

# **Making a Difference! School Edition**

**FIFTH EDITION**

**CURRICULUM**



# 1

# MODULE

## GETTING TO KNOW YOU AND STEPS TO MAKING YOUR DREAMS COME TRUE

### GOALS

The goals of this module are to:

- Provide students with an overview of the program.
- Increase students' personal investment and comfort in participating in the program.
- Increase students' ability to identify realistic goals for their future.
- Increase students' confidence about making proud and responsible choices to protect themselves and their community from unplanned pregnancy, HIV and other STDs.

### LEARNING OBJECTIVES

After completing this module, students will be able to:

- Identify several agreements for group participation that will facilitate discussion and learning.
- Identify what it means to be proud and responsible.
- Describe the benefits of proud and responsible behavior.
- Identify at least two reasons why teens have sex, the consequences of sex and strategies for reducing those consequences.
- Describe at least one goal they wish to achieve in the future.
- Identify barriers to achieving their personal goals and strategies for overcoming them.

### MODULE PREVIEW

The first module: (1) informs students about the program; (2) helps them become comfortable, cohesive and productive in groups; (3) generates enthusiasm about *Making a Difference!* (4) promotes the goal of protecting themselves and their community; and (5) gives them ideas about how they can examine their own goals, and obstacles that might stand in the way of reaching them.

## STRATEGIES/METHODS

- Mini-Lecture
- Brainstorming
- Talking Circle Exercise
- *Goals and Dreams Timeline* Exercise
- Group Discussion

## MATERIALS NEEDED — INCLUDED IN IMPLEMENTATION KIT

- *Goals and Dreams Timeline* poster
- *Goals and Dreams Timeline* handouts or student workbooks

## MATERIALS NEEDED — NOT INCLUDED IN IMPLEMENTATION KIT

- Pencils/pens
- Markers
- Masking tape
- Pre-labeled newsprint:
  - » *Group Agreements*
  - » *Making a Difference! Be Proud! Be Responsible!*
  - » *Goals*

## PREPARATION NEEDED

1. Label all of the newsprint charts as listed under Materials.
2. Hang the pre-labeled newsprint charts in the order they will be used. Fold and tape the charts so the titles remain covered by the bottom half of the sheet until you use them.

## INSTRUCTIONAL TIME: 40 minutes

### ACTIVITY

### MINUTES NEEDED

A. Welcome and Program Overview.....	3
B. Talking Circle .....	10
C. Creating Group Agreements .....	5
D. <i>Making a Difference! Be Proud! Be Responsible!</i> Brainstorm .....	5
E. Goals and Dreams Timeline .....	12
F. Brainstorming Obstacles to Your Goals and Dreams .....	5

## ACTIVITY

# A

## WELCOME AND PROGRAM OVERVIEW

### PREPARING FOR THE ACTIVITY

#### RATIONALE

Providing students with a general overview of the program will foster excitement and enthusiasm about participating.

#### MATERIALS


None

#### TIME

3 minutes

#### PROCEDURE

1. Welcome the students and introduce yourself.
2. Present the purpose and format of the program by saying,

 This program is called *Making a Difference!* It will give you some important tools to protect yourself and others from unplanned pregnancy and sexually transmitted diseases—STDs—including HIV, the virus that causes AIDS.


This program focuses on knowledge, attitudes and prevention skills related to pregnancy, STDs and HIV. It also focuses on relationship issues, sexual behavior, decision making and negotiating in difficult situations. It's designed to teach specific information about the surest way to protect yourself from getting pregnant or becoming infected with HIV and other STDs.

Although STDs can be prevented, many young people don't take precautions because they don't believe they are at risk of getting an STD. Anyone can get an STD, including HIV, from having unprotected sexual intercourse with a partner who is infected.

Unplanned pregnancies can be prevented too. Many teen parents have been able to create successful lives for themselves and their children, especially when they have the support of some caring adults. However, they have to work a lot harder to do so. It's easier to reach your goals if you postpone having a child, or, if you're already a parent, postpone having another child.

Do you think young people should be worried about unplanned pregnancy, HIV and other STDs?

3. Pause to allow students to answer.
4. Then say the following,

 The people who designed this program care about the lives of young people. They want you to have the knowledge and skills to protect yourselves and others against unplanned pregnancy, HIV and other STDs.

To make the program interesting and fun, it includes DVDs, exercises and games that I hope you will enjoy. Although the information is serious and important, I hope we can learn together and have a good time.

Other young people who've participated in this program have said they had a good time, learned a lot and would recommend it to their friends. I hope you will like it, too.

Who has questions?

5. Answer any questions the students have about the purpose or format of the program.
6. Summarize by saying,

 Now that you have some idea of what to expect, let's get started.

### **FACILITATOR'S NOTE**

**STD or STI?** Some health educators prefer the term "STI" (sexually transmitted infection) over "STD" (sexually transmitted disease), whereas others use the two interchangeably. This intervention, along with the Centers for Disease Control and Prevention and many other leaders in health education, uses STD because this is the term understood by the greatest number of people, including teens. It is important for everyone to understand that STDs (STIs) can present with or without symptoms.

## ACTIVITY

# B

## TALKING CIRCLE

### PREPARING FOR THE ACTIVITY

### RATIONALE

Opening and closing each day with the Talking Circle encourages students to feel like important contributors to the group and gives them an opportunity to express their thoughts and feelings.

### MATERIALS


None

### TIME

10 minutes

### PROCEDURE

1. Have the students sit in a circle format.
2. Explain the Talking Circle by saying,


 The Talking Circle is a communication tool specific to American Indian people. It's been used for generations to bring people together to teach, learn, listen and share with each other and to help groups discuss important issues.

We will use the Talking Circle to introduce ourselves and get to know a little about each other and to talk about what we learned.

Each person will have a chance to speak. When you are finished speaking, the person sitting on your left will speak next.

If you're not ready when we come to you, you may pass and we will come back to you later. Let's try the Talking Circle by using it to introduce ourselves. I will speak first and when it is your turn please share your name, your age, the school you attend, your grade, preferred pronouns and something else you'd like us to know about you. For instance you might tell us about a hobby or favorite activity. Also tell us why you are here today.

3. Model the Talking Circle by beginning with yourself,

 My name is \_\_\_\_\_ and I am \_\_\_\_\_.  
(age)


I attend(ed) \_\_\_\_\_.  
(high school, college or university)

When referring to me, please use the pronouns \_\_\_\_\_ or \_\_\_\_\_.

I like to...(share something you enjoy doing).

I am here because...

4. Ask the person on your left to speak next. Encourage each student to speak. When the Talking Circle is complete, thank each person for sharing.
5. Summarize this activity by saying,

 Thanks to all of you for sharing a little about yourselves. During the program, we will get to know more about each other and what is important to each of us. The Talking Circle is now over, but we will use it again later.

### FACILITATOR'S NOTE

Asking students to tell you their preferred pronouns is a way of creating a safe space for any transgender or gender nonconforming youth. Model what you want students to say by giving your own preferred pronouns. Some transgender youth might prefer typical pronouns (he/she/his/her/their) or they might request more creative pronouns such as hir or zir. Preferred pronouns don't always line up with what observers might expect based on a person's perceived biological sex. The simple act of requesting preferred pronouns sends the message that transgender and gender nonconforming youth are welcome and respected in the group.

You can also use alternative sentence stems in the introductions. Here are some ideas:

- One of my favorite TV shows or movies is \_\_\_\_\_.
- The best movie/book I've ever seen/read is \_\_\_\_\_.
- An item on my bucket list is \_\_\_\_\_.



## ACTIVITY

# C

# CREATING GROUP AGREEMENTS

## PREPARING FOR THE ACTIVITY

### RATIONALE

Group agreements increase trust among group students and help facilitators provide structure when discussions become difficult or awkward. Developing guidelines as a group builds cohesion and increases the likelihood that the agreements will be followed.

### MATERIALS


- Pre-labeled newsprint:
  - *Group Agreements*
- Markers
- Masking tape

### TIME

5 minutes

## PROCEDURE

1. Begin this activity by unfolding the pre-labeled newsprint titled *Group Agreements* and saying,

 We're going to be talking about sexuality—a topic that sometimes can cause people to feel nervous or uncomfortable. What guidelines or agreements could we put in place to help make sure that everyone in the group feels safe, comfortable and able to participate?

2. Have students brainstorm a list of agreements or guidelines for the group to follow. As the students offer guidelines, write them on the newsprint titled *Group Agreements*.
3. Make sure the list includes the following suggestions. Be sure to cover confidentiality, right to pass and respecting diversity.

### GROUP AGREEMENTS AND GUIDELINE SUGGESTIONS

**Confidentiality:** When people share private information in this group, it should be kept private. If, for example, someone shares about crying because of hurt feelings, it would be a violation of the group agreements to discuss or joke about this with someone outside the group. We will not talk about any personal information we hear in this group with people outside this group.

*(continued)*

*(continued)*

There is one exception. If any of you tell me something that might cause you or someone else harm, I will have to tell someone for safety reasons—for example, if you told me you were going to hurt yourself or someone else, or if someone talks about being abused in any way. Please know that it is important to tell and to get help if you or someone else is being harmed. I encourage you to talk to me before or after the session, or to talk with another trusted adult outside of this group.

**No put-downs:** Show respect for others, even if you disagree with them. If someone says something that you disagree with, it would be a violation of the group agreements to say, “that’s stupid” or “you’re wrong.” Instead, say that you have a different idea and share it. All questions are important. There is no such thing as a “silly question.”

**Be supportive of each other:** We will be discussing important and sometimes personal information about making choices and risky behaviors. At times you may talk about yourself, your peers and your partners. Everyone in this room is different and has had different experiences. It is important that we respect these differences by not laughing at anyone or making statements that put people down.

**Use “I statements”:** When we talk about personal subjects, we sometimes make assumptions about how others feel. In this group, it is important to talk about how YOU feel, think or act and not about how you think “all teens” or “all your friends” feel, think or act.

**Right to pass:** Sometimes when talking about subjects such as sexuality, someone might not want to talk or might have an uncomfortable feeling or memory. If you ever feel like being quiet or not sharing, it’s OK to just listen. If I call on you or someone asks you a question, you can say, “I pass.” Always take care of yourself. All group members have the right not to respond to any question they do not wish to address.

**Step up, step back:** If you tend to talk a lot in groups, step back sometimes so others can talk. If you tend to be very quiet, step up and participate a little more so the group can benefit from your ideas.

**Dealing with discomfort:** Sometimes certain conversations or topics can bring up uncomfortable feelings for people. If anything makes you feel uncomfortable during our sessions, let me know. If you need to step outside

*(continued)*

*(continued)*


for a few minutes, we can arrange that. Also it's OK to distract yourself by doodling or using another strategy that helps you feel comfortable. Please come to me with any issues or concerns you have. If I can't help, I can connect you with people or resources that can help.

**Respect diversity:** Let's keep in mind that there's diversity in society and in this group. Individuals come from different family backgrounds, different racial and cultural groups, and different living situations. Some young people have already had romantic relationships; others aren't even thinking about it. Some may have had sexual intercourse. Some may have had sex because they chose to; others may have had sex against their will. Some may identify as gay, lesbian, bisexual or straight. Some may identify as male, female or transgender. All of these differences make us unique. Regardless of how you see yourself, your background, previous relationships or experience, each of you has a place in this group. This will be a safe space for everyone.

Other agreements you should include if students do not mention them:

- Listen to others.
- Don't interrupt.
- Allow everyone to participate.

4. Ask students if they have any other suggestions they would like to add.
5. Once the list is complete, re-read each agreement and ask all students to nod and say "yes" that they agree to follow that guideline.
6. Summarize this activity by saying,

 You did a great job creating the list! I will post our group agreements each time we meet so we can all see it and remember those guidelines.

I am excited and feel that we can work well together and respect each other by following our group agreements. I look forward to working with all of you.

### **FACILITATOR'S NOTE**

Be sure to post the group agreements throughout all the sessions of the program.

## ACTIVITY

# D

# MAKING A DIFFERENCE! BE PROUD! BE RESPONSIBLE! BRAINSTORM

## PREPARING FOR THE ACTIVITY

### RATIONALE

This activity introduces the theme of the program, "*Making A Difference! Be Proud! Be Responsible!*" The emphasis on being proud and responsible provides a motivation for engaging in health-protective behavior and for encouraging others to do the same.

### MATERIALS

- Pre-labeled newsprint:
- *Making A Difference! Be Proud! Be Responsible!*

### TIME

5 minutes

## PROCEDURE

1. Tape the *Making a Difference! Be Proud! Be Responsible!* newsprint on the wall.

2. Open the discussion by saying,



The title of this program is *Making a Difference!*

3. Introduce the activity by saying,



We are going to do some brainstorming. In brainstorming, you just say whatever comes to mind about a particular issue or question. I want you to brainstorm the answers to three questions.

What does it mean to make a difference? What does it mean to be proud? What does it mean to be responsible?


4. Have students brainstorm answers to these questions. Record their answers on the newsprint.

### Make sure their responses include:

- » *Making a Difference* means taking action and making positive changes. It means doing things that you feel good about, that your family and community will respect and that will help you achieve your goals and dreams.

- » To ***Be Proud*** is to feel happy and pleased about something you've done or accomplished, to feel that you have lived up to your expectations or behaved according to your own or community values.
- » To ***Be Responsible*** is to be dependable, dedicated, reliable, committed, truthful and trustworthy.

5. Explain that,

 Being proud and responsible means that you value yourself and you believe you are worthy! Each one of you has value. Each one of you is worthy. You have to behave in ways that show you understand your worth.

Proud and responsible behavior also extends into the area of sex. It means you understand that the surest way to protect yourself from unplanned pregnancy and STDs, including HIV, is to be abstinent, which means choosing not to do any sexual behaviors that could cause pregnancy or spread diseases. It can also mean not using alcohol and other drugs that can affect your decision making. Another proud and responsible behavior is to talk with friends, partners and family members about risky behaviors and encourage them to protect themselves.

We know that some young people have been sexually abused, and they didn't get to make a choice. Youth who have survived something like that can use that inner strength in the future and choose not to have sex in order to protect themselves from STDs and unplanned pregnancies. If you are currently in a situation where you don't get to make your own choices about sexual activity, I encourage you to reach out to me or another trusted adult to get help.

6. Then ask,

 What are some benefits of practicing proud and responsible behaviors? What do we gain by being proud and responsible?

**Make sure answers include:**

- » Feel better about yourself.
- » Have healthier relationships.
- » Stay out of trouble.


- » Accomplish your goals.
- » Make people feel proud of you.
- » Reduce your risk of pregnancy, HIV and other STDs.
- » Have a healthier body.
- » Stay in school.
- » Feel like you are helping your loved ones and your community.

### **FACILITATOR'S NOTE**

Post the chart with students' list of words to describe what it means to be proud and responsible. You can refer back to their list throughout the program when encouraging the students to make proud and responsible choices.

In discussing abstinence as a proud and responsible choice, be conscious of the fact that some students may have already been sexually active, either voluntarily or as a result of sexual abuse. The intention of this activity is not to imply that young people who have had sex before cannot feel proud or responsible, or experience the benefits of proud and responsible behavior. Instead, the aim is to present abstinence as one proud and responsible choice for young people, and the surest way to protect themselves from pregnancy, HIV and other STDs. Remember to remind students, both during this activity and throughout the curriculum, that even if they have been sexually active in the past, they can still at any time choose to be abstinent.

#### 7. Conclude by saying,

 I believe that you can make a difference, and feel proud and responsible. One proud and responsible thing young people can do is to abstain from any sexual behavior that could cause pregnancy or diseases. People who engage in responsible behavior can feel proud because they help protect themselves and their friends, families and communities.

