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

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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.

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**3-2 Thoughts on Following the Crowd**

Divide the class in half. Give each half of the class one of the statements on pages IV-C-46 and IV-C-47 and ask a group leader to read it to the rest of the group. Have each member of the group respond by writing the answers to the questions and what the statement means to them on a separate piece of paper. Then ask each group leader to share their thoughts with the remainder of the class and have the students respond to the second statement.

**NOTE:** These are higher level thinking questions, and may require some explanation from the teacher. A graphic to support this concept is provided on page IV-C-48. Use as desired.

**3-3 Hook, Line, and Sinker**

To prepare for this activity, glue the "lines" on page IV-C-50 on the back of copies of the fish on page IV-C-49 and laminate them. Attach self-adhesive magnets to each fish. Make a small fishing pole and attach a fairly strong magnet as a "hook". Place the fish in a child's pool, a small inflatable pool, or just place them on the floor.

Give each student a copy of the student activity guide, **HOOK, LINE, AND SINKER**, on page IV-C-51. Ask ten students to come to the front of the room and "go fishing" and catch a fish (with the magnets). Have them read the "line" on the back of the fish they catch and give a response to the line. Then let the other members of the class give other appropriate responses. Have the students complete their student activity guides as the responses are given.

Be sure to explain that these phrases are called "lines" because that is what they are--something to pull you in! A pattern for an overhead transparency supporting this concept is provided on page IV-C-52.

**3-4 Red Light/Green Light Personal Power Plan**

Divide the students into small groups and have each group write some statements that address ways to plan for personal power to say "NO" to intimate relationships on small pieces of paper. (Or the teacher can have each student write his/her own.) Put the statements in a basket or box for the teacher to draw and read. Give each student one piece of red and green construction paper. As each statement is drawn and read, have the students raise their red or green papers, depending if it is a viable plan for personal power or not. (Viable = green; non-viable = red) If a student answers incorrectly, he/she gets a warning ticket (the teacher's yellow construction paper pieces). When a student has three tickets, he/she is out of the game. The objective is to stay in the game until the end. Some suggested statements are provided on page IV-C-53.

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**3-5 Refusal Skills**

Refusal skills are like saying "NO" to a yield sign. (See graphic on page IV-C-54.) Define the term *refusal skills* as follows: (see page IV-C-55)

**REFUSAL SKILLS:**     **A variety of ways to say "NO" to something you feel is wrong for you to do.**

Introduce the students to the various types of refusal skills as described on page IV-C-56 and discuss the importance of being able to use more than one type. Give examples of each type along with situations where they would be useful. Then do the following activity to help the students define and sharpen these skills.

1. Invite eight (8) students to participate in this activity in front of the class. Ask them to come forward one at a time.
2. Give the class a contrived situation, such as the two listed below, that requires refusal skills to get out of safely.
3. Give each participant a slip of paper with one refusal skill. ( A copy of page IV-C-56 can be cut apart.) They must respond to the situation using that specific skill. They can use language and or hand signals. Challenge the class to identify the refusal skill used in each situation.

Copies of the graphic could be made for each refusal skill and placed around the room.

**Possible situation #1:**             **A boyfriend or girlfriend says to you, "You would if you loved me."**

**Possible situation #2:**             **A boyfriend or girlfriend says to you, "Let's go to my house--no one will be home for hours."**

Use the diagram, **SIMPLY SAYING "NO" SIMPLIFIES YOUR LIFE**, on page IV-C-57 to illustrate that saying "NO" makes life less complicated, eliminates the possibility of being faced with decisions one's not prepared to handle, and allows teenagers to put their energies into productive endeavors.

**3-6 Date Rape**

Use the teacher background materials provided on pages IV-C-58 through IV-C-61 as appropriate for your school and your students. If possible, invite a

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speaker from a Rape Crisis Center or another specialist that can give your students helpful and correct information. Although the information may appear to be female oriented, and truly they are the most common victims, it is all applicable for both genders. Guys can get set up, too!

As an introduction to this lesson, have pictures of a wide variety of people to show the students and ask them to identify the one who they think would be a rapist. This provides an excellent opportunity to explain the problems of stereotyping and develop an awareness that it is not possible to pick a potential rapist from a group. Generally, the rapist is someone we know very well, rather than a stranger.

**4. Examine the possible consequences of teen sexual involvement, including:**

**4-1 Introductory Activity: Play Dough Art**

This activity illustrates how a young person can allow someone else to alter the course of his/her life by not taking charge, being in control, and making your own decisions. Follow the directions provided on page IV-C-62.

**a. Teen Parenthood**

**4.a-1 20 Steps to Teen Pregnancy**

Give each student a copy of the student activity guide on page IV-C-63 and ask them to complete it according to the directions. When the students have completed the guide, discuss each item as a class to provide the students with broader perspectives.

Conclude the activity by using the following illustration and an overhead transparency of page IV-C-64:

"Does this list sound like it is taking all of the fun out of being a teenager and dating? Well, just ask yourself this question, "Is it more fun to refrain from having sex as you date or to become a teenage parent?" After all, how can you compare high school dances with changing dirty diapers, or going to a football game with taking the baby to a pediatrician? Would you rather use your money to buy a new CD player and CD s or pay the monthly bills? If you think there is real romance and excitement in being a teenage parent, just check with a teen-age parent!"