

THE PRETZEL ACTIVITY

The Activity :

Place a pretzel on each student's desk before they come into the room. As they notice the pretzel, tell them they can eat the pretzel now or later--it is their choice, but it will be much better for them to wait awhile. (Don't belabor the point.)

Give the class a reading assignment, and leave the room for 2-3 minutes. (Just step outside and listen.) When you come back into the room, walk through the class and add another pretzel to those who have NOT been eaten. Tell the students this is their reward for waiting. Remind them it will be better for them not to eat it yet, but the choice is theirs.

Let the assignment go on for a few more minutes and walk through the class again and give another pretzel to those who still have NOT eaten their pretzels.

Activity Summary:

Tell the class the topic for today is teen relationships and physical intimacy. Ask the students what do these pretzels have to do with physical intimacy? The activity has to do with choosing how to act while dating, realizing love, experiencing infatuation, choosing how you will show affection, and choosing abstinence or sexual involvement.

Explain that choosing to eat the pretzel immediately or wait and reap the rewards is like choosing to abstain or to become sexually active as a teen. Continue the analogy by explaining that sexual activity as a teenager may bring a small reward immediately, but by waiting there is much more to look forward to. Waiting gives you more time to be prepared for a loving experience with increased education, opportunities, etc.

Being patient, not rushing into things, following the rules, listening to the advice of parents and teachers might give students opportunities for higher levels of achievement and/or gain more out of life. Waiting for physical intimacy has rewards, such as not getting tied down too early and allowing your experiences to grow. If you have more to offer in terms of experience and education, you may be considered more of a "catch". If you jump at the first romantic opportunity that comes along, you may get a small, immediate reward, but you could miss bigger opportunities.

TEACHER BACKGROUND INFORMATION AND GUIDE SOURCES OF SEXUAL INFORMATION

Ask the students to think about what information they currently have about human sexuality and where that information came from. Have the students raise their hands if their information came from any of the following sources:

- Friends
- Older brothers or sisters
- Friends' older brothers or sisters
- Parents
- Maturation program in elementary or middle school
- 7th or 8th grade health class
- Science class
- Books or magazines (e.g., articles or the underlined parts of novels that get passed around)
- Television, videos, music, or movies

Discuss how what they view on television and videos in their own homes could have easily been rated as "R" or "X" materials a few years ago. Censorship of television used to mean that a husband and wife were not to even be seen in the same bed together. (Flintstones, Dick VanDyke, Leave It to Beaver) Everyone slept in twin beds. Now we are bombarded with active sex scenes on television, videos, movies, music, and advertisements. (Show some magazine ads that promote a product by using sex and/or sexuality.)

All of these sources say casual sex is "OKAY AND GREAT", and then parents, teachers, and religious leaders say "NO--DON'T GET INVOLVED". Who can teenagers believe? Teens need to get all of the correct information they can and know the consequences of each decision they make regarding sexual activity. Teenagers often feel they are "bullet-proof"--like a teen pregnancy, STD, or AIDS could never happen to them.

There are other consequences of being sexually active at a young age that will affect their personality, development, and self-esteem that are just as important to consider. The purpose of this topic is for teenagers to be informed with the correct information so they can make correct decisions that will affect their whole future.



Name _____ Period _____ Date _____

SEXUALITY AND THE MEDIA

Directions: List two examples of your favorite commercials, TV shows, movies and songs. Then answer the questions based on your favorites .

Commercials: 1. _____ 2. _____

TV Shows: 1. _____ 2. _____

Movies: 1. _____ 2. _____

Songs: 1. _____ 2. _____

1. How do these commercials, TV shows, movies, and songs treat sexuality?

2. Describe how sexual intercourse is portrayed through them.

3. Is sexual intercourse seen as a sign of commitment and love, or is it mainly a form of physical gratification or passion?

4. Are love and sexual intercourse seen as the same thing or as different things?

5. How often is sexual intercourse shown as an act that has consequences?

6. How often is sexual intercourse depicted as a momentary romantic impulse?

7. What qualities are shown to be admirable? (Sexiness, flirtatious, popularity vs. respect, commitment, tenderness, or?)

SEXUALITY AND THE MEDIA - Page 2

8. Do they ever show a situation in which men and women exploit one another and allow themselves to be used? _____ If so, how?

9. In what ways have the attitudes presented in the media been accepted?

10. Do they ever say anything about self-respect, mutual respect, caring, responsibility, or human relationships that have a future? _____
11. How often is sexual success associated with using the "right product"?

12. How often is a woman's value measured by her ability to please a man in some way or another? _____
13. How often is a man's value measured by his skill in pleasing or dominating a woman? _____
14. How often are women depicted as sex objects?

15. Does the media have a responsibility to the public about how they portray sexuality? _____
16. What are the motives of writers and producers of the sexual messages?

17. What changes would you like to see made in the media regarding sexuality?

18. Do you think this is possible? _____
Is there anything you could do to change things? _____
If so, what? _____
If not, why? _____

Name _____ Period _____ Date _____

APPROPRIATE BEHAVIORS

Directions: For each behavior listed below, write YES in the blank before it if the behavior would be appropriate, or write NO if the behavior would not be an appropriate expression of affection toward someone special to you.

- _____ 1. Go to a movie with him/her
- _____ 2. Trust that person with a secret
- _____ 3. Hold hands at a party
- _____ 4. Choose a special song, just for the two of you
- _____ 5. Take a walk together
- _____ 6. Destroy his/her property in a teasing way
- _____ 7. Put your arm around that person
- _____ 8. Assume that if he/she says "No", he/she really means "maybe."
- _____ 9. Play a game or a sport together
- _____ 10. Kiss passionately in the halls at school
- _____ 11. Have a picnic together
- _____ 12. Meet each other's family
- _____ 13. Write notes or letters to each other
- _____ 14. Shove him/her
- _____ 15. Make cookies for him/her
- _____ 16. Have your picture taken together
- _____ 17. Point out all the bad points in his/her personality
- _____ 18. Touch, pat, or pinch that person anywhere you want to
- _____ 19. Share future dreams
- _____ 20. Dedicate a song on the radio to him/her
- _____ 21. _____
- _____ 22. _____
- _____ 23. _____
- _____ 24. _____
- _____ 25. _____



Discuss your answers with the rest of the class and see if you can come to a group consensus on appropriate ways to show affection.

Name _____ Period _____ Date _____

APPROPRIATE BEHAVIORS - Teacher Key

Directions: For each behavior listed below, write YES in the blank before it if the behavior would be appropriate, or write NO if the behavior would not be an appropriate expression of affection toward someone special to you.

- __Y__ 1. Go to a movie with that him/her
__Y__ 2. Trust that person with a secret
__Y__ 3. Hold hands at a party
__Y__ 4. Choose a special song, just for the two of you
__Y__ 5. Take a walk together
__N__ 6. Destroy his/her property in a teasing way
__Y__ 7. Put your arm around that person
__N__ 8. Assume that if he/she says "No", he/she really means "maybe."
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____ 21. _____
____ 22. _____
____ 23. _____
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____ 25. _____



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TEACHER BACKGROUND INFORMATION
WHY DO TEENS BECOME SEXUALLY ACTIVE?

1. **To be more sophisticated or to appear more grown up and cool.**
Many teens want to grow up in a hurry. They have the false belief that doing grown up things will make them independent and give them more freedom. The reality is the responsibility and possible consequences that follow force you to grow up before you are ready.
2. **To prove their love for another person.**
Some teens really believe that sex is proof of love. Some teens pressure their girlfriend/boyfriend into sex by demanding this proof of love. Your response should always be, "If you really love me, you won't ask me to do something that I am not ready for."
3. **To become more popular.**
Think about it! Have you known this to happen? A person seeking popularity by giving away his/her body may soon find themselves without the very friends they were seeking.
4. **Peer pressure and acceptance.**
In a 1993 poll by Seventeen magazine, 20% of the guys responding said they had been pressured into having sex. Fear of rejection or not following the crowd can be real strong. Most teen parents tell us that if they get pregnant, they seldom if ever see those same friends on a continuing basis.
5. **To find love, attention, warmth and affection.**
"Many young people today get little affection or attention at home. They begin to search for someone to love and to love them. Teens often look outside the family for someone who shows a little attention or interest. For them, sexual attachment is interpreted as love, so they engage in intercourse in an effort to find closeness and caring."
- from Teen Challenges and Choices Curriculum, 1993, Colorado Department of Education
6. **Believing "Everyone else is doing it"**
A person with low self-esteem is easily convinced that if everyone else is doing it, there must be something wrong with them if they're not.

TEACHER BACKGROUND INFORMATION
WHY DO TEENS BECOME SEXUALLY ACTIVE? - Page 2

7. **Being pregnant is exciting, attention getting, and I will have a sweet baby to love and who will love me.**

This idea is expressed by many young teen mothers who felt that a baby would cement their relationship with their boyfriend. Or, if her parents had objections to her relationship with her boyfriend, they would have to let them be together if she is pregnant. The reality is that 85% of these girls raise their babies without the former boyfriend being anywhere near. Sometimes this is because it is the girl's choice and/or the choice of one set of parents or the other.

(Statistic from Teen Parent Directors, 1994)

8. **To rebel against parents.**

Teens who are having trouble with their parents may try to hurt them by engaging in risky behavior. Ironically, most teens who become pregnant then turn to their parents for help with finances and child care.

9. **Curiosity.**

As a result of advertising, movies, and other media, many teens are curious as to what it would be like to experience sex. The term "casual sex" was coined the 70's, and shows a contradiction in terms. "Casual" indicates no commitment or responsibility; "sex" is loaded with both. There is no such thing as casual sex unless there are such things as casual pregnancies, casual HIV virus infections, or casual broken hearts.

S
T E E N S
X



WHY DO TEENS BECOME SEXUALLY ACTIVE?

1. To be more sophisticated or to appear more grown up and cool.
2. To prove their love for another person.
3. To become more popular.
4. Peer pressure and acceptance.
5. To find love, attention, warmth, and affection.
6. Believing "Everyone else is doing it."
7. Being pregnant is exciting, attention getting; I will have a sweet baby to love, and a baby who will love me.
8. To rebel against parents.
9. Curiosity.



Name _____ Period _____ Date _____

WHY DO TEENS BECOME SEXUALLY ACTIVE?

Directions: Record the reasons teens commonly give when responding to this question.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

10. Which of the reasons listed above are good enough for you to put your future at risk?

Name _____ Period _____ Date _____

ARE YOU READY FOR SEXUAL INTIMACY?

Directions: Answer the following questions as honestly as possible. Upon completion, turn this paper over and write a one page summary explaining your feelings concerning teen sexuality.

1. How would I feel about myself if I had sex as a teenager for the wrong reasons?
2. Is intercourse necessary for me to maintain my relationship(s)?
3. Is anyone pressuring me into having sex? If so, who?
4. What would I do if I found out I was pregnant ? Or the girl I'm dating was pregnant?
5. What would I do if I discovered I had the symptoms of an STD?
6. Have I thought about how this relationship will end? How will I feel if the next day I see him/her with someone else?
7. Do I have unrealistic expectations of my girl/boy friend's commitment in this relationship? Why? or Why not?

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**TEACHER BACKGROUND INFORMATION
DO GUYS AND GIRLS LOOK AT SEX DIFFERENTLY?**

Discuss the following positions:

What the girl wants is love.

She wants someone to hold her and tell her that she is special. She wants a committed boyfriend who loves her and is someone to talk to and to share her life with. Her love drive is mature.