## ACTIVITY

# E

# GOALS AND DREAMS TIMELINE

### PREPARING FOR THE ACTIVITY

### RATIONALE

To achieve their goals, students need to think about their future and to understand that their present behavior will have an impact on what they will be doing 5 and 10 years from now.

### MATERIALS

- Pencils
- *Goals and Dreams Timeline* poster
- *Goals and Dreams Timeline* handout
- Pre-labeled newsprint:
  - *Goals* (Write Goals on the left side of newsprint)

### TIME

12 minutes

## PROCEDURE

1. Display the *Goals and Dreams Timeline* poster.
2. Introduce the exercise by saying,

Everything and everyone has a past, present and future. This next activity will help you take a closer look at your past, present and future.


### FACILITATOR'S NOTE

Record some events from your own life on the *Goals and Dreams Timeline* poster. Provide examples for each section. This will help students understand what you want them to do.


3. Distribute the *Goals and Dreams Timeline* handout or have students turn to it in their workbooks. Give the following instructions:

This is a timeline that will help you think about what you have already accomplished in the past year and what you want to accomplish in the future. There are three sections. In the first section, write your age and any things you've already accomplished. This can be anything—big or small—that's meaningful for you. For example, playing for a sports team, getting certain grades, attending a particular social event, joining a club, winning a student election, artistic or musical performance, etc.


4. Give students 1–2 minutes to complete the first task.
5. Then give the following instructions:

 Move on to the second section on your timeline. Imagine yourself 5 years from now. That will be 20\_\_. Write down the age you will be in 5 years. Think of at least one thing you hope to have achieved 5 years from now. Write down at least one goal in this section. You can write more than one goal if you like.


6. Give students 1–2 minutes to complete the second task.
7. Then give the following instructions:

 Finally, look ahead 5 more years. You are 10 years older than you are now. Think of at least two things you hope to have achieved 10 years from now. Write your answers in the third section of your timeline.

8. Allow 1–2 minutes for students to complete their timelines.
9. Then put students in small groups of 3 to 5 and have each group elect a recorder. Encourage students to share with their groups one goal from the last two sections of their timelines.


 Looking ahead 5 years, what goal do you want to achieve? How about in 10 years? Share a few of your goals with your group.

10. Next say,

 I want you to now choose one of your goals and write it on the back of your timeline. Next to that goal, write two things you must do to achieve it.



11. Then, instruct the students to share this goal and the strategies for achieving it with their groups.
12. While they are working on this, unfold the *Goals* newsprint. Circulate and provide support to anyone who seems to be struggling. Some youth need a little extra coaxing or encouragement to identify and voice their goals. Be prepared to provide a few examples, such as going to college, getting trained in a skill, buying a car or starting a business.
13. In round-robin fashion, go around the room and let each group share the group members' goals as well as some collective strategies for how to achieve these goals. Have the recorders from each group write a few of the group members' goals on the left side of the *Goals* newsprint.
14. Compliment students on their answers.
15. Summarize the activity by saying,

 You can reach your goals with a little planning and organizing, and by making proud and responsible decisions. Reaching your goals will make you and the people you care about proud. Remember that you are capable of doing whatever you put your mind to.

## ACTIVITY

# F

# BRAINSTORMING OBSTACLES TO YOUR GOALS AND DREAMS

## PREPARING FOR THE ACTIVITY

### RATIONALE

Directing students' attention to the potential obstacles they may face when pursuing their goals and dreams encourages them to develop strategies to avoid, surmount or reduce those obstacles.

### MATERIALS


- Pre-labeled newsprint:
- *Goals* (from the previous activity)
- Markers
- Masking tape

### TIME

5 minutes


## PROCEDURE

1. Refer to the *Goals* newsprint from the previous activity.
2. Write "Obstacles" on the right side of the newsprint.
3. Ask the students to brainstorm things that might prevent them from achieving the goals they listed by saying,

 We have just listed our goals and dreams. Now let's talk about some of the things that may get in the way of us reaching our goals and dreams. These are called obstacles. What obstacles can you think of that may get in the way of your goals?

### Answers should include:

- » Unplanned pregnancy, HIV and other STDs
4. Write their responses under "Obstacles" on the right side of the *Goals* newsprint with a different colored marker.
  5. Say,

 If you've already encountered any of these obstacles, you understand how your life can change. Things can work out just fine but it's usually a lot harder.

6. Ask the following questions,

- How can we avoid these obstacles?
- What can you do to make sure you don't get pregnant, get someone pregnant or get an STD, such as HIV?

7. Pick a few of the key obstacles and discuss ways to avoid, overcome or reduce them. If there are any teen parents in the group, ask them to discuss ways they have been able to manage the additional responsibility of raising a child and still accomplish their goals.

8. Summarize by saying,

I'm impressed with your goals. For the rest of the program we will be looking at ways to overcome obstacles so that you can reach your goals. Abstinence is a choice that can protect you and help you reach your goals despite obstacles.

You're worthy of all the good things you imagine for your future. Each time we meet you'll gain knowledge, beliefs and skills to empower you to make a difference! I look forward to working with you.

# HANDOUTS AND POSTERS FOR FACILITATOR REFERENCE

## GOALS AND DREAMS TIMELINE

**Instructions:**  
Complete this timeline with goals you want to accomplish in the future. Examples include: high school graduation, having a committed and stable relationship, community college, college, getting your own place, buying a car, travel, employment or career, marriage, buying a home, children, starting a business, etc.

Birth day: \_\_\_\_\_

THIS YEAR I AM AGE _____ HERE ARE SOME THINGS I'VE ALREADY ACCOMPLISHED:
1. _____
2. _____
IN FIVE YEARS I WILL BE AGE _____ HERE IS AT LEAST ONE GOAL OR DREAM I WOULD LIKE TO ACHIEVE BY THIS AGE:
1. _____
2. _____
IN TEN YEARS I WILL BE AGE _____ HERE IS AT LEAST ONE GOAL OR DREAM I WOULD LIKE TO ACHIEVE BY THIS AGE:
1. _____
2. _____

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Poster

## GOALS AND DREAMS TIMELINE

**Instructions:** Complete this timeline with goals you want to accomplish in the future. Examples include: high school graduation, having a committed and stable relationship, community college, college, getting your own place, buying a car, travel, employment or career, marriage, buying a home, children, starting a business, etc.

THIS YEAR I AM AGE _____ HERE ARE SOME THINGS I'VE ALREADY ACCOMPLISHED:
1. _____
2. _____
IN FIVE YEARS I WILL BE AGE _____ HERE IS AT LEAST ONE GOAL OR DREAM I WOULD LIKE TO ACHIEVE BY THIS AGE:
1. _____
2. _____
IN TEN YEARS I WILL BE AGE _____ HERE IS AT LEAST ONE GOAL OR DREAM I WOULD LIKE TO ACHIEVE BY THIS AGE:
1. _____
2. _____

**Making a Difference!** STUDENT WORKBOOK

Handout/Student Workbook

# 2

# MODULE

## UNDERSTANDING ADOLESCENT SEXUALITY

### GOALS

The goals of this module are to:

- Review information about why young people have sex.
- Increase students' knowledge about physical, emotional and sexual development associated with puberty.
- Increase students' awareness of the pressures to become involved in sexual activity.

### LEARNING OBJECTIVES

After completing this module, students will be able to:

- Identify the physical, emotional and sexual development that occurs during puberty.
- Identify at least two reasons teens have sex, the consequences of sex and strategies for reducing those consequences.

### MODULE PREVIEW

The second module: (1) helps students explore the changes that occur during adolescence; and (2) explores pressures to engage in sexual activities.

## STRATEGIES/METHODS

- DVD Viewing
- Group Discussion
- Brainstorming

## MATERIALS NEEDED — INCLUDED IN IMPLEMENTATION KIT

- *Physical Changes of Puberty* poster
- DVD: *The Subject Is Puberty* (Abstinence Version)

## MATERIALS NEEDED — NOT INCLUDED IN IMPLEMENTATION KIT

- Markers
- Masking tape
- Monitor and DVD player
- Pre-labeled newsprint:
  - » *Why Some Young People Have Sex*
  - » *Consequences of Sex*
  - » *Proud and Responsible Prevention Strategies*

## PREPARATION NEEDED

1. Label all of the newsprint charts as listed under Materials.
2. Hang the poster and pre-labeled newsprint charts in the order they will be used. Fold and tape the charts so the titles remain covered by the bottom half of the sheet until you use them.
3. Make sure *The Subject Is Puberty* DVD is set up and ready to play.

## INSTRUCTIONAL TIME: 40 minutes

### ACTIVITY

### MINUTES NEEDED

- |   |    |
|---|----|
| A. Puberty and Adolescent Sexual Development..... | 30 |
| B. Brainstorming About Young People and Sex ..... | 10 |

## ACTIVITY

# A

# PUBERTY AND ADOLESCENT SEXUAL DEVELOPMENT

## PREPARING FOR THE ACTIVITY

### RATIONALE

Learning more about the physical and emotional changes of puberty and basic information about anatomy and reproduction helps students develop more confidence in their own knowledge, which can enhance their decision-making skills.

### MATERIALS


- Monitor and DVD player
- DVD: *The Subject Is Puberty*
- *Physical Changes of Puberty* poster

### TIME

30 minutes

## PROCEDURE

1. Introduce the DVD by saying,

 We are going to see a DVD about puberty and adolescent sexual development. Afterward, we'll discuss any questions you may have.

2. Show the DVD, which is 14 minutes long. While the DVD is playing, post the *Physical Changes of Puberty* poster.
3. After the DVD, ask students if they have any questions about the information presented.
4. Put students into four groups. Assign each group one set of questions to discuss among themselves. Give them 2–3 minutes to discuss the answers. Remind students that they can use the poster to answer the questions. Afterward, ask each group to share their answers with the class.

 **Group 1**

What are the physical changes of puberty for girls?

When does puberty usually begin for girls?

**Group 2**

What are the physical changes of puberty for boys?

When does puberty usually begin for boys?

(continued)

*(continued)*

**Group 3**

What are the changes that both boys and girls go through during puberty?

**Group 4**

What are some of the emotional changes teenagers go through during puberty? *(Answers should include: need for independence, desire to be accepted by peers, rebellion against authority, emotional mood swings, sometimes wanting to be alone or only with particular people, feelings about gender expectations, insecurities or excitement about changes, hopes and dreams for the future, developing attractions toward other people, and the development of sexual feelings.)*


**FACILITATOR'S NOTE**

It is important to discuss the wide variation of ages when puberty can begin and progress. Females generally begin puberty earlier than males. Puberty can begin as early as age 9 or as late as age 16 and still be completely normal.

Throughout the discussion of puberty, be sensitive to students who may be transgendered or gender nonconforming, as these individuals may be experiencing physical changes of puberty in an unwanted gender.



5. Summarize as follows,

 Puberty is when many young people begin to have sexual feelings. Sexual feelings can cause physical reactions, such as sweaty palms, faster heartbeat, erections (when the penis becomes hard and stands out away from the body) and warm or tingly sensations in the vulva or genital area. Sexual feelings also cause emotional reactions, such as thinking about the person you're attracted to, feeling happy or confused or wanting to spend time with that person.

Sexual feelings are normal. Not everyone experiences sexual feelings, but when people do, these feelings can be strong and confusing. It's what you do about them that's important! Sometimes young people act on these feelings without thinking things through. The proud and responsible thing to do is to take time to get to know and understand your feelings. You do not have to have sex just because you're experiencing sexual feelings.

## ACTIVITY

# B

# BRAINSTORMING ABOUT YOUNG PEOPLE AND SEX

## PREPARING FOR THE ACTIVITY

### RATIONALE

By exploring issues about youth and sex, students become more aware of the pressures they face and the choices they may have to make. It gives the facilitator more information about the thoughts and feelings of the students and helps the students learn more about the focus of the program.

### MATERIALS

- Pre-labeled newsprint:
  - *Why Some Young People Have Have Sex*
  - *Consequences of Sex*
  - *Proud and Responsible Prevention Strategies*
- Markers
- Masking tape

### TIME

10 minutes


## PROCEDURE

### FACILITATOR'S NOTE

As you facilitate this activity and the entire program, keep in mind that for some youth pregnancy and parenting are intentional. The reasons are complex. There may be family, cultural and community influences—in some families, cultures and communities, young parenthood is prized and has been modeled. Some youth place high value on parenthood because they see it as a realistic life option when they don't see options such as post-secondary education and/ or a career as viable. Others see a baby as someone who will always love them. While it is impossible to fully address these complex motivations for pregnancy and parenting in this model, the program approaches pregnancy prevention by offering concrete information, positive attitudes and beliefs about abstinence, and many opportunities for skill practice. It is also important to remember that not all adolescent sexual activity is voluntary, and that some youth may have been sexually abused or coerced.

1. For this activity, use the pre-labeled newsprint (folded so that the titles are covered by the bottom half of the newsprint).  
Unfold the newsprint sheets one at a time, as needed.

2. Introduce the activity by saying,

 We are going to do some more **brainstorming**. Remember in brainstorming, you just say whatever comes to mind about a particular issue or question.

3. Unfold the first sheet of newsprint titled *Why Some Young People Have Sex*, and then say,



**Why do you think some young people your age are having sex?**

**The responses should include the following:**

- » To keep a boyfriend/girlfriend/  
partner or because partner  
expects it
- » To have fun
- » To feel more grown up
- » To be popular
- » To get back at parents
- » To have a baby
- » To fit in with peer group
- » To satisfy curiosity
- » To express feelings of love or  
affection to a partner
- » To get attention or affection
- » Loneliness
- » For pleasure or sexual release
- » To feel loved or needed
- » Problems at home/living situation
- » See it on TV or in the movies
- » Forced
- » To increase status in peer group
- » Low self-esteem
- » To prove masculinity/femininity

4. **Write all of the students' comments on the newsprint.**
5. **Compliment their good ideas.**
6. **Summarize as follows,**



**As we can see, there are many reasons young people might have sex. But there are also many good reasons for them to choose abstinence and not be sexually active. The consequences of having sexual intercourse at a young age could make it harder to accomplish their hopes and dreams for the future. Let's look at some of the possible consequences of sex.**

7. **Unfold the next newsprint, *Consequences of Sex*.**
8. **Then ask,**



**What are some of the consequences of sex?**

9. Have students brainstorm the consequences of sex, and write all of their comments on the newsprint. (Be sure to include pregnancy, HIV and other STDs.)

### **FACILITATOR'S NOTE**

Students may also mention positive consequences of having sex, such as feeling closer to a partner or experiencing pleasure. You can relate these to some of the reasons teens choose to have sex, while also emphasizing that abstinence can help them avoid the consequences that could have a negative impact on their future goals.

10. Compliment the group on how much they know.
11. Next, unfold the newsprint titled *Proud and Responsible Prevention Strategies* and ask,



**What are some ways to prevent the negative consequences of sex?**

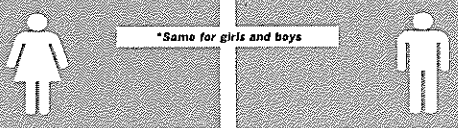
12. Have students brainstorm ways to prevent the negative consequences of sex.
13. Write all of the students' comments on the newsprint. (Emphasize that abstaining from oral, anal and vaginal intercourse is the surest way to prevent pregnancy and sexually transmitted diseases, including HIV.)
14. Compliment the group on how much they know.
15. Point to their lists and summarize by saying,



**As we can see by your lists, there are many reasons young people have sex. We can also see there are many consequences of having sex. Yet, there are some proud and responsible strategies for preventing those consequences. You did a great job generating your lists. Throughout our lessons together we will be looking at many of these issues more closely.**

PHYSICAL CHANGES OF PUBERTY	
FOR GIRLS	FOR BOYS
Breasts develop	Breasts swell (slightly)
Underarm hair*	Underarm hair*
Hips develop	Facial hair
Body fills out	Testes, scrotum, penis develop
Menstruation (period)	Sperm production
Acne (pimples)*	Acne (pimples)*
Sweat more actively*	Sweat more actively*
Voice changes*	Voice changes*
Pubic hair*	Pubic hair*
Other body hair* (legs, arms)	Other body hair* (legs, arms, chest, face)
Muscles develop*	Muscles develop*

\*Same for girls and boys



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Poster





# 3

# MODULE

## UNDERSTANDING ABSTINENCE

### GOALS

The goals of this module are to:

- Review information about why young people have sex.
- Increase students' awareness of the pressures to become involved in sexual activity.
- Increase students' awareness of the benefits of abstinence.
- Use information about self-esteem and peer pressure to help students begin to understand the need to practice abstinence.

