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**LEARNING ACTIVITIES/TEACHING STRATEGIES:****1. Identify appropriate behaviors related to physical intimacy.****1-1 Introduction: The Pretzel Activity**

Introduce the students to the choices and decisions they will be faced with regarding physical intimacy during the dating period by using **THE PRETZEL ACTIVITY** described on page IV-C-17.

**1-2 Sources of Sexual Information**

Follow the directions on page IV-C-18 for this activity and explore the sources teenagers use to get their sexual information as well as the conflicting messages they receive from those sources. Discuss the reliability of those sources and their underlying motives, and how the media shades and affects our opinions. Explain the importance of getting correct information and putting the information into perspective based on source, reliability, motive, etc.

The students would probably enjoy the cartoon on page IV-C-19 as an illustration about the reliability of information often spread around.

Introduce various terms related to sexual responsibility that will be used throughout this topic. These terms could be written on brightly colored pieces of card stock or poster paper and placed around the room or on a bulletin board.

Some words to include are:

- |                   |                     |
|-------------------|---------------------|
| - Sexually Active | - Consequences      |
| - Infatuation     | - Physical Intimacy |
| - Love            | - Passion           |
| - Line            | - Abstinence        |
| - Appropriate     | - Inappropriate     |
| - Affection       | - Sex               |
| - Same Sex        | - Opposite Sex      |

If the teacher wishes to have the students explore the effects of the media with greater depth, have them complete the student activity guide on pages IV-C-20 and IV-C-21.

**1-3 Appropriate Behavior**

Have students complete the student activity guide, **APPROPRIATE BEHAVIOR**, (page IV-C-22). Discuss the results with the class, or ask students to choose one of the questions and share their ideas on the subject with the class. Try to come to a class consensus on the answers.

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**LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:**

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**1-4 Ways of Expressing Affection**

Ask the students to recall the last time they were hugged. Ask who hugged them, when and why. Tell the students that hugging is one way to express affection, but only one of many ways. Now ask students to think of their day up to this class. What type of affection have they experienced so far today, either giving or receiving with family members or friends. Make a list on the board of possible responses, such as:

- Spending time with someone
- Giggling with a friend
- Sitting together on the bus, etc.
- Helping with a project or homework
- Sharing secret feelings
- Talking on the phone
- Writing a poem or note
- Giving a gift
- Smiling at each other
- Holding hands
- Kissing
- Hugging, embracing

Reinforce the fact that there are many ways for us to express loving feelings. Try to avoid the topic of physical intimacy at this time, but should it be brought up, tell the class you'll spend more time on that type of expression later in the unit. It is also important to note that many of these things can also be done without having a feeling of physical attraction, and that one behavior by itself does not necessarily denote affection--it may just be friendship!

**1-5 Ways to Show Love Without Making It**

Divide the students into groups and ask them to respond with 30 answers to the following question: "If you and your girl/boyfriend decide to wait on physical intimacy, how could you let them know you love them?" Provide each group with a brightly colored posterboard and a black marker. Ask each group to pick a writer (with good penmanship) to write their suggestions on the poster. Later, each group will share their answers with the rest of the class.

**2. Explore the aspects of relationships pertaining to physical intimacy and sexual behaviors and the accompanying choices.****2-1 Why Do Teens Become Sexually Active?**

Using the teacher background information provided on pages IV-C-24 and IV-C-25 and an overhead transparency of page IV-C-26, present this information to the students. Have the students complete the corresponding student activity guide on page IV-C-27 as the discussion progresses.

Having an understanding of the responsibilities that come with being sexually active and considering one's own specific needs, wants, and desires can help a person weigh all of the factors before making decisions about what he/she wants to do.

**LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:****2-2 Are You Ready For Sexual Intimacy?**

Have the students complete the student activity guide, **ARE YOU READY FOR SEXUAL INTIMACY?**, (page IV-C-28) On the back of the activity guide, assign the students to write a one page summary explaining their feelings concerning teen sexuality.

**2-3 Do Guys and Girls Look at Sex Differently?**

Write the following statements on the board or use an overhead transparency of page IV-C-30. The statements will spark discussion! Using the teacher background information provided on page IV-C-29, lead and maintain the discussion in a positive, unopinionated tone. It is important for the teacher to remain neutral throughout the discussion.

**"A girl plays at sex, for which she is not ready,  
because what she fundamentally wants is love."**

**"A guy plays at love, for which he is not ready,  
because what he fundamentally wants is sex."**

Point out that in nature, one of the species, either the male or female, must be the aggressor for propagation to occur, and that is generally the male. This is biologically necessary because animals do not have the ability to reason--they live by instinct rather than logic. However, human beings have been given the ability to reason and thereby are to live by logic rather than instinct. Men do not need to be the sexually aggressive species, but our culture has given them that role in many aspects. Again, this has been a matter of choice--men generally like that role and women have allowed them to take it. But...it does not have to be that way.

This activity is adapted from Love, Dating and Sex, pages 60-61.

**2-4 Progression To Physical Intimacy**

This activity introduces the students to the stages of progression towards physical intimacy in relationships. It is described in detail on page IV-C-31 and the corresponding resources are on pages IV-C-32 through IV-C-38. A student activity guide is provided on page IV-C-39 if desired.

This activity is adapted from materials found in "Understanding Your Sexuality And Your Choices." Community of Caring, A Project Of the Joseph P. Kennedy, Jr. Foundation and Love, Dating and Sex.

**LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:**

To clarify the descriptors of some of the stages, the following information is provided: (This is intended to be for teacher reference only!)

Being Together	
Hand Holding	
Simple Good Night Kiss	
Prolonged Kissing	
Necking	French kissing, hickeys, no movement of hands
Petting	Touching private parts above the waist
Heavy Petting	Touching private parts below the waist
Mutual Sex Play	Manipulation of genitalia
Sexual Intercourse	Penile penetration

Descriptors from Sex Respect curriculum.

**2-5 The Control Patrol**

Have the students read the situations of passion on the student activity guide, **THE CONTROL PATROL**, on pages IV-C-40 and IV-C-41 and answer the questions that follow each setting. Discuss motivations to control feelings of passion.

**2-6 Why Wait for Intimacy?**

Read the three accounts of famous individuals on pages IV-C-42 and IV-C-43. Have the students answer the questions on the student activity guide, **WHY WAIT FOR INTIMACY?**, on page IV-C-44 and discuss their answers.

**Summary** Is it worth it to wait? You may not become a princess, a movie star, or a beauty pageant winner, but you don't know where your life will take you. Saving something valuable that you can give only once is worth holding on to. Each of us must make the choice.

**3. Develop assertive behavior skills as a means of protection from sexual harassment, or abusive situations.****3-1 Introductory Activity: What Would You Do?**

Read the situations concerning sexuality provided on page IV-C-45 to the class one at a time. Invite students who are willing to act in front of the class to listen to each situation and then begin the dialogue, using assertive communication skills. Identify how assertive communication skills can help a person out of uncomfortable situations. To present a contrasting element to each of the situations, have the students give examples of passive and aggressive responses, also.