Her sex drive is not mature. She is not ready for sex and all the dangers and problems that come with it, even though she knows that it is the girl who gets burned in these matters. She has a lot more to lose than the guy, and she is not ready for all the heavy stuff that goes with a sexual relationship. But she doesn't want to lose her boyfriend, so she "plays at sex" to get the love she wants and needs. Most girls get involved sexually because of the passion of her boyfriend, not her own.

Girls may reason like this: "Chad wants to have sex with me and I wouldn't want to have sex with someone unless I really loved him, so he must really love me."

On the other hand, many aggressive girls make themselves available and willing to do "anything" to get a guy to pay attention to her.

The guy is not ready for love.

He is not ready for a lifetime commitment. He is not ready for all the responsibilities that go with being a husband and a father. His love drive is not mature at all.

His sex drive, however, is mature. At 16 or 17, he has powerful sexual desires and they don't want to wait. What does this mean? It means he wants a girl. He wants sexual intercourse.

What does the guy do? He "plays at love" in order to get what he fundamentally wants. He uses words of love and tells the girl what she wants to hear. Girls do not question his sincerity, but the focus of his attention is on sex. He may sincerely think that he loves the girl, but he does not understand real love. He may not realize how selfish he is in thinking only of his sexual needs.

Couples often break up after a sexual relationship. One of the reasons is that the guy got what he was fundamentally interested in, and moves on. But the girl didn't get the committed love she wanted, and may feel disappointed, confused, and even used.

***"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."***

TEACHER BACKGROUND INFORMATION PROGRESSION TO PHYSICAL INTIMACY

Class Activity:

1. Pass out the word strips from pages IV-C-34 through IV-C-38 to ten (10) students.
2. Ask the students to stand at the front of the class in random order.
3. Instruct the rest of the class to put the students and their word strips in order according to the stages of progression towards physical intimacy. Let the students do the ordering as they think best.
4. Attach the word strips, in the order decided on by the class, to a bulletin board or wall.

Using an overhead transparency of page IV-C-32 as a guide, discuss the various stages, putting them in order, if necessary. Have the students complete the corresponding activity guide on page IV-C-39. There is room between each stage for some extra notes of description, if desired.

As the students complete their **PROGRESSION TO PHYSICAL INTIMACY**, make the following points in your discussion:

* Discuss with the class what can happen if you take the line of progression slowly (the relationship can grow at a slower pace and may develop into a stronger friendship; one partner may want to go more slowly on the scale than the other; the couple can get bored and break up;).

* Discuss with the class what can happen if you take the line of progression quickly (one could scare off the other one by moving too fast; one could get hurt; relationships could end upon realizing each was interested in different things; lose respect for each other; face consequences of pregnancy, STD's, etc.)

* Students should also understand that the further they move along the line of progression towards physical intimacy, the harder it is to stop and there is a lessened desire to maintain control of their feelings.

* Make the point that it is easy to move up the scale, but it is very hard to move back down the intimacy scale after once being at a higher level. Studies indicate that on leaving one relationship, you have a tendency to enter the next relationship at the level you left the first one. For example, if you have been physically intimate with your boy/girlfriend, it will be easier for you to move up the intimacy scale faster with your next boy/girlfriend.

TEACHER BACKGROUND INFORMATION PROGRESSION TO PHYSICAL INTIMACY

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PROGRESSION TO
PHYSICAL INTIMACY

BEING TOGETHER

HOLDING HANDS

SIMPLE GOODNIGHT KISS

PROLONGED KISSING

NECKING

LIGHT PETTING

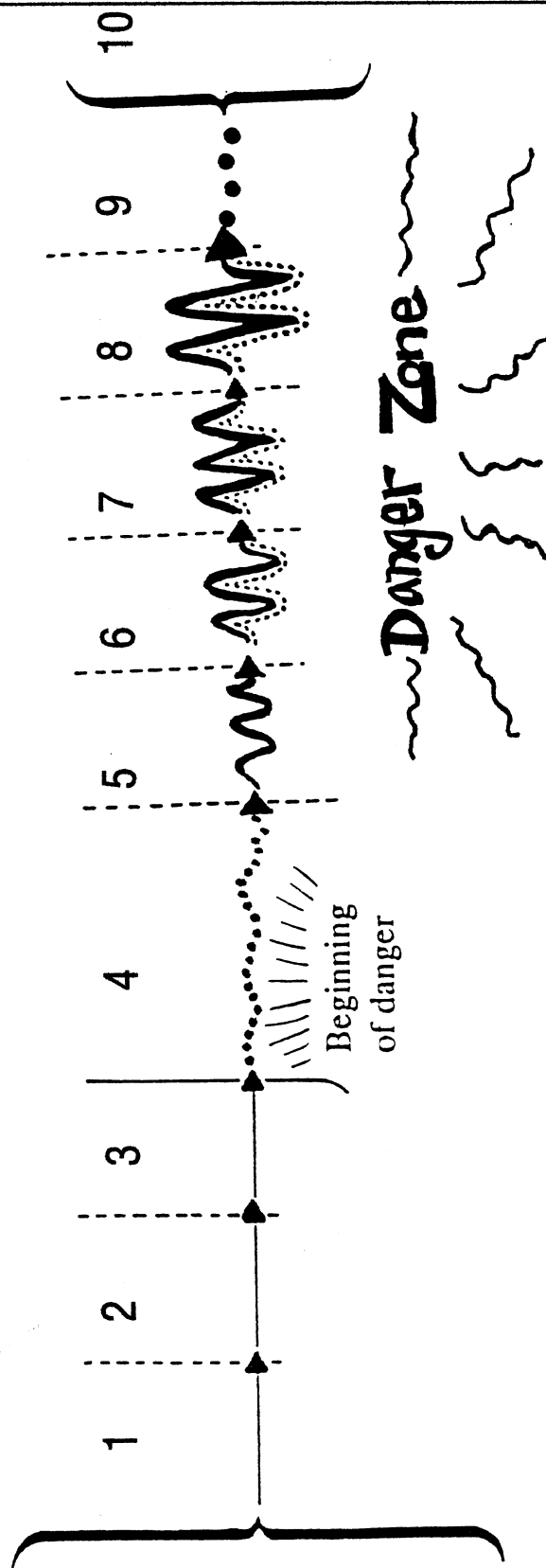
HEAVY PETTING

MUTUAL SEX PLAY

SEXUAL INTERCOURSE

END OF RELATIONSHIP IN ITS
PRESENT FORM

PROGRESSION TO PHYSICAL INTIMACY



Adapted from chart by Patricia B. Driscoll, *Sexual Common Sense: Affirming Adolescent Abstinence*

BEING TOGETHER

HOLDING HANDS

SIMPLE GOODNIGHT KISS

PROLONGED KISSING

NECKING

LIGHT PETTING

HEAVY PETTING

MUTUAL SEX PLAY

SEXUAL INTERCOURSE

**END OF RELATIONSHIP
IN ITS PRESENT FORM**

Name _____ Period _____ Date _____

PROGRESSION TO PHYSICAL INTIMACY

Directions: Record the line of progression towards physical intimacy as decided by the class.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Name _____ Period _____ Date _____

THE CONTROL PATROL

Background: The message screams out at you from your T.V. or the movies you watch that passion is like a raging river or an exploding volcano-- **uncontrollable!** Is it really? Do or don't you have control over yourself?

Directions: Read the following situations and answer the questions regarding personal passion control.

Situation #1:

Jill and Shaun have been going together for quite awhile. They are alone at Shaun's home watching a video in the dark. Jill says "It's late and I'm getting tired. I really should go."

Shaun answers her by giving her a kiss. This simple kiss leads to another kiss (one that is not so simple), and another and another. One thing leads to another-- prolonged kissing and petting. Shaun and Jill are entering into the "danger zone" of aroused passions. Several minutes pass...

Questions:

1. Do you think Jill and Shaun can stop now? _____

Why? _____

2. Do you think they did stop? _____

Why? _____

Suddenly the lights flash on! Shaun's parents and younger brother and sister are now in the room with them with looks of surprise on their faces!

More Questions:

3. Now, do you think they stopped? _____

Why? _____

4. Do you think people have the ability to stop after they've entered the "danger zone" if given the right motivation? _____

THE CONTROL PATROL - Page 2**Situation #2:**

Liza and Cody have been to their school dance. They have had a wonderful evening, and after dinner they drove to the city look-out to enjoy the view and relax a little before ending the evening.

Cody expresses his warm feelings for Liza and they begin to snuggle. Soft music is playing, the stars are twinkling, they are alone and in love. Talking leads to kissing and before long, kissing has led to touching and passions are aroused. Neither one believes that they can control these feelings and continue the passion until...

A bright light appears in the car window along with the face of a policeman asking, "What is going on in there?"

Questions:

1. Do you think Liza and Cody can control their passion now that the policeman has arrived? _____
Why? _____
2. What changed from the point where they did not think they could control their passions to the point where they could?

3. Do you think you could stop in a similar situation if your parents or another adult walked into the room? _____
4. Has your mind changed about your ability to control your passion? _____
In what way? _____

WHY WAIT FOR INTIMACY?

ACCOUNT NO.1: Lady Diana, Princess of Wales

When Charles, Prince of Wales, next in line to be King of England, began seriously looking for a bride, much speculation began. The English press had a field day guessing about a number of possible brides and weighing each candidate. Those on the inside of Buckingham Palace were much more serious--this was a national decision, as well. The bride of Charles would become the Princess of Wales and next in line to be the Queen of England.

One of the first stipulations laid down was that the bride must be a virgin. They could take no chances of a "love child" somewhere, or a disgruntled former lover who would like to share the juicy tales of his previous romance with the future Queen. It was decided that she absolutely must be a virgin.

Prince Charles selected a shy, attractive, young woman named Lady Diana Spencer. You can believe she was interviewed and thoroughly researched by the Palace staff. Had they found any evidence to suggest that Diana had been physically intimate with any others, her name might not still be Diana Spencer, but it would certainly not be Diana, Princess of Wales.

ACCOUNT NO. 2: Doogie Howser, M.D.

Doogie Howser, M.D., was a hit television show of the early 90's. It portrayed a 17-year-old genius who had already graduated from medical school and was a practicing physician.

The writers of the show felt it was time for Doogie to lose his virginity. (Up until this time in his life, he had been only interested in schooling and getting his medical practice established.) So, an episode was written in which Doogie became romantically involved with a young woman, and the romance lead to sexual intimacy. Unfortunately, the romance didn't last and Doogie was left sad and wondering.

A strange thing happened then, but not on the television show. The writers assumed the ratings would go up for that particular episode and level off at least even or higher than they were prior to the romantic episode. They were right about scoring big numbers for that one show, but after that the ratings began to drop. They dropped so much that the show was cancelled the following season.

When one of the writers for the show was interviewed he expressed these feelings, (Paraphrasing) "I think that having Doogie intimately involved changed the show in a way that we couldn't fix. What we set out to do was make the character more mature,

WHY WAIT FOR INTIMACY? - PAGE 2

but what ultimately happened was the episode took something from the character that his viewers valued and respected in him. People saw him as a unique, special role model, and after that he lost his innocent appeal and we couldn't write it back in."

ACCOUNT NO. 3: Miss America, Sharlene Wells

The Miss America pageant of 1985 was unlike any other. It followed a very stormy year for the Miss America who had been crowned just one short year ago, a beautiful young woman named Vanessa Williams.