### LEARNING OBJECTIVES

After completing this module, students will be able to:

- Identify sexual pressures.
- Identify the sexual behaviors to avoid when practicing abstinence.
- Identify some of the benefits of abstinence
- Identify and name at least five positive characteristics about themselves.
- Explain how self-esteem affects decision making.

### MODULE PREVIEW

The third module: (1) explores the pressures to engage in sexual activities; (2) examines alternative ways to express sexual feelings; and (3) encourages students to think about their choices and how their self-esteem might affect those choices.

## STRATEGIES/METHODS

- Group Discussion
- Brainstorming

## MATERIALS NEEDED — INCLUDED IN IMPLEMENTATION KIT

- *How Do People Express Their Sexual Feelings?* poster
- *Seeing the Positive* handouts or student workbooks

## MATERIALS NEEDED — NOT INCLUDED IN IMPLEMENTATION KIT

- Markers
- Masking tape
- Blank index cards
- Pre-labeled newsprint:
  - » *Goals* (from Module 1)
  - » *Why Some Young People Have Sex* (from Module 2)
  - » *Benefits of Sex/Abstinence*

## PREPARATION NEEDED

1. Label all of the newsprint charts as listed under Materials.
2. Hang the poster and pre-labeled newsprint charts in the order they will be used. Fold and tape the new charts so the titles remain covered by the bottom half of the sheet until you use them.
3. Label blank index cards with group statements from Activity A Step 6.

## INSTRUCTIONAL TIME: 40 minutes

ACTIVITY	MINUTES NEEDED
A. <i>Why Some Young People Have Sex</i> .....	10
B. <i>How Do People Express Their Sexual Feelings?</i> <i>What Is Abstinence?</i> .....	10
C. <i>Benefits of Sex/Benefits of Abstinence</i> .....	10
D. <i>Seeing the Positive in Yourself</i> .....	10



## ACTIVITY

# A

## WHY SOME YOUNG PEOPLE HAVE SEX

### PREPARING FOR THE ACTIVITY

#### RATIONALE

Exploring the various reasons young people engage in sexual intercourse will help students recognize poor reasons for having sexual intercourse.

#### MATERIALS

- *Goals* (from Module 1)
- *Why Some Young People Have Sex* (from Module 2)

#### TIME

10 minutes

### PROCEDURE

1. Put students into small groups.
2. Post the *Goals* and *Why Some Young People Have Sex* newsprint lists from Modules 1 and 2.
3. Remind students of the *Why Some Young People Have Sex* list they brainstormed earlier, and ask if they would like to add anything to the list.


#### The list may include:

- » To keep a boyfriend/girlfriend/partner or because partner expects it
- » To have fun
- » To feel more grown up
- » To be popular
- » To get back at parents
- » To have a baby
- » To fit in with peer group
- » To satisfy curiosity
- » To express feelings of love or affection to a partner
- » To get attention or affection
- » Loneliness
- » For pleasure or sexual release
- » To feel loved or needed
- » Problems at home/living situation
- » See it on TV or in the movies
- » Forced
- » To increase status in peer group
- » Low self-esteem
- » To prove masculinity/femininity

## FACILITATOR'S NOTE

Stress that when young people have sex for reasons such as "to keep a boyfriend or girlfriend" or "to get back at parents," they usually end up hurting themselves.


4. Allow groups 1–2 minutes to answer the following question. Then, in a round-robin fashion, have them share with the rest of the class.

 Are there any reasons on this list that you would risk your future or your life for? *(Most students will respond "no.")*

How might having sexual intercourse make it more difficult to achieve your goals? *(Point to the Goals list as students answer. Elicit responses about how pregnancy and sexually transmitted diseases could affect each of these goals.)*

Suppose some sexually active young people decided to stop having sexual intercourse because it wasn't the best choice for them right now. How might they benefit from that decision? *(Encourage the group to see that they would be able to focus more on achieving their goals if they didn't have to worry about pregnancy or disease.)*

5. Then say,

 Now I am going to go around the room and have each group complete a card with a sentence about your attitude toward sex.


6. Give each group a card with one of the following statements on it. Give them 2–3 minutes to discuss and agree on an answer.

### GROUP STATEMENTS

- If you use sex to keep a partner, you might \_\_\_\_\_.
- If you have sex to be like all your friends, you might \_\_\_\_\_.
- If you have sex just to feel more loved, you might \_\_\_\_\_.

7. Go around the class and have each group share their answer with the class.

8. Summarize as follows,

 There are many reasons young people might choose to have sex, but there are even better reasons to not engage in these behaviors. The consequences of having vaginal, oral or anal sex can sometimes get in the way of your hopes and dreams, and include unplanned pregnancy, HIV and other STDs. The proud and responsible thing to do is to stay focused on achieving your goals and dreams and choose to be abstinent (not have sex) at this time in your life.

## ACTIVITY

# B

## HOW DO PEOPLE EXPRESS THEIR SEXUAL FEELINGS? WHAT IS ABSTINENCE?

### PREPARING FOR THE ACTIVITY

#### RATIONALE

Understanding that there are many behaviors that express sexual feelings helps students choose those that do not result in pregnancy or sexually transmitted disease.

#### MATERIALS

- Masking tape
- *How Do People Express Their Sexual Feelings?* poster

#### TIME

10 minutes

### PROCEDURE

1. Have students brainstorm answers to the following question.



What are some of the ways people express their sexual feelings to themselves or other people?

2. Elicit as many answers as you can.

#### Answers may include:

- » talking
- » hugging
- » holding hands
- » kissing
- » touching
- » saying "I like you"
- » dancing
- » massage
- » masturbation
- » caressing
- » cuddling
- » grinding
- » sexual fantasy
- » touching each other's genitals
- » oral sex
- » vaginal sex
- » anal sex

## FACILITATOR'S NOTE

If students are hesitant, ask prompting questions:

- What other words do we use for touching?
- What kind of sex can people have by themselves?
- What other things might people do with their mouths?
- What kinds of things can people do with their hands?

3. Display the *How Do People Express Their Sexual Feelings?* poster.

## FACILITATOR'S NOTE

Be sure students understand the definitions of vaginal sex, oral sex, anal sex and masturbation:

- Vaginal sex, or vaginal intercourse, means insertion of a penis into a sexual partner's vagina.
- Oral sex, or oral intercourse, means a contact of the mouth or tongue with a sexual partner's genitals.
- Anal sex, or anal intercourse, means insertion of a penis into a sexual partner's anus (rectum or behind).
- Masturbation means massaging, rubbing, stroking or "playing with" one's own genitals or the genitals of another person for sexual stimulation.

4. Discuss each item on the poster by asking students whether or not the behavior could result in pregnancy or a sexually transmitted disease. Be sure to identify *ALL* behaviors that may involve an exchange of blood, semen, vaginal secretions or rectal fluids, as well as skin-to-skin genital contact or touching. (Students may suggest behaviors besides oral, anal and vaginal intercourse that can transmit disease).

## HOW DO PEOPLE EXPRESS THEIR SEXUAL FEELINGS?

Sexual behaviors that can result in pregnancy or sexually transmitted disease are followed by the word yes.


- **talking**—no
- **hugging**—no
- **holding hands**—no
- **kissing**—no (closed mouth); very slight risk for STD with deep “French” kissing
- **touching**—no
- **touching each other’s genitals**—yes (STD)
- **saying “I like you”**—no
- **dancing**—no
- **massage**—no
- **masturbation**—no (as long as there is no skin-to-skin genital contact)
- **caressing**—no
- **cuddling**—no
- **grinding**—no
- **sexual fantasy**—no
- **oral sex**—yes (STD)
- **vaginal sex**—yes (STD, pregnancy)
- **anal sex**—yes (STD)

5. Then ask,

 Why might people not want to engage in some or all of these behaviors?

**Answers may include:**

- » Behavior may not feel good or be appealing.
- » Behavior might be risky.
- » A person might have religious or moral objections to certain behaviors.

 How can people let others know what they are willing and not willing to do?

What is the best time to let others know what they are willing and not willing to do?


**Answers may include:**

- » People need to talk about their limits with their partners.
- » They need to tell them before any touching or other sexual contact occurs.

6. Encourage all students to respond to the questions, and then ask,

 What is abstinence?

7. Most students will reply that abstinence means no sex at all. Clarify this by pointing to the poster and asking,

 Which behaviors in particular should people avoid if they are practicing abstinence? Why?


## FACILITATOR'S NOTE

In this program, *abstinence* is defined as avoiding oral, vaginal and anal sex and any other behaviors, such as skin-to-skin genital contact or touching, that can transmit STDs.

Be sure students understand the following points:


- Oral, vaginal and anal intercourse are behaviors to avoid when practicing abstinence, because any behavior that involves exposure to blood, semen, vaginal secretions or rectal fluids can transmit STDs, including HIV.
- Certain STDs (herpes, syphilis, HPV) can also be transmitted by skin-to-skin genital contact or touching.
- Any behavior that introduces semen into the vagina or onto the vulva can lead to pregnancy.
- Behaviors that do not involve any of these risks may be good ways to express feelings to another person.

8. Then ask,

 Suppose a couple chooses to practice abstinence—avoiding vaginal, oral and anal sex, as well as skin-to-skin genital contact or touching—as their form of protection against pregnancy and STDs, including HIV.

- Can they still share their thoughts and feelings with one another?
- Can they experience love?
- Can they still build a strong and long-lasting relationship?

9. Summarize as follows,

 You can clearly see that sexual expression is not just about having vaginal, oral or anal sex. People can express themselves sexually with a wide range of behaviors.

Some of these behaviors are safe and will not lead to pregnancy, HIV or other STDs, but others are not.

Abstinence—not having vaginal, oral or anal sex and avoiding skin-to-skin genital touching—is the SAFEST and most effective way to prevent an unintended pregnancy and avoid getting HIV or another STD. It is a proud and responsible thing to do.



## ACTIVITY

# C

## BENEFITS OF SEX / BENEFITS OF ABSTINENCE

### PREPARING FOR THE ACTIVITY

#### RATIONALE

Helping students explore the various reasons young people choose not to engage in sexual intercourse and what the benefits of abstinence can be allows them to identify that, for young teens, abstinence is a viable and healthy choice.

#### MATERIALS

- Pre-labeled newsprint:
  - *Benefits of Sex/ Abstinence*
- Markers

#### TIME

10 minutes

### PROCEDURE


1. Tack or tape a piece of newsprint to the wall. Write "Benefits Of" at the top center of the newsprint. Draw a line down the middle dividing the newsprint into two columns. "Sex" is one column heading. "Abstinence" is the other column heading. For example,

BENEFITS OF	
Sex	Abstinence

#### FACILITATOR'S NOTE

You may have to help the group by prompting them with some of the answers, especially for the benefits of abstinence. Help them but don't give them all the answers. Encourage them to think.

2. Have students join their groups.
3. Begin the activity by asking students to brainstorm answers to the following questions. Say,


 We have just discussed why young people have sex and how people can express their sexual feelings. What I want to know is what do young people gain by having sex? What are the benefits of sex?

4. In round-robin fashion, have each group share their answers.
5. Write their answers on the newsprint under the "Sex" column.

**Answers may include:**

- » Expression of love
- » Sexual release
- » Revenge
- » Popularity
- » Having a baby
- » Sense of maturity
- » Trade for favors, money or drugs

6. Next say,


 **What do young people gain by waiting to have sex or deciding to stop if they have already had sex? In other words, what are the benefits of abstinence?**

**Elicit such answers as:**

- » Avoid getting pregnant or causing a pregnancy if you're not ready
- » Avoid STDs, including HIV
- » Don't have to worry about parents finding out
- » Avoid emotional or physical pain or discomfort
- » Uphold religious and cultural beliefs
- » Keep focus on achieving future goals and dreams
- » Sex may feel better if you wait until you are physically, emotionally and mentally ready
- » Keep focus on finishing school
- » Won't have to worry about raising a child
- » Have time to build a strong relationship before having sex
- » Find out who wants you, and who just wants sex
- » Explore sexual feelings without risking pregnancy or an STD
- » Feel good about making a choice that can keep you safe

7. The benefits of abstinence list will probably be longer than the benefits of sex list. Be sure to elicit enough answers to ensure this is the case.


8. Ask the following questions,

 What are the differences between the two lists?  
Why do you think there is a difference?

9. Reinforce the benefits of not having sex by having each student finish the following sentence,

 If I wait to have sex, I will be able to ...

10. Summarize as follows,

 Young people who choose to have sex may end up dealing with an unintended pregnancy, or get infected with HIV or other STDs, which can be obstacles to achieving some of their goals and dreams.

## ACTIVITY

# D

## SEEING THE POSITIVE IN YOURSELF

### PREPARING FOR THE ACTIVITY

#### RATIONALE

Encouraging students to value themselves and think about their choices will increase the likelihood that they will make good decisions.

#### MATERIALS


- *Seeing the Positive* handout
- Pencils/pens

#### TIME

10 minutes

### PROCEDURE


1. Begin this activity by saying,

 Now, we are going to focus on making sexual choices. Some people think that self-esteem plays a major role in making sexual choices. What is self-esteem?

#### Possible answers:

- » The way you feel about yourself.
- » How much you like yourself and respect yourself.
- » Your belief in the good things about yourself.

2. Distribute the *Seeing the Positive* handout or have students turn to it in their workbooks. Then give directions on how to fill it out.

 Think about all of the good things you know about yourself, even the ones that others might not know about you. Circle them on your worksheet.

### FACILITATOR'S NOTE


If some of your students find reading challenging, you may want to read the words out loud before they start completing the worksheet.

3. Allow 2–3 minutes to complete the worksheet. Then ask students, one at a time, to share two good things about themselves.

## FACILITATOR'S NOTE

Emphasize the importance of seeing good qualities in ourselves and others.


### 4. Ask students,

 How does having high or low self-esteem affect your ability to make good decisions?

#### Answers should include:


- » If you have high self-esteem, you won't let anything stand in the way of achieving your goals and dreams.
- » If you have low self-esteem, you might allow yourself to be pressured into things you don't really want to do, such as having sexual intercourse.

### 5. Next say,

 Let's consider the following situations. Which ones show people with high self-esteem, and which show people with low self-esteem? And why?

1. A person makes a decision based on what feels right, even when friends choose something else. Does this person have high or low self-esteem? Why? **(High)**
2. Someone who feels unattractive decides to have sex to get others' approval. Does this person have high or low self-esteem? Why? **(Low)**
3. A person respects a partner's decision to not have sexual intercourse. Does this person have high or low self-esteem? Why? **(High)**
4. A person pressures someone into sexual behaviors that other person doesn't want to do, then brags about it to friends. Does this person have high or low self-esteem? Why? **(Low)**
5. A person decides not to have oral, anal or vaginal sex. Does this person have high or low self-esteem? Why? **(High)**

6. Summarize by saying,



 Self-esteem affects the sexual choices people make, including whether they engage in oral, anal or vaginal sex.

