband....

TRUC:

TAMARA:

TRUC:

TAMARA:

TRUC:

TAMARA:

(and so on...)

Sexual Health Education

Family Homework

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 sexual health 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 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, watch T.V...and so on.

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 sexual health 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 sexual health education class 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 teens "dating"...agreeing to be a couple? 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?

Sexual Health Education Family Homework (continued)

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?

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 this exercise useful and would like to do more of the same kind of thing, call (206) 328-7715 for ordering information or download an order form at <http://www.plannedparenthood.org/pp2/wwsgn/files/wwsgn/TalkToMeOrderForm.pdf>.

FOR FULL CREDIT, THIS EXERCISE IS DUE: _____
IF YOU WANT CREDIT, SIMPLY TURN IN THE SLIP, BELOW



**Sexual Health Education: Family Homework
CONFIRMATION SLIP**

FOR FULL CREDIT, THIS EXERCISE IS DUE: _____

We have completed the FAMILY/FRIEND HOMEWORK EXERCISE: Sexuality Health Education.

Date: _____

student's signature

signature of family member or friend

References:

¹ Some ideas for reasons teens have sex were taken from: Planned Parenthood “So What’s an Abstinence Anyway?” Fran Basche and Anne Terrell. Positive Images: Teaching Abstinence, Contraception and Sexual Health. Third Edition. Peggy Brick and Bill Taverner. The Center for Family Life Education. Planned Parenthood of Greater Northern New Jersey, Inc.2001. Morristown, NJ

² Hatcher, Robert A. et al. (2005). Contraceptive Technology (18th Rev. Ed.). New York: Ardent Media, Inc.