Ms. Williams' reign as Miss America began as any other; she was busy with photo shoots, guest appearances on "Johnny Carson" and other important talk shows. She had a promising career until someone from her past who wanted to cash in on her fame, shared some photos with the tabloids. The photos were nude pictures taken of Vanessa in obscene poses, and printed in tabloids all across the world.

The people who sponsor the Miss America Pageant were not amused. The winner of the pageant promises to uphold certain moral and ethical standards, and all contestants must sign a promise that they haven't done anything in the past that can embarrass or bring shame to the pageant if she should win. The officials of the pageant asked for her resignation immediately after she confirmed the photos shown in the tabloids were indeed of her.

Imagine the caution then, that pageant officials were taking during the 1985 competition. They did not want to ever have this type of thing happen again. Contestants were screened very carefully. In the final moments of the competition, the judges asked each finalist a question that seemed to be searching for signs of anyone who might have a questionable past.

Among the candidates was a beautiful young woman from Salt Lake City, Utah-- Sharlene Wells. She was an attractive, poised, and talented young woman who stated in her interviews that she was waiting for the right man to marry before becoming physically intimate. She made it clear that this choice was part of her value system and she felt very strongly about it.

Sharlene Wells won the 1985 Miss America Pageant. Some of the contestants, perhaps a little jealous, felt that while Sharlene was indeed beautiful and talented, she had an edge over many of the others because she could make a claim of innocence that others could not.

Name _____ Period _____ Date _____

WHY WAIT FOR INTIMACY?

Directions: Answer the following questions from your point of view.

1. What did Lady Diana Spencer gain from waiting for the proper time to be physically intimate?
2. What would she have lost had she been sexually active prior to marriage?
3. Was it worth the wait for her? Why?
4. Why couldn't the writers of the Doogie Howser, M.D. series reverse the viewer opinion of Doogie after the episode?
5. Why did the writer feel this one incident may have lead to the end of the series?
6. Why did the reigning Miss America have to give up her title? She had admitted what she had done, so why couldn't she still be Miss America?
7. Practicing abstinence wasn't the only reason Sharlene Wells won the Miss America pageant, but why was it an important factor?
8. Was it worth it for Miss Wells to wait for intimacy?

WHAT WOULD YOU DO? ROLE PLAY SITUATIONS

ROLE PLAY SITUATION # 1:

Jon asks Sue to the winter formal. It is a major event at their school--girls wear formal dresses and guys wear a tux. Some couples rent a limo to ride to the dance in, and afterward dinner is at an expensive restaurant. After the dance, Jon invites Sue to a friend's house and makes inappropriate advances toward her.

Include answers to the following issues in your role play :

- What should Sue say to Jon?
- Jon feels she "owes" him favors for an expensive evening.
- What should she do if he gets angry?
- Does Jon have the right to be angry?

ROLE PLAY SITUATION #2:

You invite your girl/boyfriend home to study. You didn't know that your mother has been called away for the afternoon. Your friend assumes you have set up the situation and begins to come on strong.

Include answers to the following issues in your role play :

- What should you do?
- What could you say?
- Can you explain the mix up in clear, precise language to get the point across?

ROLE PLAY SITUATION #3:

Dave has been going with Janey for a long time. She wants to become more serious, and even talks about engagement and marriage. She seems to be ready to become more physically involved. He doesn't want to break up with her, but he is not ready to get so serious.

Include in this role play answers to these questions:

- How can Dave tell her how he feels in a way that won't hurt her feelings?
- What activities might he suggest to keep their relationship from becoming too serious?

ROLE PLAY SITUATION #4:

Jack and Serena have been dating for a long time. As their friend, you have reason to believe that there is a possibility that Jack and Serena might be at risk for a teen pregnancy.

Include in this role play answers to these questions:

- How could you talk to Jack and/or Serena about your worries?
- What activities could you suggest to reduce their chances for a teen pregnancy?
- Would a good friend keep quiet and not say anything?

THOUGHTS ON FOLLOWING THE CROWD

GROUP #1: Martin Luther King Jr.

"Strength to Love" Sermon, Philadelphia: Fortress Press 1963

"People are afraid to be different. Their great concern is to be accepted socially. They live by some such principle as this: "Everybody is doing it, so it must be all right." For so many of you morality merely reflects group consensus. In modern thinking, the mores are accepted as the right ways. You have unconsciously come to believe that what is right is determined by public opinion polls."

Martin Luther King Jr. goes on (paraphrased)... "Each person has within themselves the ability to stand up for what they believe in, but they must resign themselves to the difficult task of finding the courage to act responsibly. Because everyone is doing something doesn't make it right. A behavior that has always been considered to be wrong cannot suddenly become right even if society has accepted it. Your behavior should be determined by what your parents have taught you and what you know deep inside you to be right and wrong even if it contradicts the behavior practiced by your friends or society in general."

1. What is the message from Martin Luther King Jr.?

2. What is your opinion concerning it?

3. What are the guidelines he suggests using when deciding if a behavior is right or wrong?

4. How does this message apply to sexual activity?

THOUGHTS ON FOLLOWING THE CROWD

GROUP #2: Vaclav Havel

Former President of Czechoslovakia

Open Letters. Selected Writings, 1965-1990

(Paul Wilson, ed. New York: Alfred A Knopf, 1991)

Discussing the changes in moral attitudes in society, he cautions us about the future. His suggestions:

We need to "raise our sights a little above our limited perspective in order to realize with horror how hastily we are all abandoning positions which only yesterday we refused to desert." (He is referring to sexual activity on a "casual basis".) What social conscience only yesterday regarded as improper is today casually excused; tomorrow it will eventually be thought natural, and the day after we may consider it model behavior. What yesterday we thought could never happen, today we accept with astonishment as a fact of life." (paraphrase)

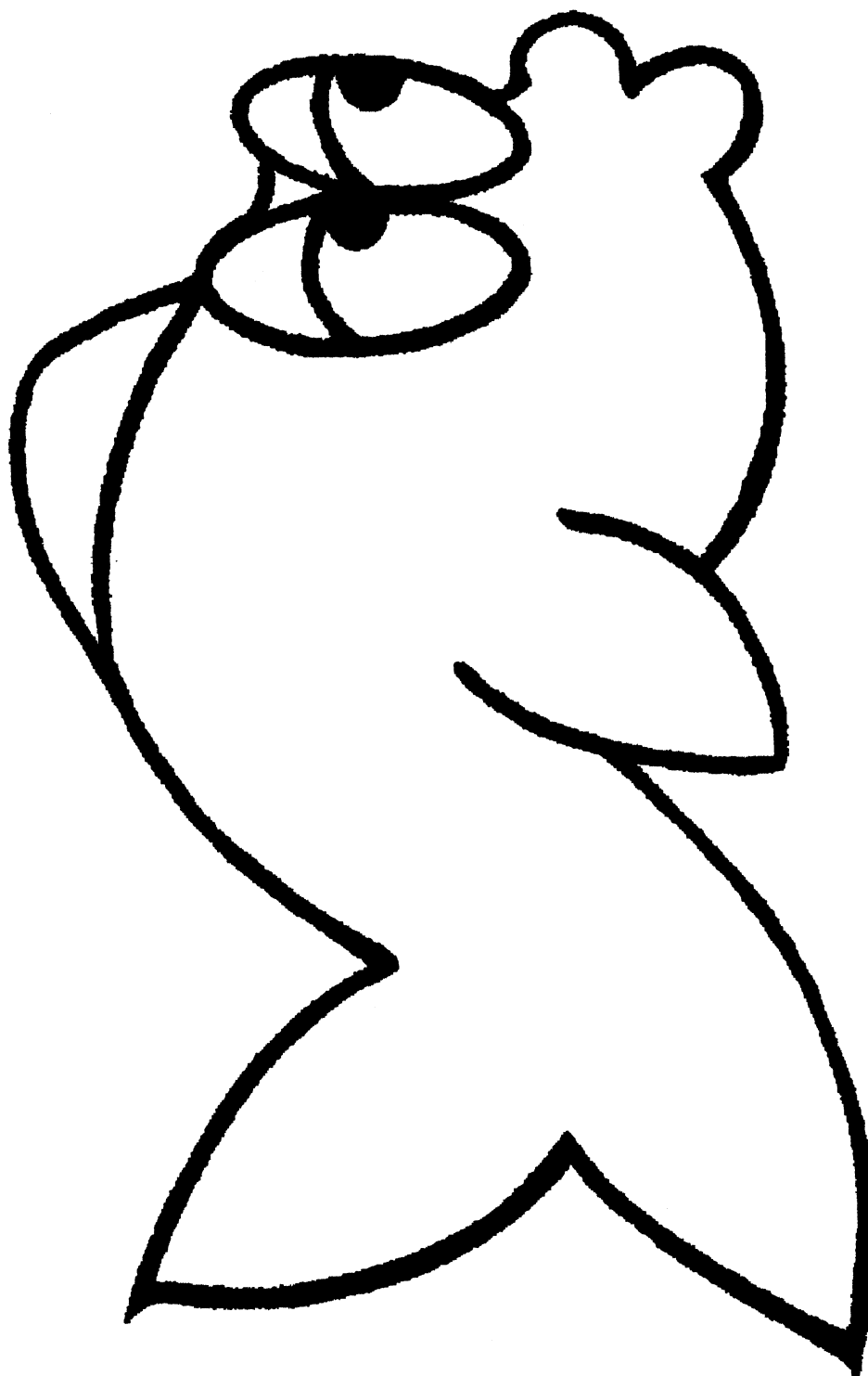
1. What was the message of President Havel?

2. If a particular behavior is condoned by society in general, does that make it right or okay?

3. How can a behavior that was morally wrong yesterday be morally okay today or tomorrow?

4. How does this message apply to sexual activity?





- 1. LINE: Everyone's doing it!**
- 2. LINE: Just this one time?**
- 3. LINE: If you won't, I can find someone else who will!**
- 4. LINE: But I thought you loved me!**
- 5. LINE: You won't get pregnant, don't worry. or...
I won't get pregnant, don't worry.**
- 6. LINE: If you get pregnant, I'll marry you. or...
If I get pregnant, I'll have an abortion.**
- 7. LINE: We are going to get married anyway, so why wait?**
- 8. LINE: If you really love me, this will prove it.**
- 9. LINE: I know you've had experience, so I thought you'd want to.**
- 10. LINE: You're the only one I've ever loved like this.**

Name _____ Period _____ Date _____

HOOK, LINE, AND SINKER

A "line" is a device to pressure you into doing something you don't really want to do. You need to recognize a line for what it is--it is selfish and it lacks sincerity. Anyone that pressures you to become sexually involved is NOT expressing love. Read the "lines" below, and then write appropriate responses to them.