When you feel good about yourself, you make healthy sexual decisions, such as practicing abstinence, that will help protect your future and make it possible to reach your goals.

## HANDOUTS AND POSTERS FOR FACILITATOR REFERENCE

**HOW DO PEOPLE EXPRESS THEIR SEXUAL FEELINGS?**

TALKING	CUDDLING
ORAL SEX	HUGGING
SEXUAL FANTASY	TOUCHING
CARESSING	KISSING
ANAL SEX	VAGINAL SEX
DANCING	TALKING
MASSAGE	SAYING "I LIKE YOU"
MASTURBATION	GRINDING
HOLDING HANDS	TOUCHING EACH OTHER'S GENITALS

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Poster

**SEEING THE POSITIVE**

Circle at least FIVE qualities that you think best describe you.

- Creative
- Considerate
- Grateful
- Attractive
- Sensitive
- Responsible
- Understanding
- Caring
- Brave
- Funny
- Healthy
- Ambitious
- Strong
- Hard-working
- Musical
- Honest
- Loyal
- Friendly
- Thoughtful
- Loving
- Smart
- Athletic
- Patient
- Moral
- Ethical
- Kind
- Proud

Other good things not listed but true about you:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Making a Difference!** STUDENT WORKBOOK

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Handout/Student Workbook

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# 4

# MODULE

## THE CONSEQUENCES OF SEX: HIV INFECTION

### GOALS

The goals of this module are to:

- Increase students' knowledge about HIV/AIDS and HIV risk-associated behavior.
- Help students identify behaviors that place people at risk for contracting sexually transmitted diseases, including HIV infection.

### LEARNING OBJECTIVES

After completing this module, students will be able to:

- Identify the basic facts about HIV and AIDS.
- Identify which behaviors are low risk, high risk and no risk for contracting HIV.
- Identify a person's risk of HIV infection as a result of engaging in various sexual and non-sexual behaviors.
- Identify how HIV infection can be prevented.

### MODULE PREVIEW

The fourth module: (1) clarifies myths about the causes, transmission and prevention of HIV and provides the correct information; and (2) helps students identify various behaviors that place them at risk for HIV infection.

## STRATEGIES/METHODS

- DVD Viewing
- Group Discussion
- Game
- Brainstorming

## MATERIALS NEEDED — INCLUDED IN IMPLEMENTATION KIT

- DVD: *The Subject Is HIV* (Abstinence Version)
- Posters:
  - » *HIV/AIDS Review*
  - » *Key Words*
- *Risk Continuum* signs
- *Risk Behavior* cards

## MATERIALS NEEDED — NOT INCLUDED IN IMPLEMENTATION KIT

- Monitor and DVD player

## PREPARATION NEEDED

1. Hang the posters in the order they will be used.
2. Make sure *The Subject Is HIV* DVD is set up and ready to play.

## INSTRUCTIONAL TIME: 40 minutes

### ACTIVITY

### MINUTES NEEDED

A. <i>The Subject Is HIV</i> DVD and Discussion .....	25
B. HIV Risk Continuum .....	15

## ACTIVITY

# A

## THE SUBJECT IS HIV DVD AND DISCUSSION

### PREPARING FOR THE ACTIVITY

#### RATIONALE

This activity will help students learn about HIV transmission and AIDS.

#### MATERIALS


- Monitor and DVD Player
- DVD: *The Subject Is HIV* (Abstinence Version)
- *HIV/AIDS Review* poster
- *Key Words* poster

#### TIME


25 minutes

### PROCEDURE

1. Introduce the DVD by saying,

 We are going to watch a DVD called *The Subject Is HIV*, which will discuss HIV/AIDS, what it is, how you can get it and how to prevent infection. Afterward, we will discuss the DVD. Pay close attention to messages about how people can and cannot become infected with HIV.

2. Show the DVD, which is 17 minutes long.
3. At the conclusion of the DVD, ask the students.

 What were the main messages in the DVD?  
What do you think the DVD was trying to tell you?

#### Answers should include:

- » You can get HIV/AIDS from oral sex, vaginal sex and anal sex.
- » Mothers can give it to their babies before birth.
- » You can get HIV from sharing needles.
- » You cannot tell who has HIV by looking.
- » There is no cure for HIV.

## FACILITATOR'S NOTE

Some statistics have changed since the video was produced. In 2014, youth ages 13 to 24 accounted for an estimated 22% of new HIV infections in the United States. The most recent data on young people and HIV can be found at: [www.cdc.gov/hiv/group/age/youth/index.html](http://www.cdc.gov/hiv/group/age/youth/index.html)

4. Have students break into small groups, and direct their attention to the *HIV/AIDS Review* and *Key Words* posters. In round-robin fashion, ask the groups the following questions. Allow them the opportunity to provide the answers, and provide them with correct information when necessary. Answer the questions with all the information below.

### HIV/AIDS REVIEW POSTER—QUESTIONS AND ANSWERS

#### What is HIV?

- HIV stands for human immunodeficiency virus. It is the virus that causes AIDS (acquired immunodeficiency syndrome). People who have HIV in their bodies are said to have HIV or to be HIV positive.
- HIV damages the body's immune system, which normally protects the body from disease. The immune system becomes weaker until it can no longer fight off different types of infections.
- There is no cure for HIV, but treatments can be started while the person still feels healthy. With these medicines, people with HIV can lead longer and healthier lives than ever before.

#### What is AIDS?

AIDS stands for acquired immunodeficiency syndrome. AIDS is the stage of HIV when the immune system has become very weak and damaged. When this happens, other diseases and infections can enter the body, including rare types of pneumonia, yeast infections, cancers and brain infections. These are called "opportunistic infections" because they take advantage of the weakened immune system.

(continued)

*(continued)*

### **How do people get HIV?**

- **Through sex.** Anyone who has unprotected vaginal or anal sex with someone who has HIV can get HIV. There is also some risk of transmission through oral sex, but it is much lower.
- **By sharing needles** for injecting drugs, vitamins, steroids or hormones, or for tattooing, piercing or any other reason.
- **From mother to child** either before or during birth. In a few cases HIV has been passed from mother to child through breastfeeding. A pregnant woman with HIV can take medicines to greatly lower the risk of her baby being born with HIV.

### **What common body fluids can transmit HIV?**

HIV is found in the blood, semen and vaginal and rectal fluids of someone with HIV. It is passed from person to person through these body fluids.

### **How is HIV not transmitted?**

HIV is not transmitted by casual, day-to-day contact between people. It is not transmitted through the air. It must get inside the body to infect a person.

People can't get HIV from:

- touching, coughing or sneezing
- toilet seats, eating utensils, swimming pools, water fountains, door knobs or phones
- casual contact such as hugging, dry kissing or sharing food
- donating blood
- tears, saliva, sweat or urine
- mosquitoes or other insects

### **Who is at risk?**

It is what people do, not who they are, that puts them at risk for HIV.

People are at risk for HIV if:

- They have sex with someone who's had other partners.
- They have sex without using a latex condom or other protection.

*(continued)*

(continued)

- They share needles or syringes to inject drugs, or had sex with someone who has.
- They share needles or other sharp objects for tattooing, piercing or any other reason.

#### **How can you prevent HIV?**

- Don't have sex. This includes vaginal, anal and oral sex.
- Never inject drugs or share needles for any reason.

### **FACILITATOR'S NOTE**

Some students may correctly assert that condoms can be used to reduce the risk of sexually transmitted diseases, including HIV. Acknowledge the accuracy of this assertion, but emphasize the fact that abstinence is the surest and most effective way to eliminate the possibility of sexually transmitted diseases, including HIV. However, don't discourage condom use or provide exaggerated information on failure rates.

5. Next review the following questions using the *Key Words* poster. Ask the following questions in a round-robin fashion. Encourage all the students to respond. Supplement their answers with the information below each question.

### **KEY WORDS POSTER—QUESTIONS AND ANSWERS**

#### **How is AIDS different from HIV?**

HIV is the virus that enters the body and damages the immune system. People can live with HIV for years without getting sick. They may look and feel healthy and may not even know they have the virus. People who are taking medicine to treat HIV may be in this stage for several decades, although they can still transmit HIV to others.

AIDS is the condition that develops as a result of the damage done to the immune system. As the amount of virus in the body starts to go up and the CD4 cell count begins to go down, the person may begin to have symptoms. A person with HIV is diagnosed as having AIDS when the CD4 count drops below a certain level, or when certain opportunistic infections develop.

(continued)

*(continued)*

### **What is the immune system?**

The immune system is the body's defense against infections and diseases. When the immune system works as it should, white blood cells patrol the body and attack germs, viruses and other organisms that shouldn't be there.

HIV attacks specialized white blood cells called CD4 or T-cells. As the number of properly working CD4 cells decreases, the immune system becomes weaker until it can no longer fight off different types of infections. The most common treatments for HIV limit the ability of the virus to reproduce. They help protect the immune system and improve the chances of staying healthy.

### **What is the test for HIV?**

The most common type of HIV test looks for HIV antibodies in the body by testing blood or saliva. Antibodies are proteins the body makes in response to a virus. If a person has antibodies for HIV, he or she has HIV and can pass the virus to other people.

There is also an HIV test that looks for antigens. An antigen is a protein that produces antibodies. HIV antigens can be detected very soon after infection (1–3 weeks) by testing the blood. These tests are more expensive and are not typically used for routine HIV testing. A person who has antigens for HIV has HIV and can pass the virus to other people.

The PCR (polymerase chain reaction) tests blood for the genetic material of HIV. Blood supplies in most developed countries are screened for HIV using PCR tests. PCR tests are also used to measure viral loads for people who are HIV positive. A person who has HIV genetic material has HIV and can pass the virus to other people.

### **What is the window period?**

The "window period" is the length of time between when a person first gets HIV and when an HIV test can begin to detect signs of the virus in the body. It can be from 2 weeks to 6 months long, depending on what type of test is done. During the window period, even before they know they are infected, people can transmit HIV to others.


*(continued)*

*(continued)*

**Why is early treatment so important?**

There is no cure for HIV, but anti-retroviral treatments (ART) can be started while the person still feels healthy. If people with HIV remain in medical care and continue to take the medicines to keep low viral loads, they can live long, healthy lives.

6. Summarize as follows,

 Now you know the basics about HIV infection. These facts that can help you make a difference and make healthy choices so you can reach your goals and dreams.



# ACTIVITY

# B

# HIV RISK CONTINUUM

## PREPARING FOR THE ACTIVITY

### RATIONALE

Actively identifying the risk level for a variety of sexual and non-sexual behaviors allows students to internalize the information and facilitates learning.

### MATERIALS

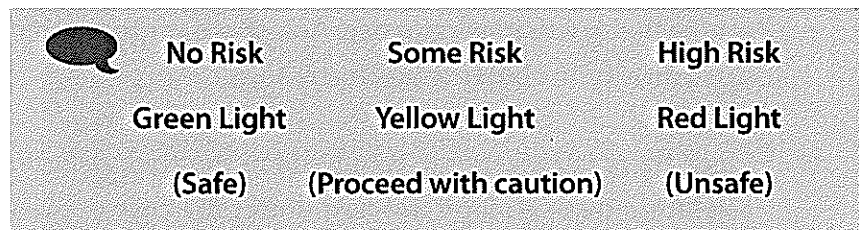
- Risk Continuum signs
- Risk Behavior cards
- Masking tape

### TIME

15 minutes

## PROCEDURE

1. Tape the *Risk Continuum* signs on the wall or board like the diagram below.



2. Divide the class into pairs or small groups.
3. Explain the following information,



We just reviewed facts about HIV. Remember, HIV can be prevented if people do not engage in risky sexual behaviors. In this activity, you will be given cards that list different behaviors. Your job is to determine how risky these behaviors are with respect to HIV infection.

**High Risk/Red-Light Behaviors** involve contact with blood, semen, vaginal secretions or rectal fluids and can transmit HIV.

**Some Risk/Yellow-Light Behaviors** are those activities that might pose some danger of transmitting HIV, but from which transmission is less likely to occur.


**No Risk/Green-Light Behaviors** involve no exchange of blood, semen, vaginal secretions or rectal fluids and thus pose no risk of transmitting HIV.

4. Shuffle the *Risk Behavior* cards and distribute them as evenly as possible among the groups.
5. Explain that “sex” in these questions means oral, anal and/or vaginal intercourse.
6. Ask each group to read one of their *Risk Behavior* cards and decide under which risk level category it should be placed.
7. After each answer, have students explain why they think the behavior belongs under that particular category. Ask if other group members agree. Use this opportunity to clarify misinformation.
8. Once there is agreement about where the *Risk Behavior* card should be placed, ask students to go tape the card under the correct category.

### **FACILITATOR’S NOTE**

*Risk Behavior* cards may be placed between categories because High, Some and No Risk represent a continuum and some behaviors do not fall solely within any one category. Again, students may assert or ask about using condoms to reduce the risk of certain behaviors. Acknowledge that condom use may move some of these behaviors from the Red Light to the Yellow Light category, but emphasize the fact that being abstinent and avoiding any behaviors that carry a chance of exchanging the body fluids that can transmit HIV is the surest and most effective way to eliminate the possibility of sexually transmitted diseases, including HIV.

9. Summarize as follows,

 To protect yourself from HIV infection, it is important to know which behaviors are safe and which are risky. As you can see, there are plenty of behaviors that are No Risk or Green Light. People do not need to engage in behaviors that carry a risk of HIV to express themselves sexually. The surest way to protect yourself from HIV and other STDs is to make healthy sexual decisions, such as practicing abstinence.

## RISK BEHAVIORS

Vaginal sex -----	Red Light
Dry kissing-----	Green Light
Having sex with a person who is having sex with other people-----	Red Light
Romantic conversation-----	Green Light
Oral stimulation of the penis -----	Yellow/Red Light
Sharing eating utensils with someone who has HIV-----	Green Light
Sharing needles and syringes -----	Red Light
Anal sex* -----	Red Light
Self-masturbation-----	Green Light
Mutual masturbation -----	Yellow/Green Light
<i>(Green for HIV. There are some STDs [herpes, syphilis, HPV] that can be passed through skin-to-skin contact or genital touching.)</i>	
Practicing abstinence -----	Green Light
Massage-----	Green Light
Having sex with multiple partners-----	Red Light
Oral stimulation of the vulva (female genitals)-----	Yellow Light
Having sex with a person who injects drugs -----	Red Light
Sexual fantasy-----	Green Light
Going on a date, to the movies or to a dance with a person with HIV -----	Green Light
Touching someone who has HIV -----	Green Light
Flirting-----	Green Light
Talking about how you feel and making plans for the future-----	Green Light
Hugging -----	Green Light
Having sex with only one person (monogamous) -----	Green/Yellow/Red Light
<i>(Green if both have never had sex before. If one or both have had other partners, Yellow if use condoms; Red if don't use condoms.)</i>	

\* Anal sex is a very risky behavior. It is a high risk/red-light behavior without a condom. With a condom, it is still more risky than vaginal sex—somewhere between yellow and red. For safety reasons, it's best to avoid anal sex.

**HANDOUTS AND POSTERS FOR FACILITATOR REFERENCE**

**HIV/AIDS REVIEW**

What is HIV?

What is AIDS?

How do people get HIV? (3 ways)

What common body fluids can transmit HIV?

How is HIV *not* transmitted?

Who is at risk?

How can you prevent HIV?

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Poster

**KEY WORDS**

**HIV:**  
Human Immunodeficiency Virus

**AIDS:**  
Acquired Immunodeficiency Syndrome

**Immune System**

**HIV Test**

**Window Period**

**Treatment**

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Poster

**RISK CONTINUUM**

**HIGH RISK**

**RED LIGHT**

**(UNSAFE)**

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Posters (3 total)

*Risk Behavior Cards*

**VAGINAL SEX**

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Cards (22 total)



# 5

# MODULE

## GIVING ADVICE ABOUT ABSTINENCE

### GOALS

The goals of this module are to:

- Practice giving advice to their peers about the consequences of sex and the benefits of abstinence.

