
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:

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|-------------------|---------------------|
| - 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.

LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:

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:

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

LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:

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.

LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:

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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LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:

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!"

LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:

Note: The **20 STEPS TO TEEN PREGNANCY** activity was developed for other teenagers by some teenage parents who do not want others to go through what they are going through and have gone through.

4.a-2 "Rock A Bye" Video

This video is available through the March of Dimes, and addresses issues of teen pregnancy.

4.a-3 Springtime

Read the story, **SPRINGTIME**, (pages IV-C-65 and IV-C-66) to the class and discuss the complications that can occur because of the law as well as being detrimental to healthy teenage development.

Some teacher background information regarding Utah Law and Teen Sexuality is provided on page IV-C-67.

b. STD s and AIDS**4.b-1 AIDS Update**

The information provided on pages IV-C-68 through IV-C-71 can be used as transparencies for discussion guides, or however is appropriate in your classroom.

Note: This is not meant to be a unit on the AIDS disease per se; the focus in this curriculum is simply on STDs and AIDS as a result of sexual choices.

4.b-2 How Could This Have Happened to Me?

Have students read the true stories of Magic Johnson and Krista Blake on pages IV-C-72 and IV-C-73. Their stories tell how their sexual choices led to conclusions they had never even thought of. Have the students complete the student activity guide on page IV-C-74 and discuss their answers as a class.

4.b-3 HIV Risk Rate

Use the activity described on page IV-C-75 to cover the following points:

- HIV is not transmitted through casual contact.
- HIV is mainly transmitted through sexual intercourse or needle sharing with an HIV infected person.
- We can reduce or eliminate our risk of HIV.
- HIV is an equal opportunity disease; it's not who we are, but what we do that places us at risk for HIV.

LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:

4.b-4 AIDS/STD's Video

Some possible sources of current videos are:

- Aids Information Centers
- HBO Specials
- Hospital Education Centers
- Utah State Office of Education

See page IV-C-13 for a listing of specific videos and resources.

4.b-5 AIDS Guest Speaker

Invite a guest speaker to your class to present current information regarding the HIV virus and AIDS. Contact an AIDS Information Center or your local hospital for resources.

4.b-6 Other STD's

Use the chapter or section on STD's in either the Growing Up Caring (Glencoe/McGraw-Hill) or the Contemporary Living (Goodheart-Wilcox) textbook as background information. Have the students read the information and complete the student activity guide, **SEXUALLY TRANSMITTED DISEASES**, on page IV-C-76. Some classroom discussion following this activity will provide an opportunity to dispel myths and present truths regarding STD's and their transmission.

c. Various costs and responsibilities.**4.c-1 Premarital Sex? Perhaps, if.....**

Make overhead transparencies of pages IV-C-77 through IV-C-83. Give each student a copy of the student activity guide, **PREMARITAL SEX? PERHAPS, IF...**, (pages IV-C-84 and IV-C-85) and have them fill in the answers as you present the materials. Add personal or other stories, case studies, etc. as needed. A teacher key is provided on pages IV-C-86 and IV-C-87.

Note: Because of the approach of this material, it is very important that the students be **required** to complete the corresponding student activity guide! This avoids any chances of misinterpretation that the curriculum and/or activity and/or teacher is supporting premarital sexual activity. It is recommended that the teacher check the student activity guides upon completion for thoroughness and accuracy.

4.c-2 Unit Summation: Sexual Choices Bring Consequences

Follow the activity outlined on pages IV-C-88 and IV-C-89 to make the point that our choices sometimes come with consequences we can neither control, change, nor fix.

RESOURCES:**Videos:**

Sexual Responsibility. 20 min. 1989. Home Economics School Service, P.O.Box 802, Culver City, CA 90232-0802. 1-800-421-4246. Catalog Item No. FH248V-82.

Teens Who Choose Abstinence. 24 min. 1993. Sunburst, 101 Castleton St., P.O. Box 40, Pleasantville, NY 10570-9807. 1-800-431-1934. Catalog Item No. 2424-WH.

It Won't Happen To Me. 13 min. 1993. Kaiser Permanente and Concept Media, Inc., P. O. Box 19542, Irvine, CA 92713. 1-800-233-7078. Catalog Item No. 705.1.

AIDS/STD's. 16 min. Media International, 5225 San Fernando Road West, Los Angeles, CA 90039. 1-800-477-7575.

When I Say Stop, I Mean Stop. 25 min. Sunburst, 101 Castleton St., P.O.Box 40, Pleasantville, NY 10570-9807. 1-800-431-1934. Catalog Item No. 2833-PH.

Books:

Eager, George B., *LOVE, DATING AND SEX: What Teens Want to Know.* Mailbox Club Books, 404 Eager Road, Valdosta GA 31602. 1988. ISBN: 0-0603752-95.

Understanding Your Sexuality And Your Choices. Community of Caring, A Project Of the Joseph P. Kennedy, Jr. Foundation.

Other:

Current AIDS Information and Resources, Healthy Lifestyles Specialist, Utah State Office of Education, 250 East 500 South, Salt Lake City, UT 84111. 1-801-538-7500.

Sex Respect Curriculum, Utah State Office of Education, 250 East 500 South, Salt Lake City, UT 84111. 1-801-538-7500.