1. **LINE= Everyone's doing it!**

Possible responses: _____

2. **LINE= Just this one time?**

Possible responses: _____

3. **LINE= If you won't, I can find someone else who will!**

Possible responses: _____

4. **LINE= But I thought you loved me!**

Possible responses: _____

5. **LINE= You won't get pregnant, don't worry. or...I won't get pregnant, don't worry.**

Possible responses: _____

6. **LINE= If you get pregnant, I'll marry you. or...If I get pregnant, I'll have an abortion.**

Possible responses: _____

7. **LINE= We are going to get married anyway, so why wait?**

Possible responses: _____

8. **LINE= If you really love me, this will prove it.**

Possible responses: _____

9. **LINE= I know you've had experience, so I thought you'd want to.**

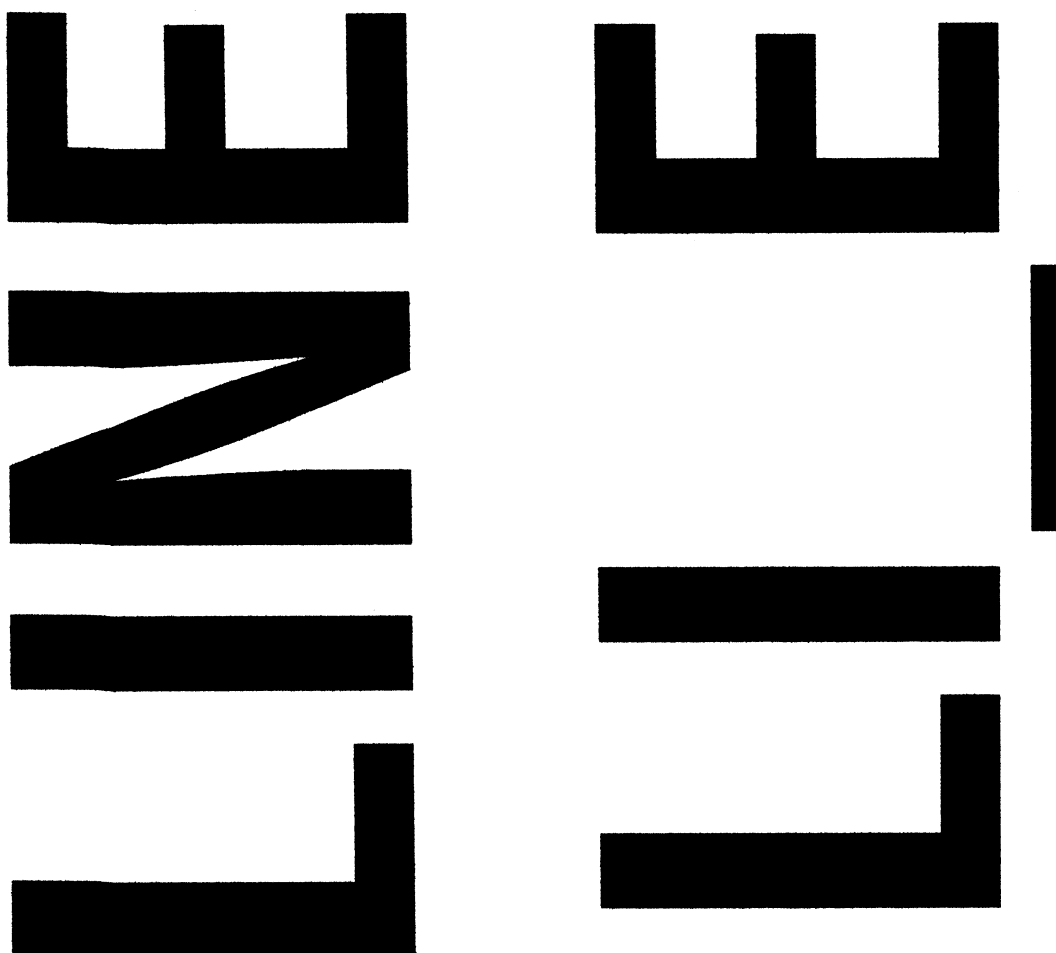
Possible responses: _____

10. **LINE= You're the only one I've ever loved like this.**

Possible responses: _____

You can learn to recognize and respond to a "line". Keep in mind that although it is difficult when you really care about a person, saying no to sex before you marry is not denying love, but one of the best ways you can show a person you do love them! It means you love that person enough to want what is best for both of you.

Remember a L I N E is only one letter away from a L I _ E



**TEACHER BACKGROUND INFORMATION
RED LIGHT/GREEN LIGHT PERSONAL POWER PLAN**

The following statements address ways to plan for personal power to say "NO" to intimate relationships you are not ready for.

GREEN LIGHT STATEMENTS:

You have the right to say "no", even if you have had prior sexual experiences.

Deciding before the date to say "no" can help handle the situation better.

Dating older people can be dangerous. They are more likely to have sexual experience and expect more from you.

You shouldn't act as if you "will" when you really "won't."

If you spend time with friends that have a common value system, you will less likely get pressure from them to go against your values.

Stay away from drugs or drinking! They can cause you to lose your Personal Power!

Talk in advance about how you feel concerning intimacy. Not discussing the subject isn't romantic--it's dangerous to your future!

You should practice your refusal skills before you get into difficult situations.

Say NO to sex--it is not nearly as tough as being a teenage parent.

Wait until you are 16 to begin dating.

RED LIGHT STATEMENTS:

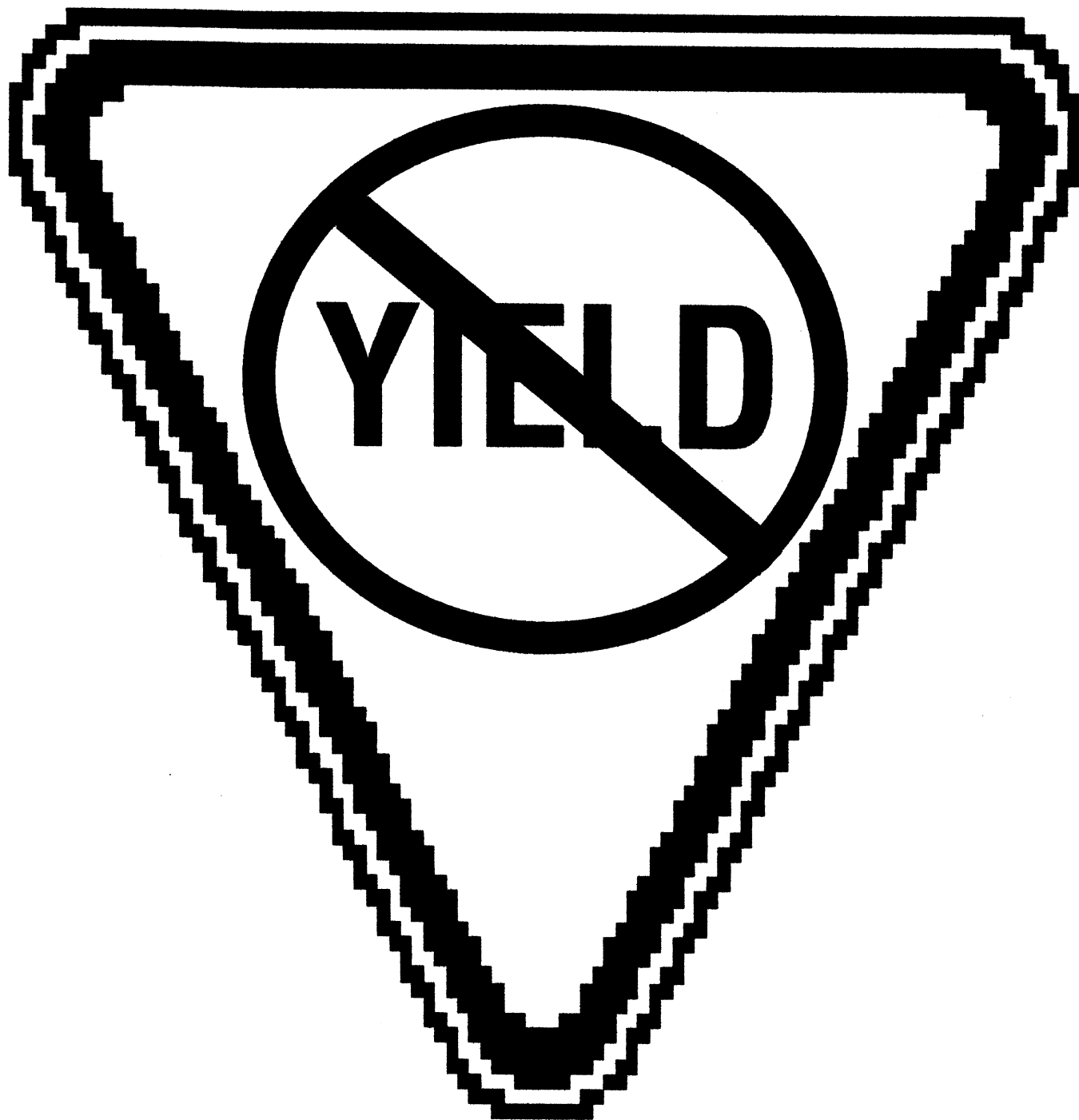
Everyone is doing it so really it must be okay.

I am more mature than other kids my age, so I am going to begin dating at 13.

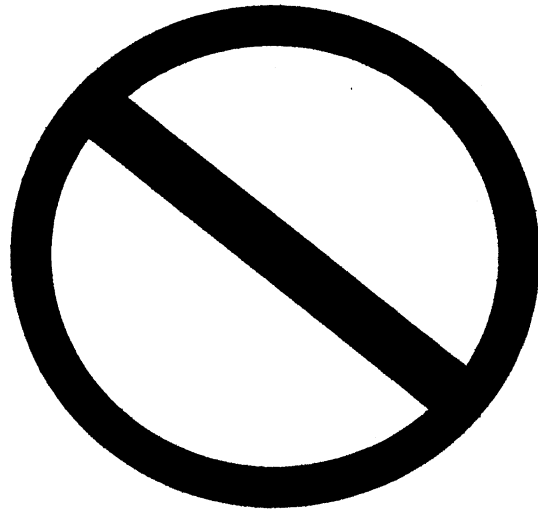
Dating older people is a lot more exciting than kids my own age.

Doing drugs doesn't affect your ability to be in control--they just make things more fun!

Getting pregnant won't happen to me/us.