### LEARNING OBJECTIVES

After completing this module, students will be able to:

- Explain information about HIV/STDs to their peers.
- Explain why abstinence is the safest and best way to avoid pregnancy, HIV and other STDs.

### MODULE PREVIEW

The fifth module: (1) Encourages students to think about their choices; and (2) provides opportunities for students to develop skills in giving correct information on HIV to friends.

## STRATEGIES/METHODS

- Worksheet
- Information Hotline Exercise

## MATERIALS NEEDED — INCLUDED IN IMPLEMENTATION KIT

- Handouts or student workbooks:
  - » *Nat Next Door*
  - » *Calling Koko Callers 1–5*

## MATERIALS NEEDED — NOT INCLUDED IN IMPLEMENTATION KIT

- Pencils/pens

## INSTRUCTIONAL TIME: 40 minutes

ACTIVITY	MINUTES NEEDED
A. Nat Next Door .....	20
B. Calling Koko .....	20

## ACTIVITY

# A

## NAT NEXT DOOR

### PREPARING FOR THE ACTIVITY

#### RATIONALE

This partially scripted roleplay activity provides an opportunity for students to be an advocate for abstinence, further internalizing this option as the healthiest choice for people their age. Sometimes people (including adults) need to hear their own advice before the message is internalized.

#### MATERIALS


- *Nat Next Door* handout
- Pencils /pens

#### TIME


20 minutes

### PROCEDURE

1. Begin this activity by saying,

 People often find it a lot easier to give advice to other people than to follow that same advice themselves. In this activity, we are going to pretend that you have a young neighbor who is thinking about having sex. Let's find out what advice you would give.

2. Divide the class into small groups.
3. Give each group the *Nat Next Door* handout or have them turn to it in their workbooks. Instruct them to work together to complete the script, which they will present to the rest of the group.
4. Tell groups to practice their scripts until you call time. Allow 5 minutes for them to complete and practice their scripts.
5. Have each group read their script to the rest of the class.
6. Process this activity by asking the following questions,

 Do you think you could convince a younger friend or relative not to have sex with the advice you gave?

Why do you think it is important for young people not to have sex?

Would you follow this same advice if it was given to you?  
Why or why not?

## ACTIVITY

# B

## CALLING KOKO

### PREPARING FOR THE ACTIVITY

#### RATIONALE

Practice in advocating abstinence builds students' self-efficacy to safely resolve risky situations and practice abstinence in their own lives.

#### MATERIALS


- *Calling Koko Caller 1–5* handouts
- Pencils /pens

#### TIME

20 minutes


### PROCEDURE

1. Introduce this activity by saying,

 Based on what you have learned so far, let's see what advice you would give to someone who has questions or concerns about abstinence and unintended pregnancy, HIV and other STDs.

In this activity, you will take the role of Koko, the expert on abstinence and HIV, who has an HIV Information Hotline called Calling Koko. You will provide advice to one of the five callers.

2. Keep students in their small groups or assign new groups. Have each group choose a recorder to write down the responses.
3. Distribute the *Calling Koko* handouts or have students turn to these sheets in their workbooks. Assign a different *Calling Koko Caller* to each group. (Multiple groups may be working on the same caller script.)
4. Explain the following:

 You will discuss, decide on, and then write down the advice you would give to the caller. Encourage the caller to make a proud and responsible choice. At the end of this activity, you will share the advice you came up with. Your final decision should be one that your team can agree on.




5. Give the groups 5 minutes to discuss and write their advice.
6. Have one group for each caller give their report. One person should read the part of the caller and another person should give Koko's advice.
7. Using the following suggested responses, discuss any points that students do not come up with themselves.

### **FACILITATOR'S NOTE**

Suggested responses are provided. Students' answers do not have to match the suggested responses word for word to be considered correct. However, in the large-group discussion it is important to make sure that the points for each caller get discussed. You may want to read the suggested responses as a review before going on to the next caller.

8. Summarize by saying,

 **Wow! I'm impressed. You gave very good advice about using abstinence as protection against unplanned pregnancy, HIV and other STDs.**

**I certainly hope you make the responsible choice to follow your own advice if you are ever in a similar situation.**

## **MAIN POINTS TO COVER**

The best protection against HIV is abstinence.

Avoid any sexual behavior that involves the exchange of blood, semen, vaginal secretions or rectal fluids.

Don't share needles or works.

## **CALLER 1**

---

Koko,

I've heard that young people are at risk for HIV and the number of HIV cases among young people is growing. I don't want to take any chances of getting HIV. What's the surest way I can protect myself?

*– No-Chance Charlie*

### **Suggested Response to Caller 1**

The surest way NOT to get HIV (the virus that causes AIDS) is to practice abstinence. That means avoiding vaginal, oral and anal sex altogether. Every time you engage in a sexual behavior that involves an exchange of body fluids you take a chance of getting HIV. You are also at risk if you share any kind of needle with anyone for any reason (whether it's for injecting drugs, tattooing or ear piercing). The proud and responsible thing to do is to practice abstinence and not share needles.

## MAIN POINTS TO COVER

Commitment in a relationship is not an effective form of protection.

Abstinence is your best bet to prevent HIV.

Talk it out.

You have plenty of time for sex when you're older.

## CALLER 2

Dear Koko,

My girlfriend and I have been going out for a year. We really love each other, and we've been thinking about having sex, but only with each other. I trust her, but I'm concerned about HIV. My girlfriend and I are both 14 years old, neither one of us has tattoos, and we don't use drugs. Do we have to worry about HIV?

– *Relationship Raymond*

### Suggested Response to Caller 2

If you and your girlfriend have never had vaginal, oral or anal sex with anyone else, used injection drugs or shared needles of any kind, the chances are that neither of you has HIV.

However, to avoid any possibility of future infection, I would suggest that you avoid vaginal, oral and anal sex and practice abstinence. Deciding to have sex with someone is a big decision and it involves thinking about how you will protect yourselves from HIV, other STDs and unplanned pregnancy.

You'll have plenty of time for those things when you're older. Talk it over and decide together why it is best to wait right now. Even though you were thinking about having sex only with each other, monogamy alone is not considered very good protection against HIV.

## **MAIN POINTS TO COVER**

Get tested for HIV now and again in 6 months.

If the test is positive, seek medical help immediately.

Avoid future risk of infection by practicing abstinence.

## **CALLER 3**

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Hi Koko,

Five months ago, I had sex with someone for the first time. I didn't really enjoy it, and he never even called me again. Now I have a new boyfriend and he wants me to have sex too. Is it possible that I might have been exposed to HIV when I did it before? Now I'm anxious that I might be infected with HIV. What do I tell my boyfriend? What should I do?

*– Anxious Alex*

### **Suggested Response to Caller 3**

Yes, it is possible that you have been exposed to HIV. There is no way of knowing for sure without being tested. The most common type of HIV test looks for HIV antibodies, which may take up to 6 months to show up on the test. You should get tested soon and then again 6 months later. If both those tests are negative, then you can feel safe that you did not get infected with HIV from having sex that time.

However, it sounds like you wish you had made a different choice 5 months ago. Be proud and responsible. You can decide to stop having sex until you're much older. Talk to your boyfriend and explain that even though you care about him, you just aren't ready to have sex with him. Let him know that you're really afraid of getting HIV and talk about what that would mean to both of you. If he cares about the relationship, it won't be too hard for him to wait.

Remember, abstinence is your best protection against HIV, especially for young people.

## MAIN POINTS TO COVER

Oral sex can transmit STDs, including HIV.

Abstinence is your BEST protection against pregnancy, HIV and other STDs.

Other things can lead to intimacy and orgasm without the risk of getting pregnant, or infected with HIV or another STD.

## CALLER 4

It's like this Koko,

I am sixteen years old, and my girlfriend and I have never had vaginal sex. We do other things, though, including oral sex. Before, we just want to make sure that she didn't get pregnant. We had never really thought about infections like HIV. But now I hear that teens my age are getting sexually transmitted diseases. Is oral sex safe? How do we protect ourselves from STDs?

– *Cautious Carmello*

### Suggested Response to Caller 4

ALL STDs, including HIV, can be transmitted during oral sex, whether it's performed on a man or a woman. Practicing abstinence is the best way that you and your girlfriend can avoid unplanned pregnancy and STDs. That means avoiding vaginal, oral and anal sex altogether.

This is your BEST protection against unplanned pregnancy and STD infection. From what you've told me, you already know there are other things that people can do for physical intimacy or even sexual orgasm that will not lead to pregnancy or transmission of disease. It sounds like you have a good relationship. Talk it out with your girlfriend and agree to avoid any sexual behaviors that could cause pregnancy or transmit an STD.

## **MAIN POINTS TO COVER**

You can't tell if a person has HIV by looking.

Look for a relationship, not a sexual partner.

Abstain from sexual intercourse until you're older.

## **CALLER 5**

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What's up, Koko,

I recently found out that a friend of mine is HIV positive and that she's had the virus for years. She's smart, fun to be around, and has had sex with only two guys her whole life. Now I'm afraid to be with anyone because if someone like her can get HIV, how can I know who's safe and who isn't? If she has HIV, then anyone can get it. I'm scared to date! What should I do?

*– Distraught Dana*

### **Suggested Response to Caller 5**

You are right to feel cautious about having sex. You can't look at people and tell whether or not they have an STD. Take time to get to know a person as a friend and form a relationship before even thinking about having sex.

Your best prevention strategy is abstinence and time. Abstain from vaginal, oral and anal sex until you are an adult (or at least finish high school). Then, take the time to really get to know a potential partner, form a stable relationship and both get tested for HIV and STDs before you have sex. By protecting yourself this way, you give yourself an excellent chance of growing up healthy and avoiding HIV and other STDs.

# HANDOUTS AND POSTERS FOR FACILITATOR REFERENCE

**NAT NEXT DOOR**

**Instructions:** Even though you are 2 years older than Nat, the two of you have always been close. You've lived next door to each other and have grown up together. You don't see as much of Nat in school lately, but you are concerned because Nat has been dating someone named Emery, who is your age, and things have been heating up. Nat wants to come over to talk and you decide to bring up the subject. You know that Emery has had sex before. You're worried that Nat will decide to have sex with Emery and you think that Nat is too young.

Write down what you would say to Nat and then act the scene out. Your job is to convince Nat not to have sex with this older partner.

**Nat:** Hey, Emery thinks we've reached the point in our relationship where we should have sex. I'm confused about it. Can we talk?

**You:**

**Nat:** But I really care about Emery. I've never dated anyone before and I'm afraid Emery will find somebody else if we don't start having sex.

**You:**

**Nat:** I'll have sex one day, so why not now? A lot of my friends are doing it. What's the harm? Emery is so fine. I'd hate to miss out.

**You:**

**Nat:** I know Emery really cares about me too and would never let something bad happen to me. We text each other all the time and Emery says I'm special.

**You:**

**Nat:** (Write down what Nat decides)

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Making a Difference! STUDENT WORKBOOK

Handout/Student Workbook

**CALLING KOKO CALLER 1**

Based on what you've learned so far, what advice would you give someone who has questions or concerns about abstinence and HIV?

In this activity, you will take the role of Koko, who has an HIV Information Hotline for teenagers called "Calling Koko." Discuss, decide on and write down the advice you would give to the caller. Encourage the caller to make a proud and responsible choice.

**Koko,**

I've heard that young people are at risk for HIV and the number of HIV cases among young people is growing. I don't want to take any chances of getting HIV. What's the surest way I can protect myself?

- No-Chance Charlie

**Koko's Response to Caller 1:**

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Making a Difference! STUDENT WORKBOOK

Handouts/Student Workbook (5 total)





# 6

# MODULE

## ATTITUDES ABOUT ABSTINENCE AND USING PROBLEM SOLVING TO STAY ABSTINENT

### **GOALS**

The goals of this module are to:

- Introduce students to problem-solving steps as a way of thinking through and coping with sexual choices.

### **LEARNING OBJECTIVES**

After completing this module, students will be able to:

- Develop positive attitudes toward abstinence.
- State how using problem-solving steps can help avoid risky situations.
- State and explain the three steps of problem solving.

### **MODULE PREVIEW**

The sixth module: (1) Encourages students to think about their choices; and (2) provides them with a problem-solving strategy as a way to reduce their risk of HIV, other STDs and pregnancy.

**STRATEGIES/METHODS**

- Forced Choice
- Problem-Solving Strategies – Stop, Think and Act

**MATERIALS NEEDED – INCLUDED IN IMPLEMENTATION KIT**

- *Agree/Disagree* signs
- *STOP, THINK and ACT* poster
- *Sean and Morgan Case Study* handouts or student workbooks

**MATERIALS NEEDED – NOT INCLUDED IN IMPLEMENTATION KIT**

- Pencils/pens
- Masking tape

**PREPARATION NEEDED**

1. Hang the *STOP, THINK and ACT* poster.
2. Hang the *Agree/Disagree* signs.

**INSTRUCTIONAL TIME: 40 minutes**

**ACTIVITY**

**MINUTES NEEDED**

A. Attitudes About Abstinence .....	15
B. STOP, THINK and ACT—Introduction to Problem Solving.....	10
C. Sean and Morgan Case Study: Problem Solving in Pairs.....	15

## ACTIVITY

# A

## ATTITUDES ABOUT ABSTINENCE

### PREPARING FOR THE ACTIVITY

#### RATIONALE

Attitudes about abstinence affect the practice of abstinence. This activity strengthens positive attitudes toward abstinence and encourages students to question negative attitudes toward abstinence.

#### MATERIALS

- *Agree/Disagree* signs


#### TIME

15 minutes


### PROCEDURE

1. Tape the *Agree* and *Disagree* signs on opposite sides of the room.

2. Introduce the activity by saying,

 No matter how much knowledge you have, sometimes attitudes and beliefs can get in the way of choosing not to have sex. This next activity is designed to help you look more closely at your attitudes about abstinence.

3. Explain the directions.

 I am going to read some statements. You are to stand under the sign that best reflects your feelings about each statement. You are not allowed to stay in the middle, but must take a stand. If you agree with a statement, stand under the *Agree* sign. If you disagree, stand under the *Disagree* sign. Once you are in position, I will ask you to explain your choice.


## FACILITATOR'S NOTE

If everyone stands under the same sign, ask students why they think no one chose the other option. If only one person stands under a sign, compliment this person for having the courage to make a choice that differs from the group and carefully ask why the person made that choice. Be sure the person clearly understood the statement. Give students a chance to change their minds after the explanations and before you move on to the next statement.

### ATTITUDE STATEMENTS

- Guys who don't have sex are "wimpy" or strange. *(Start with the agree side in the discussion.)*
- The more you like and respect yourself, the easier it is to abstain from sex. *(Start with the disagree side in the discussion.)*
- If a partner didn't respect my decision to not have sex, I would find someone else who would respect my choice.
- People who have never had sex are boring and unpopular.
- It is a female partner's responsibility to set sexual limits.
- There are other pleasurable sexual behaviors people can engage in besides sexual intercourse.
- It is harder for a male to say no to sex than it is for a female.
- Young people who choose not to have sex are proud and responsible and have goals and plans for their future.

4. Summarize by saying,

 In this activity, you can see that people can have different attitudes and opinions about abstinence. It's important to know that attitudes and opinions can have a strong influence on decision making about sex. Good decisions are based on respecting and protecting yourself, understanding possible consequences, and being proud and responsible. For many young people the best decision may be to abstain from sex so that it is easier to reach their goals and dreams. People can always make the choice to practice abstinence, even if they've had sex before.