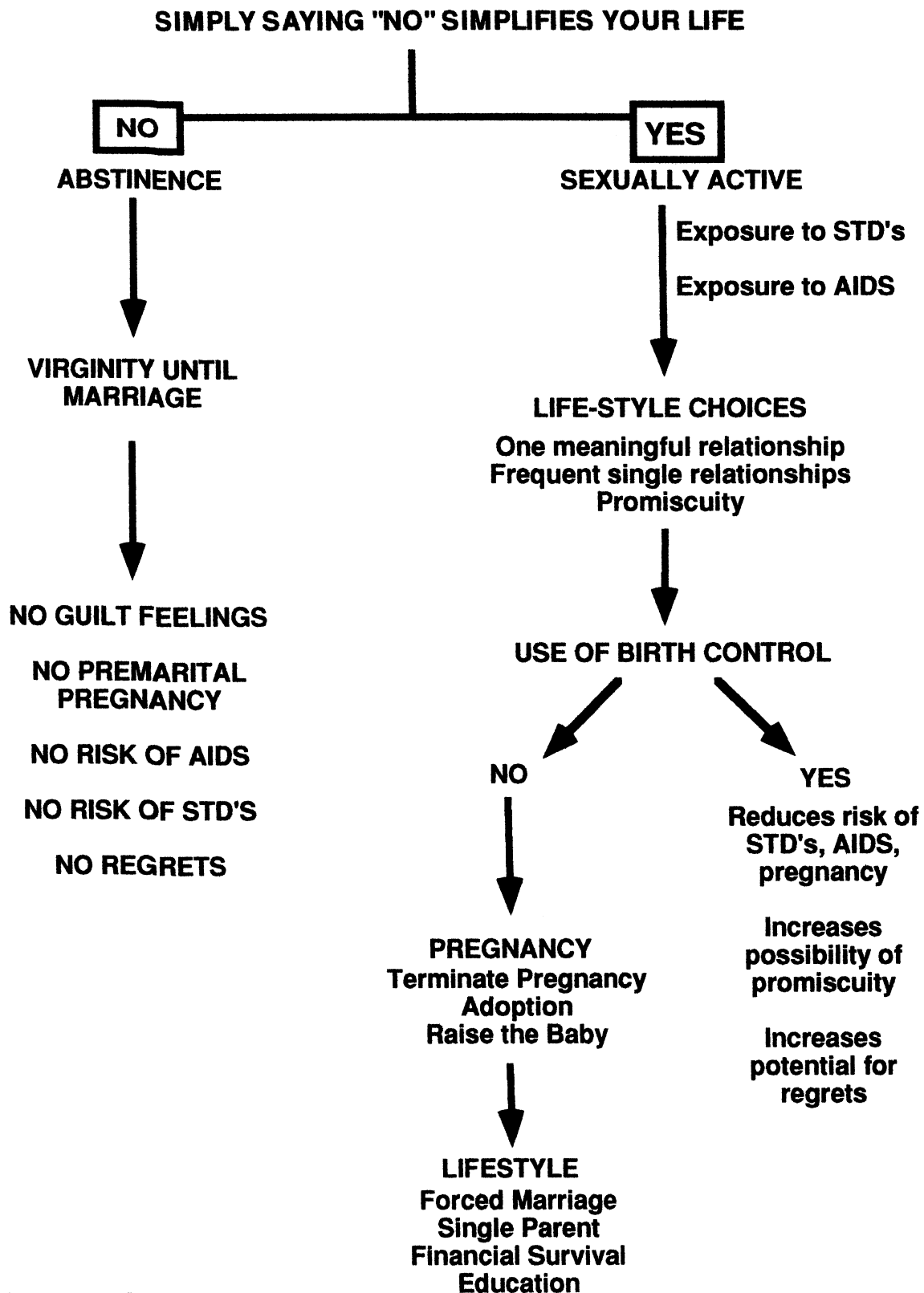
REFUSAL SKILLS



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

REFUSAL SKILLS

SKILL:**EXAMPLE:****Say "NO".****(No, I don't want to.)****Change the subject****(Let's go to a movie)****Reverse the pressure****(If you loved me, you
wouldn't ask)****Use broken record technique****(Repeat the same answer
over and over)****Avoid the situation****(Make a suggestion first)****Walk away****(Just walk away)****Delay****(Let's wait; maybe later)****Give reasons why you're
saying "NO"****(I'm not ready; I want to wait)**



Adapted from Contemporary Living,
Glencoe/McGraw-Hill

TEACHER BACKGROUND INFORMATION DATE RAPE

DATE RAPE: **Sexual intercourse by force on a date; an act of violence.**

Date or acquaintance rapists come in all colors, shapes, sizes and from all backgrounds. Contrary to popular myth, all rapists are not sociopaths with glazed looks. Generally they are not strangers, but someone you know very well and trust. No matter how similar or different each date rapist is, they all share certain characteristics that we need to be aware of--MAINLY, THEY ARE NOT RATIONAL THINKERS!

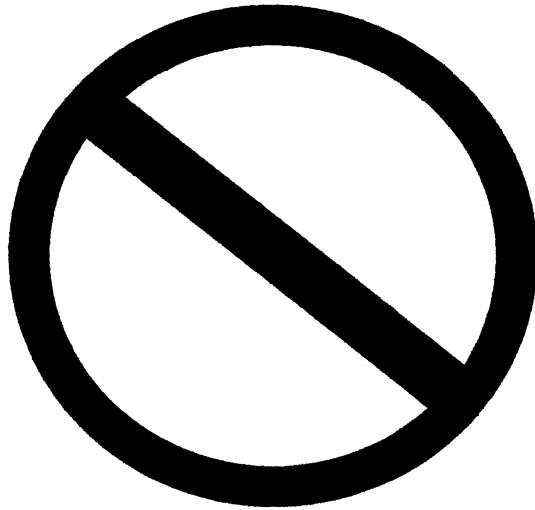
Pay attention to your date's actions. If you are uncomfortable, don't ignore this feeling! If any of these characteristics appear in a dating or social situation, get out of the situation as quickly as possible.

Date Rape Danger Signals:

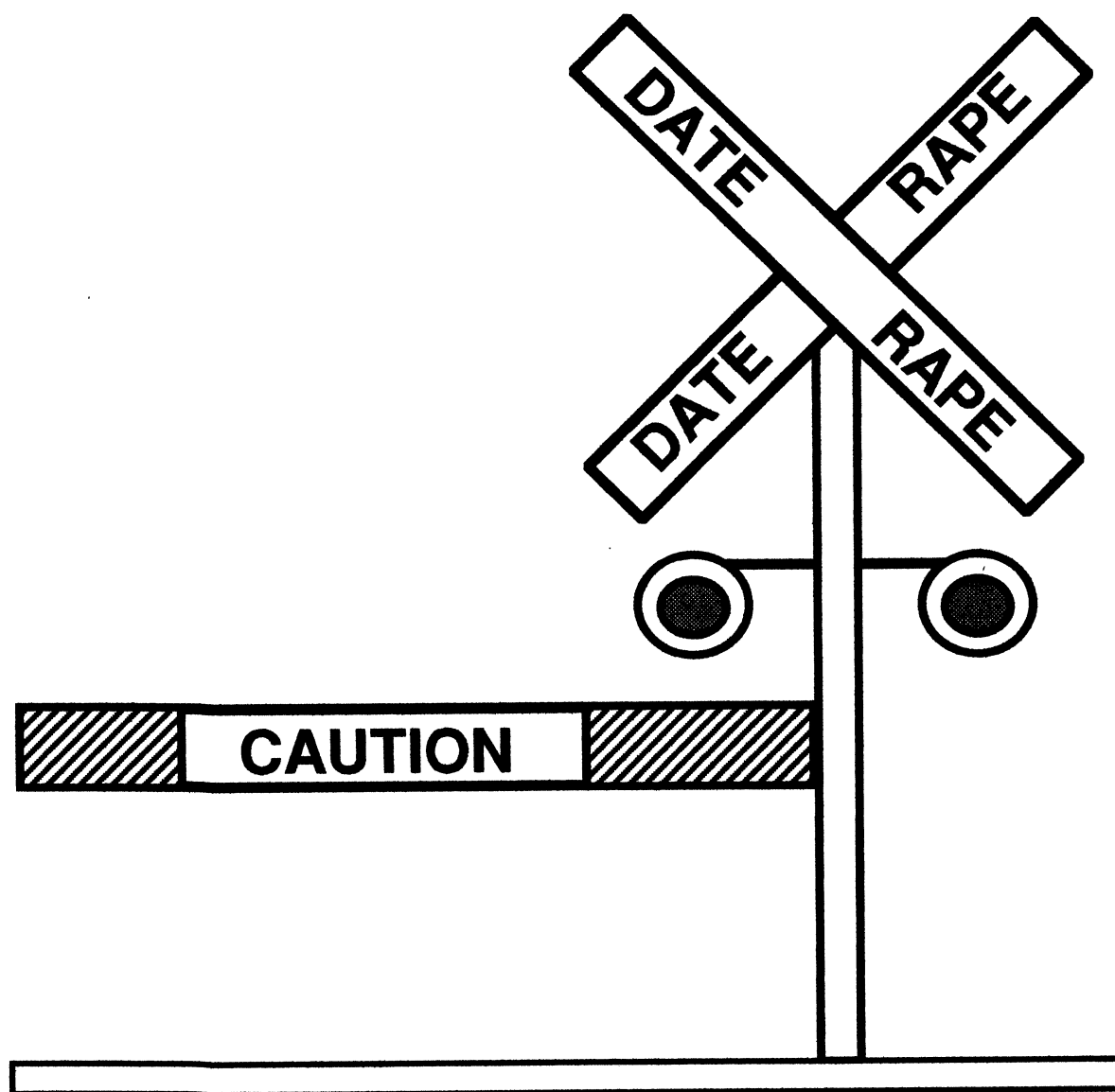
- * Puts you down, even subtly, ignores your opinion or acts angry when you express an idea or when you take some action your date does not agree with.
- * Tries to intimidate you with body language: sits too close, touches too familiarly, attempts to restrict your movements, grabs you or grabs someone else.
- * Suddenly appears hostile or jealous without apparent cause.
- * Uses alcohol or drugs and puts you down for refusing to do so, or deliberately tries to get you drunk or high with drugs.
- * Makes jokes or statements that put down men/women as a group.
- * Shows meanness or cruelty toward animals, children or people who can be verbally or physically pushed around.
- * Exhibits knowledge of or appears to know a lot about weapons.
- * Acts as if he/she is socially or intellectually better than you.
- * Gets angry when you attempt to pay for any portion of the date.
- * Repeatedly suggests that the two of you go somewhere to be alone throughout the date or plans a sudden emergency stop at an apartment or a friend's place.
- * Challenges you when you make a suggestion and you say "no" or ignores your wishes altogether.

Remember, few date rapists actually believe what they've done is rape, regardless of the law. Most date rapists think of rape as sex or seduction, and refuse to see that this is not the truth. Date rapists rape more than once.

DATE RAPE



**Sexual intercourse
by force
on a date;
an act of violence.**



TEACHER BACKGROUND INFORMATION REDUCING THE RISK OF DATE RAPE

A victim of date rape does not cause the attack and is not responsible for the attitude and behavior of the attacker. For your own safety, there are some actions and behaviors you can use to limit the risk of rape. Although none of these actions or behaviors are guaranteed to prevent date or acquaintance rape, they may reduce the chances of you or someone you know being victimized. Increasing awareness of date rape as a problem and a possibility and learning everything you can about it, can give you and others the power to avoid being a victim.

Steps you can take:

- * Know your limits for a date or social event and be willing to communicate these to someone who pushes the limits.
- * Be aware that alcohol consumption lowers your ability to protect yourself. It reduces your sense of awareness and makes it more difficult to recognize dangerous situations.
- * Communicate your values to the person you are with and be clear. NO means NO! If your date does something you don't like, get mad, leave, or do whatever it takes because your safety may be on the line.
- * Don't let your date make all the decisions regarding the date. Go prepared with suggestions in the event your date wants to go somewhere that you don't feel comfortable going.
- * Be clear about what you expect and the messages you may be sending. Awareness about your own posture, speech, tone of voice, eye contact, curfew time, or dress is just as important as awareness of your date. Non-verbal or unintentional messages may be easily misinterpreted. (A curfew time can serve as a protection mechanism!)
- * Be prepared to pay your own way on a date and have your own transportation or money with you in case you need to leave quickly. There is still some erroneous belief that you "owe" your date intimacy in return for money spent. This is not true! There is absolutely no return obligation!
- * Avoid secluded or isolated places and don't meet an acquaintance at either one of your homes when your parents/guardians aren't there. Agree to meet and date in public at a more crowded place such as a restaurant.
- * If your date does something you do not want done, let it be known immediately. Tell your date exactly what you don't like and why. If you are being ignored, make a scene, get mad, leave if you can. Do not worry about being sensitive or polite. Do not worry what others will think. If your date does not respect your wishes, your date doesn't deserve your company. Your safety could be on the line.

TEACHER BACKGROUND INFORMATION AND DIRECTIONS INTRODUCTORY ACTIVITY: PLAYDOUGH ART

Give two students a small bag of play dough as they enter the room. Ask them to sit at some desks or a table at the front of the room facing the rest of the class. Assign them to "sculpt" something--it can be anything--and take just a few minutes to do it.

After they are finished, let the class take a good look at their art work and have the students pass their work around the class to observe the pieces carefully. Tell the other class members that they are free to make changes in the sculpted works if they feel strongly that the piece needs some redesigning.

Let the art work make its way around the class or at least part of it, then bring the sculpted pieces back to the front of the room. Ask the class to observe any changes that have been made in the art works.

Ask the original artists these questions:

- How did you feel when I gave the class permission to change your art work?
- How did you feel as changes were made?
- How do you feel about your art work now?
- Do you still have the same pride in your work now?
- Do you still want the artwork? Why?
- Can you fix it back the way it was?

Major concept: We don't appreciate other people making changes in our lives (as was represented by the artwork) without our permission. If too many changes occur, we might find our life (or our artwork) entirely different than we had anticipated it to become. It may bring feelings of anger, hostility and bitterness.

This activity illustrates the idea that sometimes by our actions or by others, the choices we make lead us into consequences that we have no control over. In this section we will address such topics as they relate to our decisions concerning sexual choices and their consequences.

Deciding to be sexually active opens up a huge variety of consequences and most of them require sacrifice. The 60's idea of "free love" doesn't exist anymore. It is not free and not without the possibility of serious consequences.

Name _____ Period _____ Date _____

20 STEPS TO TEEN PREGNANCY

by Teen Parents

Directions: Under each of the 20 "steps" tell why or how this item could lead to a teen pregnancy.

1. Don't go on double dates.
2. Go steady or get promised, date exclusively.
3. Go to each other's house when your parents and family are not home.
4. Invite each other to places where there are no other people.
5. Go into each other's bedrooms.
6. Think you can go as far as you want and still have the will power to stop.
7. Park in a car in dark, secluded places.
8. Go to drive in movies alone or go to X or R-rated sexy movies.
9. Go babysitting together.
10. Get drunk and or use drugs together.
11. Watch TV or videos together, alone, and in the dark.
12. If you are a girl, don't wear a bra; wear bare tank tops, low necklines, or other revealing clothing.
13. Don't listen to parental warnings about seeing too much of each other, or staying out too late; after all, parents are so old-fashioned.
14. Dance very close together for prolonged periods with the lights low.
15. Start dating young--about age 12 or 13.
16. Date older guys or girls.
17. Sneak out at nights to see your special person.
18. Tell yourself that if you really love each other, it is OK to go all the way.
19. Believe him/her when he/she says you won't get pregnant.
20. Believe that teen pregnancy only happens to other "bad" people, not to you.



Courtesy of Angie Hooper, Duchesne High School

SPRINGTIME

Springtime is the chance to start new and exciting activities. If you are a freshman, it might be the time to tryout for drill team or cheerleader. Maybe you want to perform with the show choir or be in the school musical.

Being young and planning what you'll do is so exciting. BUT...(Isn't there always a BUT... in there?) You bet there is and to Holly, that BUT...changed her life as a freshman and for the rest of her life.

Holly was an eighth grader when Larry was a junior and began taking notice of her. It really turned her head. Why not? As the school year drew to a close, Holly and Larry were very good friends.

When school began the next fall, Holly and Larry picked up where they left off. Teachers were concerned about them, but they really couldn't do much. One teacher who was close to Holly decided to talk to her mom. The reply to the teacher was, "They aren't single dating and they are chaperoned a lot." Now, most everyone at school knew that they were seeing each other regularly and that they were alone a lot.

Seasons pass so quickly when you're in school and Holly's freshman year was no different. Springtime showed promise of new and interesting events. She had always wanted to be a cheerleader and at her school it was a high honor. As the workshops and tryouts came closer, everyone was getting nervous and excited about the outcome. There were a lot of girls trying out. BUT...at the same time a not-so-nice rumor began to circulate about Holly and Larry.

The day of the first workshop Holly asked to see the advisor alone. She was very upset about what was going on. She wanted to know if the advisor had heard anything about her. After they talked for awhile, Holly confided in the advisor and told her that she was pregnant. Her life was now changed forever. The dreams of her youth were gone--never to be fulfilled.

When Holly's parents were told about the situation, they forbid Holly to see Larry (just a little late). Larry wanted to marry Holly and take care of her and his child. BUT..., Holly's parents got a court order preventing Larry from talking to or seeing Holly.

One thing that Holly, her parents, and Larry did not know or understand was the state law concerning sexual intercourse with a child (defined as anyone 14 years or younger). Even though Holly had consented more than once to having sex with Larry, it was against the law. The law is very clear about that.

SPRINGTIME - PAGE 2

As spring passed into summer, things got worse and worse. Larry's mother was trying to get the two together and give a marriage a chance. BUT..., the court system stepped in. This time charges were filed against Larry for having sex with a child. When he went to trial, the judge questioned Holly about how many times the young couple had had sex. She answered, "30 to 40 times". The judge immediately threw the case out of court. BUT...(another one!) the county attorney said, "No. We are going to make an example of him."

In the fall Larry went away to college while waiting for his trial. At the trial everything was brought out again and Larry was charged and sentenced to 10 weeks in jail and five (5) years probation. He now has a permanent blot on his record.

Holly did not understand what the law was and neither did Larry. It is important to understand these things because as a result of what happened to Holly and Larry, their lives will never be the same, no matter how they would like it to be.

There is still another victim in all of this--a beautiful baby boy who will never have the chance to know his father.

Having sex is maybe something that you feel you are ready for, BUT..., you must think about the consequences.

Spring has come around again and it's time for tryouts for the next year's activities. Instead of trying out, Holly goes home and takes care of her son. Larry is no longer in college, but works in town to help support his son. That's another part of the law. Larry will have to pay child support for the next 18 years, BUT...never get to help raise his little boy.

If you are are a 14-year-old girl, sexual intercourse is against the law, even if you consent. If you do consent, you will be sentencing the father of your child to jail time and a criminal record.

TEACHER BACKGROUND INFORMATION TEEN SEXUALITY AND UTAH STATE LAW

Students' decision to engage in sex at an early age may be illegal. Utah State Laws that affect teen sexuality state:

Children under age 14: (everyone below 14 is considered a child)

Sexual contact of any kind, inappropriate touching up through, but does not have to include, sexual intercourse, is a felony. If someone over 18 were convicted of sexual misconduct with a child, they would be charged with a felony under the Child Abuse Law.

Girls age 14-15: (boys are not included in this law)

Cannot consent to having sexual intercourse. A law designed to protect young girls from exploitation calls this "unlawful sexual intercourse". Even if they want to consent, it is illegal. Anyone over 18 having intercourse with a 14-15 year old girl can be charged with statutory rape. This is a very serious charge and can have lasting results.

Age 16:

A girl can now consent to having sexual intercourse.



AIDS Update 1

**TOTAL AIDS CASES IN UTAH AND UNITED STATES
JULY 30,1993
DISTRIBUTION BY AGE**

AGE GROUP	U.S. AIDS CASES		UTAH AIDS CASES	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
Under 13	4,480	2	20	2
12 - 19	1,167	0	9	0
20 - 29	55,120	19	188	22
30 - 39	132,197	46	395	47
40 - 49	66,933	23	174	21
Over 49	29, 423	10	59	8
TOTAL	289,320	100	815	100
Male	254,726	88	749	92
Female	34,594	12	66	8
TOTAL	289,320	100	815	100

AIDS Update 2**AIDS PUTS DEADLY TWIST IN DATING GAME**
(adapted from article in the Detroit Free Press;
statistics from the National Center for Health Statistics)

Ellen drew stares from her friends when she walked down the street on the arm of her boyfriend. He was older than she, and the hottest kid in the neighborhood. The honor came with a demand--he wanted sex. Ellen didn't want to lose him and figured he wasn't asking much. Ellen was 15 when she tested positive for the AIDS virus.

Many teens who have participated in sexual adventures are among a growing number facing the deadly reality of life with AIDS. Teens are the group most likely to behave in a risky manner, and with consequences not coming immediately thereafter, see no reason to change their habits. This ensures the problem will only get worse.

The HIV virus stays hidden for an average of 10 years, so even if a teenager contracts the virus, it may not surface until they have outgrown their adolescent behaviors. AIDS is the 11th leading cause of death among Americans. But among younger Americans, it ranks much higher. Here are the leading causes of death by age group in the United States in 1993.

<u>Age 15-24</u>	<u>Age 25-44</u>
1. Accidents	1. AIDS
2. Homicide	2. Accidents
3. Suicide	3. Cancer
4. Cancer	4. Heart diseases
5. Heart disease	5. Suicide
6. AIDS	6. Homicide
7. Birth Defects	7. Liver defects
8. Pneumonia/flu	8. Strokes
9. Strokes	9. Pneumonia/flu
10. Respiratory disease	10. Diabetes

The only big "movement" in the 1993 chart is the number of deaths due to AIDS. In 1989, AIDS was the 3rd on the list for age group 25-44. It moved into 1st place in '93. The statistics for Utah parallel national figures. As of April 1994, Utah has 10 cases of full blown AIDS in teenagers ranging from 13 to 19 years of age. All are hemophiliacs. There are 26 known diagnosis of the HIV virus for the same age range.

AIDS INFORMATION LINE 1408S. 1100E. SLC, UTAH 487-2100

AIDS Update 3

"AIDS NEWS"

- The news reflects the percentage of new cases growing fastest is in teenagers and heterosexual women.
- If a mother is infected and gives birth to a baby with HIV, the baby has a life expectancy of two (2) years. One baby in 60 in New York City is born infected. (1993)
- AIDS is spreading "unchecked" among the nation's adolescents, regardless of where they live or their economic status.
- Two thirds of all HIV carriers are not aware they have it.
- During 1989-1992 the cumulative number of 13-to-24 year olds diagnosed with AIDS increased 77%!
- The virus spreads in adolescents because of risky sexual behavior. Multiple partners increase the rate of risk.
- Teens aren't getting the "safe sex" message, or else there is no such thing as "safe sex".
- In the United States, needle-sharing and male-to-male sex account for 87% of AIDS cases in adults over 24, but only 77% of the cases among 13-to-24 year olds.
- Heterosexual contact accounts for 12% of the cases in the 13-to-24 age.
- AIDS strikes more young females than females 24 and older.
- In Portland, Oregon, a young man became the first person in the nation to be convicted on assault charges for passing the virus on knowingly to at least two girls. One has already died. (Aug. 1992)
- 70% of the new HIV cases are adolescent girls.

WHO IS AT RISK FOR AIDS?

As the information on AIDS is mounted, there seem to be clear cut groups of people who are more at risk than others. The list on the following page shows those most at risk of contracting the HIV virus that leads to AIDS. You'll notice the choices people make put them into greater risk. AIDS is a 99% preventable disease if you make safe choices! That is good news! Because AIDS is a relatively new disease, information is continually being gathered as the facts change.

AIDS Update 4**DISTRIBUTION OF AIDS CASES SINCE 1983 BY GROUPS**

Sexually active homosexual and bisexual men	66%
Both I.V. drug abuser and homosexual/bisexual	8%
Persons with hemophilia or other blood related incidents (better screening began in 1985 and there have been no known cases since)	17%
Heterosexual contacts of persons with AIDS	3%
All other cases combined	6%

**It is easy to stay away from AIDS exposure
by making good choices.**

Choose Smart!

HOW COULD THIS HAVE HAPPENED TO ME?