## ACTIVITY

# B

# STOP, THINK AND ACT— INTRODUCTION TO PROBLEM SOLVING

### PREPARING FOR THE ACTIVITY

#### RATIONALE

By learning a problem-solving technique, students will have a strategy they can rely on when faced with sexual decisions, rather than relying on emotions.

#### MATERIALS


- *STOP, THINK and ACT* poster
- Masking tape

#### TIME

10 minutes

### PROCEDURE


1. Display the *STOP, THINK and ACT* poster.
2. Introduce the activity by saying,

 Feeling pressure and conflict is normal. Every day, people have to make decisions about all kinds of things while they are experiencing pressure and conflict.

Often there's not much time to think about what to do. Without a strategy or plan, the choices people make at these times may not be healthy ones.

We are going to learn a problem-solving model that will help you think about making decisions under pressure.

3. Read the steps out loud, pointing to the poster so students can read along. Begin with *STOP*,


 The first step is **STOP**. Why might you need to **STOP** if you were being pressured sexually?

4. Let the students provide a few answers.

**Answers may include:**

You might be feeling afraid, confused, angry or upset.


5. Then say,

 **STOPPING** is important because it gives you a chance to take a deep breath, calm down and collect yourself.

6. Then move on to THINK,

 The second step is **THINK**. What might you need to think about?


7. Allow students to respond. Then say,

 **THINKING** keeps you, not your emotions, in control of the situation. You don't want to overreact or underact. Some of the things you want to think about include:

- What is the problem?
- What am I being pressured to do?
- What am I feeling? What is the other person feeling?
- What are my choices?
- What do I want?
- How can I stay in control?
- What alternatives can I suggest?
- What are the possible consequences?

The important thing here is to calm down and think things through a bit before acting.

8. Then move on to ACT,

 Once you are calm and you have thought things through a bit, the next step is to **ACT** on your decision. Evaluate the possible consequences and make the best choice. Try it out and see how well it works. If your solution does not work well enough, you can try another alternative, or ask for help.

Sometimes after taking an action, you realize it wasn't the best choice for you and you would do it differently the next time. That's fine. It's just important to reflect on what happened so you can learn from your experiences.

9. Summarize by saying,

 Next, we will practice the STOP, THINK and ACT problem-solving steps.

## ACTIVITY

# C

# SEAN AND MORGAN CASE STUDY: PROBLEM SOLVING USING STOP, THINK AND ACT

## PREPARING FOR THE ACTIVITY

### RATIONALE

Applying the problem-solving steps to a situation will enhance the students' ability to use them.

### MATERIALS

- *Sean and Morgan Case Study* handouts
- *STOP, THINK and ACT* poster
- Pencils/pens

### TIME

15 minutes

## PROCEDURE

### FACILITATOR'S NOTE

The case study has been written to be gender neutral. Sean and Morgan might be a boy and a girl, a girl and a boy, two boys, two girls, or transgender youth.

2. Begin this activity by saying,



When we are being pressured sexually, we often feel confused or upset and may not think clearly about how to deal with the situation. **STOP, THINK and ACT** can help you practice abstinence. So we are going to practice using **STOP, THINK and ACT**.

3. Divide the students into pairs.
4. Distribute the *Sean and Morgan Case Study* handout or have students turn to it in their workbooks.
5. Ask for a volunteer to read the case study and instructions to the group. Encourage the group to read along. If there is no good reader, you should read.



## **SEAN AND MORGAN CASE STUDY**

Sean is 3 years younger than Morgan. They've been going out for a while. Sean really likes being with someone who is older. Morgan is a lot of fun and Sean feels more mature and popular when they're together.

Sean is very smart and plans to become a psychologist. Sean has had a tough childhood and very much wants to be independent and successful as an adult. Sean works hard and has a plan for the future.


Morgan really likes Sean. Lately, Morgan's friends have been talking a lot about sex and keep asking if Morgan and Sean have "done it" yet. Morgan figures it's time and begins to pressure Sean about having sex.

When Morgan asks Sean about having sex, Sean feels unsure about what to say. Sean has actually thought a lot about this and doesn't feel ready for sex yet. Yes, Morgan is sexy and Sean feels turned on. But Sean wants to wait until after high school and maybe even college to have sex. Sean does not want to do anything that might interfere with future goals. Sean wants to be able to help young people deal with issues and problems. Sean is also afraid of getting an STD and doesn't want to take any risks.

However, Sean really wants to keep the relationship with Morgan. Sean would be very hurt if Morgan turned to someone else for sex.

Today Sean and Morgan are hanging out at Morgan's house. Morgan's grandparents are out for a few hours. They're sitting on the couch, kissing and messing around. They're both breathing hard and things are getting hot and heavy. What can Sean do to avoid having sexual intercourse?

6. Then say,

 I want you to work in pairs, and use the STOP, THINK and ACT steps to find a solution to the situation on your worksheet.

7. Give the pairs about 7 minutes to complete the worksheets. Encourage both members of the pair to help answer the questions. One person can record the answers on the sheet. Circulate as pairs are working to provide support as needed.

8. After 8 minutes, even if most of the pairs have not finished, ask them to stop and begin discussing the case study. Ask one of the pairs to give their responses to the first section of the worksheet—the STOP section. They are reporting on what Sean and Morgan can do to stop and stay calm.

When this pair has reported their answers, ask the other groups if they have any responses that are different or if they have anything to add.


Ask a different pair to report on the second section of the worksheet—the THINK section. They will define the problem, explain what Sean wants and alternatives that Sean can suggest.

When this pair has given their responses, ask the other groups to comment and offer any different ideas for this section.

Finally, ask a different pair to report on the third section of the worksheet—the ACT section. They will discuss what Sean should do and how Sean should act to carry out that choice.

When this pair has given their responses, ask the other groups to comment and offer any different ideas for this section.

9. Ask students to consider this question,

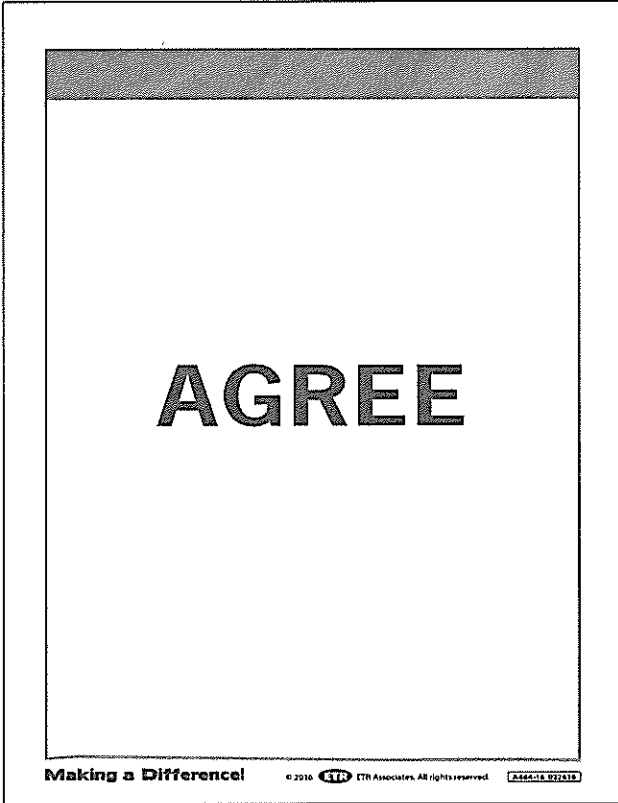
 How does the age difference between Morgan and Sean affect their relationship? Do they have trust, respect, equality and open communication?

Make the point that pressuring someone to have sex is not showing respect, and that the relationship is probably not equal. Morgan is 3 years older and is likely to be a lot more mature and experienced than Sean. Morgan probably has more power and influence in the relationship, which could put a lot of pressure on Sean. In healthy relationships, both partners are equal. One does not have more power than the other.

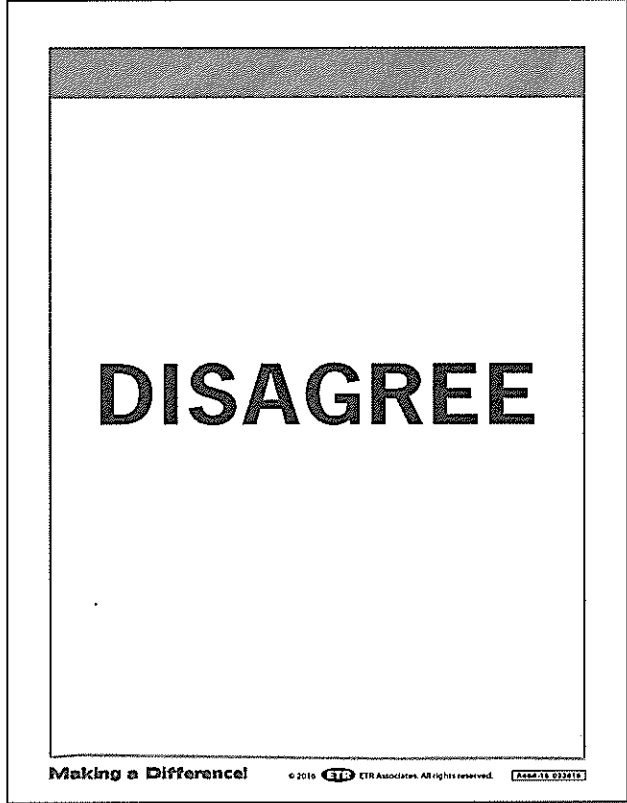
10. Summarize as follows,

 That's how **STOP, THINK and ACT** can be used to think through a problem.

You know that having sexual intercourse can lead to **STD/HIV infection or pregnancy**, which can get in the way of reaching your goals. Using **STOP, THINK and ACT** can help you quickly make healthy sexual decisions and keep you on the path to your goals. It can help you make a difference and choose to abstain from sex.



Poster



Poster

**STOP, THINK AND ACT  
PROBLEM-SOLVING STEPS**

**STOP**

- ▶ Stay calm, take a deep breath.
- ▶ Get control of myself.

**THINK**

- ▶ What is the problem?
- ▶ What am I being pressured to do?
- ▶ What am I feeling? What is the other person feeling?
- ▶ What are my choices?
- ▶ What do I want?
- ▶ How can I stay in control?
- ▶ What alternatives can I suggest?
- ▶ What are the possible consequences?

**ACT**

- ▶ Evaluate the possible consequences.
- ▶ Make the best choice.
- ▶ How well did it work?
- ▶ Get help, if necessary.
- ▶ Make a new choice.

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Poster

**SEAN AND MORGAN CASE STUDY**

Sean is 3 years younger than Morgan. They've been going out for a while. Sean really likes being with someone who is older. Morgan is a lot of fun and Sean feels more mature and popular when they're together.

Sean is very smart and plans to become a psychologist. Sean has had a tough childhood and very much wants to be independent and successful as an adult. Sean works hard and has a plan for the future.

Morgan really likes Sean. Lately, Morgan's friends have been talking a lot about sex and keep asking if Morgan and Sean have "done it" yet. Morgan figures it's time and begins to pressure Sean about having sex.

When Morgan asks Sean about having sex, Sean feels unsure about what to say. Sean has actually thought a lot about this and doesn't feel ready for sex yet. Yes, Morgan is sexy and Sean feels turned on. But Sean wants to wait until after high school and maybe even college to have sex. Sean does not want to do anything that might interfere with future goals. Sean wants to be able to help young people deal with issues and problems. Sean is also afraid of getting an STD and doesn't want to take any risks.

However, Sean really wants to keep the relationship with Morgan. Sean would be very hurt if Morgan turned to someone else for sex.

Today Sean and Morgan are hanging out at Morgan's house. Morgan's grandparents are out for a few hours. They're sitting on the couch, kissing and messing around. They're both breathing hard and things are getting hot and heavy. What can Sean do to avoid having sexual intercourse?

**Making a Difference!** STUDENT WORKBOOK

Handout/Student Workbook



# 7

# MODULE

## THE CONSEQUENCES OF SEX: STDS

### GOALS

The goals of this module are to:

- Increase students' knowledge of sexually transmitted diseases.
- Increase students' perceived vulnerability to STDs.

### LEARNING OBJECTIVES

After completing this module, students will be able to:

- Identify the signs and symptoms of the most common STDs.
- Identify how STDs, including HIV, are transmitted.
- Acknowledge their risk for contracting an STD.

### MODULE PREVIEW

The seventh module: (1) helps students realize that they are vulnerable to HIV and other STDs; (2) helps them understand the importance of protecting themselves against HIV/STD infection by being abstinent; and (3) helps students identify their personal level of risk for HIV/STD infection.

## STRATEGIES/METHODS

- Brainstorming
- Group Discussion
- The Transmission Game

## MATERIALS NEEDED — INCLUDED IN IMPLEMENTATION KIT

- *STD* poster

## MATERIALS NEEDED — NOT INCLUDED IN IMPLEMENTATION KIT

- Pencils/pens
- Markers
- Masking tape
- Newsprint
- Index cards for the Transmission Game—pre-labeled with A, D or U
- Pre-labeled newsprint:
  - » *How STDs Are Transmitted*
  - » *Reasons to Avoid STDs*

## PREPARATION NEEDED

1. Label all of the newsprint charts as listed under Materials.
2. Hang the poster and pre-labeled newsprint charts in the order they will be used. Fold and tape the charts so the titles remain covered by the bottom half of the sheet until you use them.
3. Label the index cards for the game. Two people will have a “D” card, 6–7 will have an “A” card and the rest will have “U” cards. Increase the number of “A” and “U” cards in this approximate ratio for larger groups.

## INSTRUCTIONAL TIME: 40 minutes

### ACTIVITY

### MINUTES NEEDED

- |  |    |
|--|----|
| A. Sexually Transmitted Diseases Brainstorm and Discussion . . . . . | 25 |
| B. Don't Pass It Along: The Transmission Game . . . . .              | 15 |

## ACTIVITY

# A

# SEXUALLY TRANSMITTED DISEASES BRAINSTORM AND DISCUSSION

## PREPARING FOR THE ACTIVITY

### RATIONALE

Providing information on STD transmission and symptoms gives students the information they need to prevent the spread of STDs. In addition, it provides a common ground for discussing attitudes and concerns about STDs and increases perceived vulnerability to infection as well as motivation to avoid infection through abstinence.

### MATERIALS

- Newsprint
- Markers
- STD poster
- Pre-labeled newsprint:
  - *How STDs Are Transmitted*
  - *Reasons to Avoid STDs*

### TIME

25 minutes

## PROCEDURE

1. Begin this activity by displaying the *STD* poster. Use newsprint to cover the poster so only the letters "S T D" are revealed.
2. Ask what the letters "STD" stand for.  
  
**Answer:**
  - » Sexually transmitted disease
3. Once students respond with the correct answer, have them break into small groups.
4. In their groups, ask students to brainstorm all of the STDs they know about or have heard.
5. Then in a round-robin fashion, ask for a volunteer from each group to share an answer they've come up with until all the main STDs have been listed.
6. Uncover the poster and read any STDs they did not mention.



- Chlamydia
- Herpes
- Gonorrhea
- HIV
- Syphilis
- Trichomoniasis
- HPV (human papillomavirus)
- Hepatitis B

## FACILITATOR'S NOTE

If students use slang terms to name the STDs, determine what disease the person is describing (e.g., clap is slang for gonorrhea).

7. Then say,

 STDs fall into three categories:

- **Bacterial (caused by bacteria)**—These STDs are curable. You can take medicine that kills the bacteria. They include chlamydia, gonorrhea and syphilis.
- **Viral (caused by a virus)**—These STDs are not curable. The symptoms can be treated, but the virus stays in the body. They include herpes, HIV, hepatitis B and HPV (human papillomavirus). Notice all the viral STDs start with the letter H.
- **Parasitical (caused by parasites)**—These STDs are curable. They include trichomoniasis and pubic lice.