CLASS COPY # _____

Directions: Read the following accounts of two people with HIV virus and AIDS. Answer the questions following each account on the separate student activity guide.

Earvin "Magic" Johnson

One day in October of 1993, Earvin "Magic" Johnson, the legendary Los Angeles Lakers basketball star, rested before a game in a Utah hotel room. The phone rang, and he heard his doctor say, "I need to see you in my office. Today." Magic, 32, had just been turned down for a life insurance policy after a physical examination and didn't know why. Flying back to L.A., he speculated that high blood pressure or a heart problem was the reason.

"Earvin, sit down. I have your test results," his doctor told him. "You're HIV positive. You have the AIDS virus." "Suddenly I felt sick," Magic recalls in *Sports Illustrated*. "I was numb, in shock, and, yes, I was scared." His doctor told him he didn't have AIDS yet, only the virus which would most likely lead to AIDS one day.

As Magic says, "To me, AIDS was someone else's disease. It was a disease for gays and drug users. Not for someone like me." He had contracted the virus through unprotected sexual activity. His first concerns were for his new wife Cookie, who was pregnant. Were she and the baby infected? (A later test showed they weren't.) "As for myself," says Magic, "I had only one thought--it's all over."

Magic soon learned that with proper medical treatment he could probably lead a normal life for several years. But in order to take care of himself he would have to retire from basketball. His announcement stunned the world. The star's enormous popularity was, to some extent, responsible for the U.S.A.'s renewed love affair with pro basketball.

Because of his leadership, the Lakers won the NBA championship five out of 12 years and Magic was voted the NBA's Most Valuable Player in 1987, 1989, and 1990. He played on the 1992 Olympic Basketball "Dream Team" and won a Gold Medal. But with success came complex choices off the court. As a world famous athlete, Magic admits he was sexually promiscuous. Now he must deal with the consequences of his behavior. Since there is no cure for the disease at this point, everyone who has full-blown AIDS dies.

HOW COULD THIS HAVE HAPPENED TO ME?

CLASS COPY # _____

KRISTA BLAKE

It wasn't love at first sight. Krista met Don one spring weekend at a picnic. She was dating his brother at the time. "Don was nice and cute, but I didn't think about it," Krista said. Krista broke up with Don's brother and a month later met Don on a walk through the park near her home.

"We started talking and looking for something to do--like friends," Krista says. After that night they went out together regularly and their feelings for each other grew quickly. Every day after school, Krista dropped by the auto body shop where he worked to see him and talk. They spent weekends together eating out, listening to music and going to movies.

"He told me he loved me," she says. When he asked her to have sex with him, she asked if there was any chance he could be infected with HIV. Krista was concerned because Don is a hemophiliac. "No way, I'm not gay," was his response.

After a few months, their relationship fizzled. At 19, Krista was infected with HIV. Krista found out she was HIV positive during her first semester at college. Having a routine blood test revealed the virus.

"I was stunned when I found out," she said. "I was totally out of it, deathly afraid of being alone. I thought I'd die any minute. I wouldn't go to school, go out of the house, or talk on the phone."

It took time for the news to sink in. But Krista's family and close friends offered unconditional support. Her positive outlook helped her come to terms with her condition.

"Teens need to be aware they risk contracting sexually transmitted diseases any time they have intercourse," she said. "I learned the hard way that you can't take someone else's word about not being infected with HIV. I asked him, he knew he was infected and he lied to me. He didn't even try to protect me from it."

Soon after this interview, Krista died of AIDS.

Name _____ Period _____ Date _____

HOW COULD THIS HAVE HAPPENED TO ME?

DIRECTIONS: Answer the following questions to the best of your knowledge.

EARVIN "MAGIC" JOHNSON:

1. How did Magic acquire AIDS?
2. What choices had he made that led to this result?
3. What can you learn from his experiences?
- 4.
- 5.

KRISTA BLAKE:

1. What could Krista have done to keep this from happening to her?
2. Why would her boyfriend not tell her he was infected?
3. How did Krista's life change because of her choices?
- 4.
- 5.

TEACHER BACKGROUND INFORMATION AND GUIDELINES HIV RISK RATE

Have colored index cards for each student. Count out for different colors of index cards, using: 35% pink, 40% white, 15% green, 10% peach, and 2% yellow. Mix up the cards and have the students pick one of the cards. On the white cards, write: "No matter what, do not give this card away and trade it with anyone else."

After the students have picked their cards, allow them a couple of minutes to trade or exchange colors with someone else if they would like.

Introduce the activity by explaining that because teenagers often have an attitude of invincibility, it can be difficult convincing them that their behaviors can place them at risk of contracting the HIV virus. This activity demonstrates that the virus is non-discriminatory.

Tell the students that the class is representative of the general population and this is what their "colors" mean: (have each color group stand as you reveal the code)

People with pink cards had unprotected sex with their contacts.
- They are prime candidates for contracting the HIV virus.

People with peach cards used condoms.
- They reduced their risk of infection by using condoms.

People with green cards shared needles with their contacts.
- They are also prime candidates for contracting the HIV virus.

People with white cards abstained from risky behavior.
- They have basically eliminated their risk of contracted HIV.

People with yellow cards already have the HIV virus.

Ask the students how it felt to approach the students with white cards and to identify what refusal skills were used. Then ask the students with white cards how it felt to refuse to trade (contact).

One major concept to emphasize is that everyone is at some element of risk of being infected with the HIV virus, but mostly it depends on what we do and the choices we make.

Name _____ Period _____ Date _____

SEXUALLY TRANSMITTED DISEASES

NAME OF STD	FIRST SYMPTOMS	LATER SYMPTOMS	TREATMENT	CONSE- QUENCES IF LEFT UNTREATED

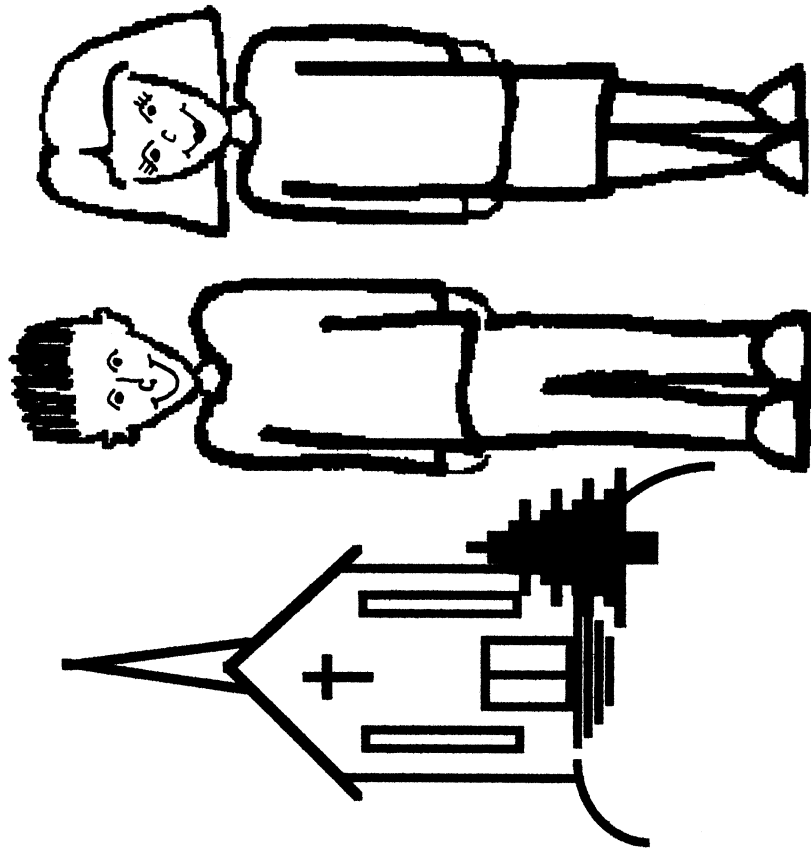


Premarital Sex ???

Perhaps...

If--

1. It does not conflict with your:



- A. Values**
- B. Standards**
- C. Religious Beliefs**

2. You are prepared financially, socially, emotionally, and educationally to handle AND and ALL possible consequences, including:

- A. Pregnancy**
- B. Emotional Hurts**
- C. Guilt Feelings**
- D. STD s or AIDS**



3. Absolutely NO one stands to ever be hurt by it, including:

A. You

Your reputation

Your future

**B. Your parents and
other family members**

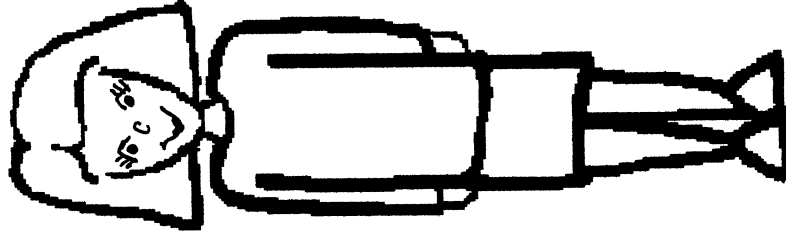
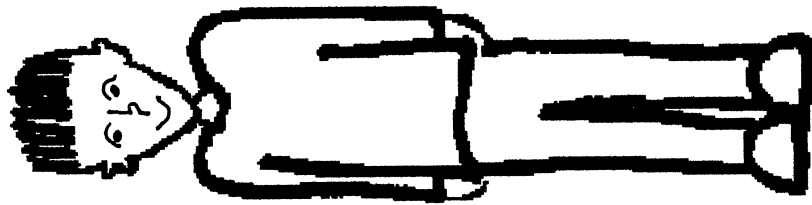
C. Any possible offspring