8. Have students brainstorm all the signs and symptoms of STDs. Ask,


 What are some symptoms of STDs?

**The list should include:**

- » Burning when urinating
- » Sores, blisters, bumps, warts or pimples near the genitals or mouth.
- » Unusual discharge from penis or vagina
- » Rash or itching in the genital area
- » Frequent urination
- » Abdominal pain
- » **Often there are NO symptoms**



9. Then say,

 As you can see, there are a lot of different sexually transmitted diseases with a lot of different signs and symptoms. However, in many cases, a person can have an STD and have no symptoms! This means that people may not even know they have an STD. It also means that even if you don't notice any sores, blisters, warts or other signs, a potential partner still may have an STD.

10. Unfold the pre-labeled newsprint titled *How STDs Are Transmitted* and say to the group,

 How do you think people get STDs?

11. List answers on the newsprint as the group responds.

**Be sure the answers include:**

- » Vaginal sex (penis in vagina)
- » Oral sex (a person's mouth on another person's genitals)
- » Anal sex (penis in anus)
- » Mother to child (during pregnancy, at birth, or through breastfeeding)
- » Sharing needles
- » Skin-to-skin genital contact (herpes, syphilis, HPV)


12. Next ask,

 Who can get an STD?

**Answer:**

- » Anyone who has unprotected sexual intercourse.

13. Let the students answer, and then say,

 That's right. Anyone who engages in unprotected sexual intercourse can get an STD. But teens and young adults are affected by STDs more than any other age group. The Centers for Disease Control and Prevention estimates that there are nearly 20 million new cases of STD each year, and that about half of these occur in young people ages 15 to 24.\*

The main way people get STDs is through sexual behaviors—oral, anal and vaginal sex. Some STDs (herpes, syphilis, HPV) can also be spread by skin-to-skin genital contact or touching. If you engage in any of these behaviors with a person who has an STD, you are at risk of catching it. Abstinence is the only 100 percent sure way to protect yourself from STD.


14. Now ask,

 What is the one sure way to prevent getting STDs?

15. Let students answer the question. Then say,

 The 100 percent sure way to prevent getting an STD is **ABSTINENCE**.

16. Then say,

 We know how STDs are transmitted. We know signs and symptoms that can indicate an STD infection. We know some STDs don't have symptoms. We know how to avoid getting an STD. But why would we want to avoid getting an STD?

Let's brainstorm *Reasons to Avoid STDs* by thinking of some of the long-term physical and emotional consequences of getting an STD.

\* Centers for Disease Control and Prevention. 2014. Reported STDs in the United States. Available at: <http://www.cdc.gov/std/stats13/std-trends-508.pdf>. Accessed 7/26/16.

17. Unfold the newsprint titled *Reasons to Avoid STDs*. List responses on the newsprint. Encourage all students to respond.

**Answers should include:**

- » Increased risk of getting HIV
- » Death (syphilis, AIDS)
- » Blindness (syphilis)
- » Paralysis (syphilis, AIDS)
- » Brain damage (syphilis, AIDS)
- » Cervical cancer (HPV)
- » Genital warts (HPV)
- » Pelvic inflammatory disease (gonorrhea, chlamydia)
- » Infertility (gonorrhea, chlamydia)
- » Ectopic pregnancy (gonorrhea, chlamydia)
- » Chronic pelvic pain (from PID)
- » Liver disease (hepatitis B)
- » Child born with an STD (blindness, brain damage, death)
- » Embarrassment
- » Odor and discharge
- » Loss of relationship

18. Explain that no one chooses to get an STD. Some people have gotten STDs from sex that was against their will. Summarize this activity by saying,

 There are four important facts about STDs that I want to emphasize:

1. Anyone can get an STD. Young people ages 15–24 make up half of all new STD cases. You or a partner can have an STD and not know it. Many people with STDs have no symptoms.
2. STDs increase the chance of HIV infection. They sometimes cause blisters or sores on or around the genitals, which can become a point of entry for HIV during sex.
3. STDs can have serious emotional and physical consequences, including possible death in the case of AIDS and syphilis. The consequences for women are especially harsh and include things such as pelvic inflammatory disease, ectopic pregnancy, cervical cancer, infertility, chronic pelvic pain, and possible transmission of the STD to her baby. If a person is concerned about having an STD, it is very important to go to a doctor or clinic to get tested and treated.
4. Some STDs cannot be cured, including HIV, but all STDs are preventable. Abstinence—not having sex—is the surest way to prevent STD.

Remember how STDs are transmitted, what can happen if you get infected, reasons to avoid them and how to avoid them. The best way to avoid STDs is to abstain from oral, anal and vaginal sex, and from any kind of skin-to-skin genital contact that can transmit them.

## ACTIVITY

# B

## DON'T PASS IT ALONG: THE TRANSMISSION GAME

### PREPARING FOR THE ACTIVITY

#### RATIONALE

Participating in an exercise that highlights how easy it is to get an STD breaks down students' feelings of invulnerability and can increase their motivation to practice abstinence.

#### MATERIALS


- Lettered index cards (A, U, and D)
- Pencils/pens

#### TIME

15 minutes

### PROCEDURE

1. Ask the rhetorical question,

 Who gets STDs? Don't answer. Just think about it. We are going to participate in an activity that will help us answer this question.

#### FACILITATOR'S NOTE

This activity illustrates how easy it is to transmit an STD if people have unprotected intercourse. This is a fun, engaging activity but it can also be sensitive. Some students may have already had an STD; some might be living with HIV; and others may have family members or friends who are affected by HIV. Make sure no one is stigmatized by the activity.

2. Distribute the lettered cards and pencils so that two students have a "D," six or seven students have an "A" and the rest get a "U." (Keep this approximate ratio if the group numbers are larger or smaller.) DO NOT tell students what the letters mean at this time.

**A = Abstinence**

**U = Unprotected Sex (oral, anal or vaginal sex)**

**D = Disease (STD/HIV)**

3. Give the following instructions:

- Listen carefully so you don't miss anything.
- Write your name on the side of the index card that has the letter on it.
- Stand and mingle (walk around) with others in the group until I say "stop."
- Pair off with the person standing closest to you.
- I will read a question.
- You and your partner will each answer the question and discuss your responses.
- When I call time (after 30 seconds to 1 minute), you will sign each other's card on the side without the letter on it. Return the card to the original owner.
- Then you'll move around the room again until I say "stop" and you will pair up with a new partner.
- We will keep doing this until you've had six brief discussions.

4. Read each of the following questions, following the procedure you just described. After the first question, have students move to a new partner.

- How would you feel if you got an STD?
- Why is it a good idea for young people to wait to have sex?
- What are some reasons young people give for not wanting to have sex?
- When a couple doesn't have sex, what other fun and pleasurable things can they do?
- What would you think of someone who wanted to practice abstinence?
- What might you say to someone who is trying to pressure you into having sex when you don't want to?

5. When the six questions have been discussed, ask all students to have a seat.

6. Use the process below to discuss the activity. Say,

- This has been an exercise involving “verbal intercourse,” but we’re going to pretend that each conversation was an act of “sexual intercourse.”
- Look at your cards. The letters on the cards represent something in this exercise.
- Will the people with the “D” cards please stand? For the purposes of this activity only, you have an STD and anyone whose name is on your card could have the STD too.
- *(To the people with the “D”):* Read the names on the back of your card. Everyone whose name is read, please stand.

7. After the people whose names were called are standing, say,

- If you have an “A” on your card that means you insisted on abstinence and refused to engage in sexual intercourse or any type of skin-to-skin genital contact, so you can sit back down.
- If you have a “U” on your card, you must remain standing because you took a chance and engaged in unprotected sexual intercourse and now you are possibly infected with the STD.

8. Ask the people still standing, one at a time, to read the names on their cards. Use the same process to find out the total number of people who got “infected” during this activity.
9. Count the number of people standing and ask the group to consider what would happen if they each continued to have unprotected sex with new partners.
10. Ask standing people to sit down.

11. Ask the people with the "D" cards,



How did it feel to imagine you had been infected with an STD?

12. Ask the people with the "U" cards,



How did you feel about possibly being infected?

13. Ask the people with the "A" cards,



How did you feel when you got to sit down because you had protected yourself by being abstinent?

14. Now ask,




What did you learn from this activity?

**Try to elicit the following answers:**

- » One person can infect many by passing the disease to someone who passes it on to the next person.
- » STDs can be spread through unprotected vaginal, oral and anal sex, and sometimes through skin-to-skin genital contact.
- » People have sex, not only with their partners, but also with their partner's past sexual partners.
- » You can't tell just by looking at someone who is infected and who isn't.
- » Anyone can get an STD regardless of whether the sex was consensual or forced.
- » There are other things people can do besides vaginal, oral and anal sex to show they care about each other.
- » Practicing abstinence is the surest way to protect yourself from HIV and other STDs.




15. Emphasize the following,

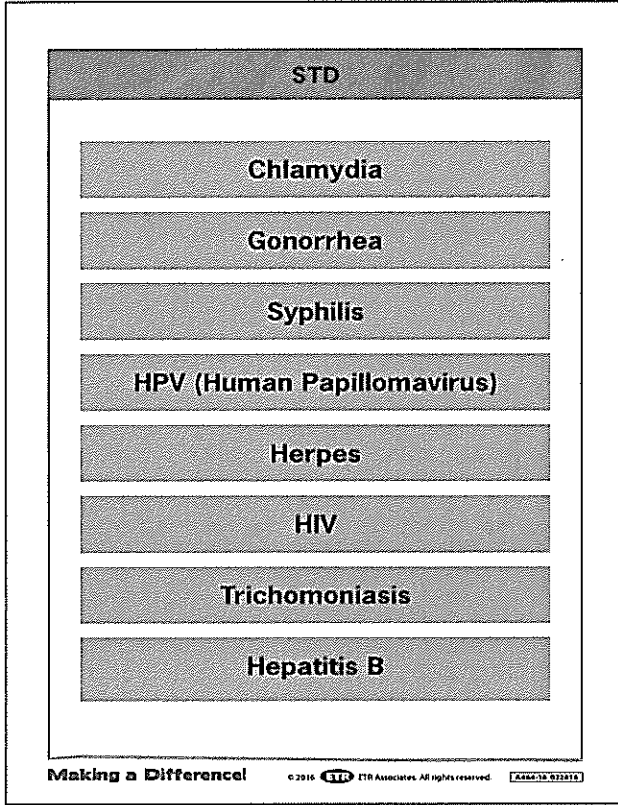
 This was just a game. However, it does highlight how fast and easily an STD can spread. The best way to avoid infection is to practice abstinence, which means choosing not to engage in vaginal, oral or anal intercourse, and to avoid skin-to-skin genital touching.

16. Take the cards back and formally remove the disease from the people with the "D" cards to avoid any future stigma by saying,

 This was just a game. So \_\_\_\_\_ (names of people with "D" cards) I take this card and the disease back from you.

17. Summarize as follows,

 STD infections among young people are real. It's important to understand the importance of practicing abstinence in your relationships to keep yourself safe. Remember, abstinence is the only 100 percent sure way to keep from getting an STD.



Poster

# 8

# MODULE

## THE CONSEQUENCES OF SEX: PREGNANCY: PART 1

### **GOALS**

The goals of this module are to:

- Increase students' understanding of pregnancy as a consequence of sex.
- Increase students' perception that they are vulnerable to getting pregnant or getting someone pregnant.
- Increase students' understanding of the consequences of unplanned pregnancy.

### **LEARNING OBJECTIVES**

After completing this module, students will be able to:

- Distinguish myths from facts about pregnancy.
- Express positive feelings toward pregnancy prevention.

### **MODULE PREVIEW**

The eighth module: (1) helps students examine myths and facts about pregnancy; and (2) encourages students to abstain from behaviors that place them at risk for unintended pregnancy.

**STRATEGIES/METHODS**

- Myths and Facts Game
- Group Discussion
- Scripted Roleplay

**MATERIALS NEEDED – INCLUDED IN IMPLEMENTATION KIT**

- *Myths and Facts About Pregnancy Statements* (included in module)
- *Your Valentine's Day Gift* (Ineffective and Effective Versions) handouts or student workbooks

**MATERIALS NEEDED – NOT INCLUDED IN IMPLEMENTATION KIT**

- None

**INSTRUCTIONAL TIME: 40 minutes**

**ACTIVITY**

**MINUTES NEEDED**

A. Myths and Facts About Pregnancy .....	20
B. Your Valentine's Day Gift (Scripted Roleplay) .....	20

## ACTIVITY

# A

# MYTHS AND FACTS ABOUT PREGNANCY

## PREPARING FOR THE ACTIVITY

### RATIONALE

This activity helps students distinguish between myths and facts about pregnancy. Even if it is a subject with which they are quite familiar, they may continue to have misconceptions.

### MATERIALS


- *Myths and Facts About Pregnancy Statements* (included in module)

### TIME


20 minutes

## PROCEDURE

1. Introduce the activity by saying,

 Let's take a closer look at what can happen when young people decide to have vaginal intercourse. This game is designed to help us learn some myths and facts about one of the consequences of sex—pregnancy.


2. Ask the students to review what a “myth” and “fact” are. Say,

 What is a myth?  
What is a fact?

### ANSWER:


- » A myth is a statement that is untrue.
- » A fact is a statement that is true.

3. Put students into pairs or small groups and explain the directions.


 • I will go around the room and read a statement to each group.

- I want you to quickly confer with your group and then tell me if the statement I read is a myth or a fact.
- I also want you to explain why it is a myth or a fact.
- If you don't know, I will ask for volunteers from other groups who think they know the answer.

4. Read the *Myths and Facts About Pregnancy Statements*.
5. Supplement the students' explanations with those provided after each statement or have other students give the information.
6. Once all the statements have been completed say,

 **Wow! You did a great job and seem to know a lot of the correct information.**

7. Summarize by saying,

 **The more you know about the consequences of sex, such as unplanned pregnancy, the better you will be at avoiding them. Next, we are going to do some roleplays to help you practice saying no to risky sexual situations.**

## MYTHS AND FACTS ABOUT PREGNANCY STATEMENTS

1. **A girl can get pregnant before she has her first period.**

### FACT

A girl may begin releasing an egg 14 days before her first period so it is possible to get pregnant even if she hasn't had a period yet.

2. **You can't get pregnant/get someone pregnant the first time you have sex.**

### MYTH

Of course you can! It happens every day.

3. **You can get pregnant even if the penis is pulled out before ejaculation.**

### FACT

It does work in theory, but it's very difficult for many people, especially teens and younger men, to actually pull the penis out before they ejaculate (or come).

4. **You can't get pregnant if you have sex standing up.**

### MYTH

Sperm doesn't care what position you're in. Any time semen comes in contact with the vagina, you can get pregnant. There are no exceptions to that rule.

5. **You can't get pregnant if you and your partner are both having sex for the very first time.**

### MYTH

It doesn't matter if both partners have never had sex before. You can get pregnant if you engage in sexual intercourse without using protection.

6. **Douching (cleaning the vagina) after intercourse can prevent pregnancy.**

### MYTH

Douching will not prevent pregnancy. In fact, it can even help carry sperm up into the uterus and increase the chances. The vagina keeps itself clean naturally, so douching isn't necessary and isn't recommended. Douching throws off the vagina's natural balance and can even lead to infection.

7. **You can't get pregnant unless you have an orgasm (come).**

### MYTH

It doesn't matter if you enjoy the sex or you don't. You can get pregnant if you engage in penis-in-vagina intercourse without using protection.