D. Your sex partner

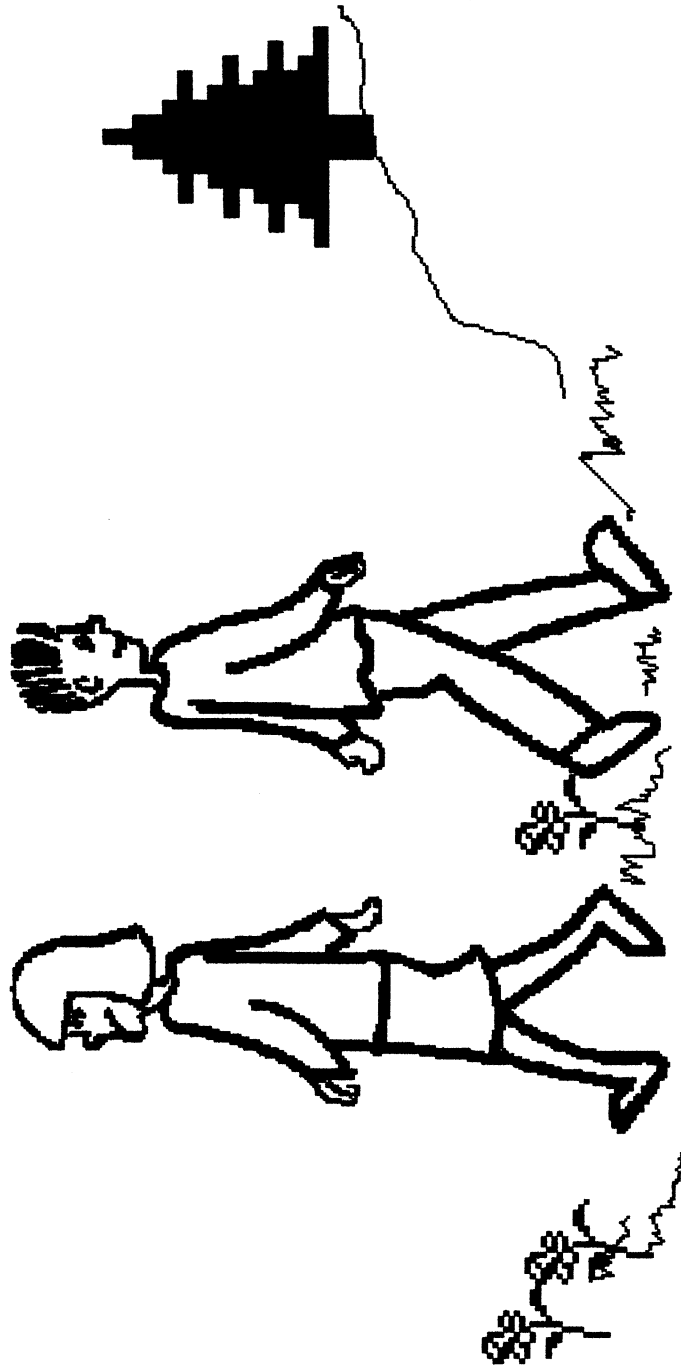
His/her future

His/her reputation

His/her family

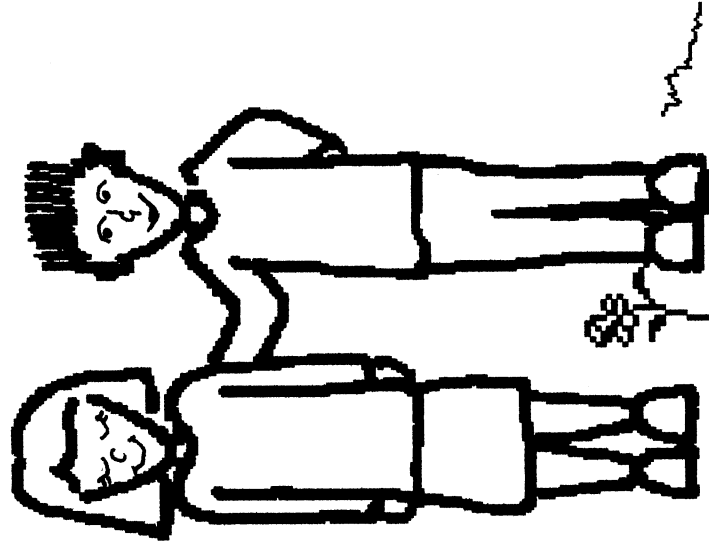


4. You can and will feel good about your relationship should you NOT marry that person.



5. It is not just to satisfy:

- A. Physical/sexual urges**
- B. Curiosity**
- C. Social or peer pressure**
- D. Need for popularity or acceptance**

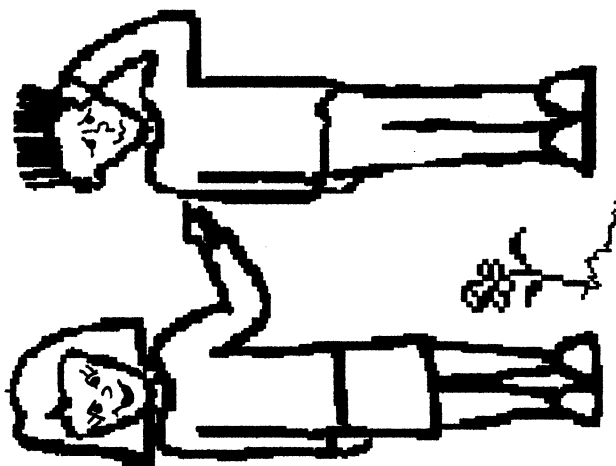


Is Premarital Sex Right for Anyone?

Things to Consider:

- A. Age factors**
- B. Maturity levels**
- C. Financial security**
- D. Meeting all of these guidelines**

Teenagers? Probably not...



Name _____ Period _____ Date _____

PREMARITAL SEX??? PERHAPS...IF--

TEENAGERS OFTEN ASK, "HOW CAN I DECIDE IF PRE-MARITAL SEX IS OKAY FOR ME?" "HOW WILL I KNOW?" "WHEN IS IT OKAY?" THIS GUIDE CAN HELP YOU DECIDE.

PERHAPS PREMARITAL SEX IS OKAY FOR YOU, IF...

1. _____
A. _____ B. _____ C. _____
Values are: _____
Standards are: _____
2. _____
A. _____ B. _____
C. _____ D. _____
3. _____
A. _____
B. _____
C. _____
D. _____
4. _____
5. _____
A. _____ B. _____
C. _____ D. _____
6. When is the best time to make the choice about becoming involved in pre-marital sex?

7. What are some risks involved?
A. _____ B. _____
C. _____ D. _____
E. _____ F. _____

PREMARITAL SEX??? PERHAPS...IF--**Page 2**

8. How can I say "NO" with integrity?
- A. _____
- B. _____
- C. _____
- D. _____
9. How can I avoid getting into difficult situations that could lead to physical intimacy?
- A. _____ B. _____
- C. _____ D. _____
- E. _____ F. _____
10. Some things to consider whether or not pre-marital sex is ever right for anyone:
- A. _____ B. _____
- C. _____ D. _____
- E. _____
11. Are teenagers generally prepared to handle all of the responsibilities that come with pre-marital sex?
- _____
12. Are teenagers ready for sex:
- Physically _____ - Emotionally _____
- Socially _____ - Financially _____
- Educationally _____
13. It is important to protect:
- A. _____ B. _____ C. _____
14. Check one:
- _____ I am prepared to handle all of the responsibilities and consequences that come with pre-marital sex.
- _____ I am NOT prepared to handle all of the responsibilities and consequences that come with pre-marital sex.

Name _____ Period _____ Date _____

**PREMARITAL SEX??? PERHAPS...IF--
TEACHER KEY**

TEENAGERS OFTEN ASK, "HOW CAN I DECIDE IF PRE-MARITAL SEX IS OKAY FOR ME?" "HOW WILL I KNOW?" "WHEN IS IT OKAY?" THIS GUIDE CAN HELP YOU DECIDE.

PERHAPS PREMARITAL SEX IS OKAY FOR YOU, IF...

1. IT DOES NOT CONFLICT WITH YOUR
A. VALUES B. STANDARDS C. RELIGIOUS BELIEFS
Values are: WHATEVER IS IMPORTANT TO YOU
Standards are: A MEASURING GUIDE; TO WHAT EXTENT
2. YOU ARE PREPARED FINANCIALLY, SOCIALLY, EMOTIONALLY, AND EDUCATIONALLY TO HANDLE ANY AND ALL POSSIBLE CONSEQUENCES, INCLUDING:
A. PREGNANCY B. EMOTIONAL HURTS
C. GUILT FEELINGS D. S.T.D'S OR AIDS
3. ABSOLUTELY NO ONE STANDS TO BE HURT EVER BY IT, INCLUDING:
A. YOU, YOUR REPUTATION, YOUR FUTURE
B. YOUR PARENTS OR OTHER FAMILY MEMBERS
C. ANY POSSIBLE OFFSPRING
D. YOUR SEX PARTNER OR HIS/HER FAMILY, FUTURE, REPUTATION
4. YOU CAN OR WILL FEEL GOOD ABOUT THIS RELATIONSHIP SHOULD YOU NOT MARRY THAT PERSON
5. IT IS NOT JUST TO SATISFY:
A. PHYSICAL/SEXUAL URGES B. SOCIAL/PEER PRESSURE
C. CURIOSITY D. POPULARITY/ACCEPTANCE NEEDS
6. When is the best time to make the choice about becoming involved in pre-marital sex?
BEFORE THE SITUATION EXISTS! IF NOT PREDETERMINED = TROUBLE
7. What are some risks involved?
A. PREGNANCY B. LOSS OF REPUTATION
C. STD'S/AIDS D. GUILT FEELINGS
E. LOSS OF EDUCATION F. _____

**PREMARITAL SEX??? PERHAPS...IF--
TEACHER KEY - Page 2**

8. How can I say "NO" with integrity?
- A. BE FIRM; BASE ON CONVICTION OF WHAT IS RIGHT FOR YOU
- B. TAKE RESPONSIBILITY; DON'T BLAME SOMEONE ELSE
- C. IF YOU REALLY CARE FOR ME, YOU WON'T ASK ME TO DO THIS
- D. TRY TO AVOID RUDENESS OR HOLIER-THAN-THOU APPROACH
9. How can I avoid getting into difficult situations that could lead to physical intimacy?
- A. DOUBLE DATE B. PLAN FOR ACTIVITY
- C. AVOID LONG TIMES ALONE D. GO TO GROUP FUNCTIONS
- E. CHOOSE DATES CAREFULLY F. DATE PERSONS W/SAME VALUES
10. Some things to consider whether or not pre-marital sex is ever right for anyone:
- A. AGE FACTORS B. FINANCIAL SECURITY
- C. MATURITY LEVELS D. EMOTIONAL READINESS
- E. PERSONAL RELIGIOUS BELIEFS/VALUE SYSTEM
11. Are teenagers generally prepared to handle all of the responsibilities that come with pre-marital sex?
- NO!**
12. Are teenagers ready for sex:
- Physically YES - Emotionally NO
- Socially NO - Financially NO
- Educationally NO
13. It is important to protect:
- A. SELF B. PARTNER C. FUTURE
14. Check one:
- I am prepared to handle all of the responsibilities and consequences that come with pre-marital sex.
- I am NOT prepared to handle all of the responsibilities and consequences that come with pre-marital sex.

TEACHER GUIDELINES
SEXUAL CHOICES BRING CONSEQUENCES

1. Prepare a serving tray with an assortment of six (6) different types of wrapped candies. As the students come into class, invite them to take one piece of candy. Tell them they may abstain if they prefer, but give instructions not to eat their candy until you tell them to. After everyone has had a choice, ask the students if anyone would like to trade the candy they chose for another kind. Make any trades requested. Offer to trade a couple of times.
2. Call roll or do any other class business. Mention to some students that their friends chose a different variety of candy, and ask them if they wouldn't rather have one like theirs? Attempt to apply some peer pressure.
3. Then ask the class if anyone would like another candy. Walk through the classroom and let the students choose a second candy--still not eating either piece. Ask if anyone would like to trade either of their candies. Stress that they have the choice and can change their mind if they would like to.
4. Write the following statement on the board in big letters:

"Sexual Choices Bring Consequences"

- Discuss with the class the idea that while one can make their own choices about sexual behaviors, often the consequences are out of their control. That is what has happened today. Using the chart on the following page, tell the students the consequences of the choices they have made today through their candy selection.
5. After giving the students the results, summarize the activity as follows:

Just like this activity, you make your own choices. Once your choices are made, the consequences are sometimes out of your hands. In a sense, you may lose control of the consequences. Others may influence you or pressure you, but ultimately it is your choice whether or not to take risks. Choose carefully--your life may depend upon it!

TEACHER GUIDELINES
SEXUAL CHOICES BRING CONSEQUENCES - Page 2

If you chose:	The consequences are:
Candy 1	You are "dumped"; lose self-esteem
Candy 2	You're a teen parent; get married at 15; later divorce with 3 children
Candy 3	You test HIV positive at 18; get AIDS at 20; die at 24
Candy 4	You choose abstinence; concentrate on school; earn a 4-year scholarship
Candy 5	Your parents catch you; make you break up; lose their trust and respect
Candy 6	You wait until marriage for sex; have high self-esteem; earn respect from friends/family