8. **If a girl misses her period, she is definitely pregnant.**

### MYTH

When girls first start having periods they often have irregular cycles and may even skip a month from time to time. But if a girl has had sexual intercourse and she misses a period, she could be pregnant. She should get tested right away, and see a doctor if the pregnancy test is positive.

*(continued)*

**9. Gay and lesbian teens don't need to know how to avoid pregnancy.**

**MYTH**

If gay and lesbian teens engage only in same-sex behaviors, they don't have to worry about pregnancy. However, a lesbian teen can get pregnant if she has sex with a guy. A gay teen guy can get his partner pregnant if he has sex with a female. For many different reasons, gay and lesbian teens sometimes engage in penis-in-vagina intercourse and they have to worry about pregnancy if they do.

**10. There's no safe time of the month to have sex and avoid pregnancy.**

**FACT**

True. There is no absolutely safe time of the month when you can't get pregnant or get someone pregnant.

**11. You can't get pregnant if you swallow semen.**

**FACT**

The only way you can get pregnant is if sperm cells enter the vagina, usually during sexual intercourse, and fertilize an egg cell.

**12. Having anal instead of vaginal intercourse is a good strategy for preventing pregnancy.**

**MYTH**

This is not a wise pregnancy prevention strategy because the behavior is high risk for STDs. Yes, it's true you can't get pregnant but the lining of the anus is thin and lubricates less than the vagina so it's easy for STDs to enter the body that way.



## ACTIVITY

# B

## YOUR VALENTINE'S DAY GIFT

### PREPARING FOR THE ACTIVITY

#### RATIONALE

Comparing effective and ineffective ways of handling pressure from a romantic partner can strengthen students' ability to resist partner pressure.

#### MATERIALS


- Scripted roleplays:
  - *Your Valentine's Day Gift* (Ineffective and Effective Versions)

#### TIME

20 minutes

### PROCEDURE

1. Introduce this activity about partner pressure by saying,

 When a young couple is dating, they may not always agree on what they are willing and not willing to do. One partner may want to touch below the waist and the other may be comfortable only with kissing and touching above the waist. Or one partner may be willing to do only some sexual things and the other partner won't settle for anything less than sexual intercourse. Let's see what can happen when two people have different feelings about what they want to do when they are dating.

2. Keep students in their groups from the previous activity.
3. Distribute the *Your Valentine's Day Gift* (Ineffective Version) roleplay or have students turn to it in their workbooks.
4. Read "Setting the Stage." Then ask for two volunteers to read Person 1 and Person 2.

#### FACILITATOR'S NOTE

If only one person volunteers, the facilitator can be Person 1 and have the volunteer be Person 2. If no one volunteers, don't push it and read both parts. But try to get students to read.

## YOUR VALENTINE'S DAY GIFT – INEFFECTIVE VERSION

### Setting the Stage:

It is Valentine's Day. You and your partner are going out to a movie and dinner. You know that at some point having sex will be discussed. Your partner is willing to use condoms, but you're just not ready for any of it. You decide to tell your partner that you want to wait to have sex.

**Person 1:** Happy Valentine's Day, Honey! Here is a little something I bought, though I was hoping our gifts to each other would be more than something from a store.

**Person 2:** Do you mean you were hoping we would have sex?

**Person 1:** Yes. You don't have to worry. I have condoms.

**Person 2:** Oh! You are moving so fast.

**Person 1:** We've been dating for a while. I love you, and I'm ready.

**Person 2:** Well, I love you, but I'm just not sure.

**Person 1:** Don't worry, we're using protection so pregnancy and STDs aren't an issue. After all, it's Valentine's Day and what better gift than to share our love?

**Person 2:** I just have some doubts... I'm scared.

**Person 1:** You are always going to be scared, but the important thing is that we love each other.

**Person 2:** *(Reluctantly)* I guess so...

*They stop talking and begin to have sex.*

5. In round-robin fashion, ask each group to discuss the following questions among themselves, then with the class as a whole:

 How did Person 2 handle the pressure?

What messages did Person 2 give about what Person 2 wanted or did not want?

Why was it hard for Person 2 to abstain even though Person 2 was not ready for sex?

**Answers may include:**

- » Didn't seem to know or be able to say what was wanted.
- » Let the other person decide.
- » Didn't know how to be assertive and take control.

6. Now, distribute the *Your Valentine's Day Gift (Effective Version)* roleplay or have students turn to it in their workbooks.
7. Read "Setting the Stage," and then ask for two volunteers to read Person 1 and Person 2.

 **YOUR VALENTINE'S DAY GIFT – EFFECTIVE VERSION**

**Setting the Stage:**

It is Valentine's Day. You and your partner are going out to a movie and dinner. You know that at some point having sex will be discussed. Your partner is willing to use condoms, but you're just not ready for any of it. You decide to tell your partner that you want to wait to have sex.

**Person 1:** Happy Valentine's Day, Honey! Here is a little something I bought, though I was hoping our gifts to each other would be more than something from a store.

**Person 2:** Do you mean you were hoping we would have sex?

**Person 1:** Yes. You don't have to worry. I have condoms.

**Person 2:** No. You are moving way too fast for me.

**Person 1:** We've been dating for a while. I love you, and I'm ready.

**Person 2:** Well, I'm not. I love you but I'm not ready to have sex with you. I know you are the person that I want to be with, but I also know that I need you to be understanding and patient. I want to have sex only when I'm absolutely sure—when I'm not scared or in doubt. So the answer is no.

**Person 1:** Well, I don't want to feel like I'm pressuring you to do something you don't want to. It's important that you're sure. So, I guess I'll wait until you are ready.

**Person 2:** Thanks, for understanding. I love you so much and I'm really glad that you are willing to hold on for a bit.

*They kiss and go to the movies.*


8. Then ask the following questions:

 What was different about the second version?

In this version, why was Person 1 unable to convince Person 2 to have sex?

Which version best showed that they loved and respected themselves, as well as each other?

9. Summarize by saying,

 It is possible to find a gentle but firm way to say no, even to someone you care about a lot. It's especially important to be able to do this in romantic relationships. You may be tempted to give in to the pressure because you are afraid of losing the relationship. But saying yes to sexual intercourse when you are not ready is never a good idea, and could even end a relationship. Giving in to pressure to have unprotected sex can put you at risk of pregnancy, HIV or other STDs. The proud and responsible thing to do is to abstain from sex if you are not ready.

# HANDOUTS AND POSTERS FOR FACILITATOR REFERENCE

**YOUR VALENTINE'S DAY GIFT (INEFFECTIVE VERSION)**

SCRIPTED ROLEPLAY

**Setting the Stage:**  
It is Valentine's Day. You and your partner are going out to a movie and dinner. You know that at some point having sex will be discussed. Your partner is willing to use condoms, but you're just not ready for any of it. You decide to tell your partner that you want to wait to have sex.

**Person 1:** Happy Valentine's Day, Honey! Here is a little something I bought, though I was hoping our gifts to each other would be more than something from a store.

**Person 2:** Do you mean you were hoping we would have sex?

**Person 1:** Yes. You don't have to worry. I have condoms.

**Person 2:** Oh! You are moving so fast.

**Person 1:** We've been dating for a while. I love you and I'm ready.

**Person 2:** Well, I love you, but I'm just not sure.

**Person 1:** Don't worry, we're using protection so pregnancy and STDs aren't an issue. After all, it's Valentine's Day and what better gift than to share our love?

**Person 2:** I just have some doubts... I'm scared.

**Person 1:** You are always going to be scared, but the important thing is that we love each other.

**Person 2:** *(Reluctantly)* I guess...

*They stop talking and begin to have sex.*

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Handout/Student Workbook

**YOUR VALENTINE'S DAY GIFT (EFFECTIVE VERSION)**

SCRIPTED ROLEPLAY

**Setting the Stage:**  
It is Valentine's Day. You and your partner are going out to a movie and dinner. You know that at some point having sex will be discussed. Your partner is willing to use condoms, but you're just not ready for any of it. You decide to tell your partner that you want to wait to have sex.

**Person 1:** Happy Valentine's Day, Honey! Here is a little something I bought, though I was hoping our gifts to each other would be more than something from a store.

**Person 2:** Do you mean you were hoping we would have sex?

**Person 1:** Yes. You don't have to worry. I have condoms.

**Person 2:** No. You are moving way too fast for me.

**Person 1:** We've been dating for a while. I love you, and I'm ready.

**Person 2:** Well, I'm not. I love you but I'm not ready to have sex with you. I know you are the person that I want to be with, but I also know that I need you to be understanding and patient. I want to have sex only when I'm absolutely sure—when I'm not scared or in doubt. So the answer is no.

**Person 1:** Well, I don't want to feel like I'm pressuring you to do something you don't want to. It's important that you're sure. So, I guess I'll wait until you are ready.

**Person 2:** Thanks, for understanding. I love you so much and I'm really glad that you are willing to hold on for a bit.

*They kiss and go to the movies.*

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**Making a Difference!** STUDENT WORKBOOK

Handout/Student Workbook



# 9

# MODULE

## THE CONSEQUENCES OF SEX: PREGNANCY: PART 2

### **GOALS**

The goals of this module are to:

- Increase students' understanding of pregnancy as a consequence of sex.
- Increase students' perception that they are vulnerable to getting pregnant or getting someone pregnant.
- Increase students' understanding of the consequences of unplanned pregnancy.

### **LEARNING OBJECTIVES**

After completing this module, students will be able to:

- Express positive feelings toward pregnancy prevention.
- Identify negative consequences of teen pregnancy.

### **MODULE PREVIEW**

The ninth module: (1) encourages students to abstain from behaviors that place them at risk for unintended pregnancy; and (2) illustrates how pregnancy can impact the lives of young people.

## STRATEGIES/METHODS

- DVD Viewing
- Group Discussion
- Case Study

## MATERIALS NEEDED — INCLUDED IN IMPLEMENTATION KIT

- *Jamal and Keisha – A Romance* handouts or student workbooks
- DVD: *Tanisha & Shay*

## MATERIALS NEEDED — NOT INCLUDED IN IMPLEMENTATION KIT

- Pencils/pens
- Markers
- Masking tape
- Monitor and DVD player
- Pre-labeled newsprint:
  - » *Benefits of Waiting*
  - » *Delaying Strategies*

## PREPARATION NEEDED

1. Label all of the newsprint charts as listed under Materials.
2. Hang the pre-labeled newsprint charts in the order they will be used. Fold and tape the charts so the titles remain covered by the bottom half of the sheet until you use them.
3. Make sure the *Tanisha & Shay* DVD is set up and ready to play.

## INSTRUCTIONAL TIME: 40 minutes

### ACTIVITY

### MINUTES NEEDED

- |  |    |
|--|----|
| A. <i>Tanisha &amp; Shay</i> DVD .....     | 30 |
| B. <i>Jamal and Keisha—A Romance</i> ..... | 10 |



## ACTIVITY

# A

## TANISHA & SHAY DVD

### PREPARING FOR THE ACTIVITY

#### RATIONALE

Presenting and reinforcing information about pregnancy can promote further discussion.

Seeing how pregnancy can impact the lives of individuals helps increase prevention planning.

#### MATERIALS


- Monitor and DVD player
- DVD: *Tanisha & Shay*

#### TIME


30 minutes

### PROCEDURE

1. Introduce the DVD by saying,

 We are going to continue our focus on pregnancy prevention by watching a DVD called *Tanisha & Shay*. In it, you will see sexually active teenagers dealing with issues of pregnancy.

2. Show the DVD, which is 18 minutes long.
3. Have students break into small groups.
4. At the end of the DVD, ask each group one of the following questions in a round-robin fashion.

-  • What did this video teach you about teen pregnancy?
- What is your reaction? What do you think happens?
  - Why do you think Tanisha and Shay didn't use birth control?
  - What does Tanisha risk losing because of the pregnancy?
  - What does Shay risk losing?
  - What did you think about Tanisha's mom's reaction to the pregnancy?
  - Tanisha talked about dropping out of school to work and take care of the baby. What do you think about that?
  - Should Shay have to give up his scholarship? Why or why not?

(continued)


*(continued)*

- Were these teens ready to become parents? Why or why not?
- Tanisha's mom says Tanisha owes it to herself to explore all her options. What are Tanisha's options?

**Note:** Be sure to understand current federal and state laws regarding adoption, abortion and safe surrender in order to provide accurate information to students.

- How would your life change if you became pregnant or got somebody pregnant? If you became a parent?

5. Summarize this activity by saying,

 As you can see, becoming pregnant or getting someone pregnant can dramatically change your life. Practicing abstinence is the safest and the only 100 percent effective way to avoid pregnancy. Making healthy sexual decisions, including deciding to be abstinent, is a proud and responsible choice.

## ACTIVITY

# B

## JAMAL AND KEISHA—A ROMANCE

### PREPARING FOR THE ACTIVITY

#### RATIONALE

This activity provides students with an opportunity to practice negotiation and refusal skills in preparation for real-life situations.

#### MATERIALS

- *Jamal and Keisha* handout
- Pencils/pens
- Markers
- Masking tape
- Pre-labeled newsprint:
  - *Benefits of Waiting*
  - *Delaying Strategies*

#### TIME

10 minutes

#### PROCEDURE

1. Have students break into small groups.
2. Distribute the *Jamal and Keisha* handout or have students turn to it in their workbooks. Ask them follow along as you read.
3. Read the story aloud.



#### JAMAL AND KEISHA — A ROMANCE

Keisha and Jamal are in the 9th grade. They've been going out for 3 months. They spend a lot of time together and love each other. They tell each other everything. Jamal and Keisha are best friends.

At first, they decided they didn't want to have sex. They thought they were too young. Keisha wants to save sex for marriage. Jamal knows this and respects Keisha's feelings.

Although they haven't actually had sexual intercourse, they do kiss and touch each other a lot and have gotten close to having sex. Lately, all of Jamal's friends have been talking about having sex. Jamal feels a little jealous and is also feeling some pressure. He worries that he will be the only one among his friends who hasn't had sex yet.

Jamal has been putting some pressure on Keisha to have sex, and they've started talking about it more. Jamal is confused. He wants to respect Keisha's decision not to have sex but he no longer wants to wait until marriage.

Their relationship is starting to get a little tense and they are arguing more. Jamal is talking more to other girls and spending less time with Keisha.

(continued)


*(continued)*

Keisha doesn't want to lose Jamal. She talked to a friend about it and her friend said, "So what's the big deal about having sex? Everybody is doing it." Keisha knows that isn't true, but sometimes feels like she is the only one who isn't having sex.

"Maybe it isn't all that special," she says to herself. "But, then again, maybe it is." She wishes she could talk to her mother about it, but she doesn't know how her mother would react. Keisha feels confused and doesn't know what to do.

Keisha and Jamal still spend some time together. One Saturday night, after a movie, they decide to go back to Keisha's house to talk. When they get to the house, they find out that Keisha's mom has gone out and won't be back until much later. So Keisha and Jamal are alone in the house.

4. Give each group a few minutes to answer only questions 1 through 4 on the *Jamal and Keisha* worksheet.
5. Ask for volunteers and review several answers to each question. Discuss the responses as needed.
6. Give students a few minutes to answer questions 5 and 6 and to complete the worksheet. (Remind them that the last two questions are about them, the students, not Jamal and Keisha.)
7. Unfold the pre-labeled newsprint titled *Benefits of Waiting* and ask for a volunteer from each group to share some of the group's answers to question 5. Record their answers on the newsprint.
8. Unfold the pre-labeled newsprint titled *Delaying Strategies*, and ask for a volunteer from each group to share some of the group's answers to question 6. Record their answers on the newsprint.
9. Summarize this activity by saying,

 Relationships can be complex. Making healthy sexual decisions in a relationship takes a lot of hard work, but it is the proud and responsible thing to do. We will be learning more about making those decisions and strategies to help you follow through on choices you make.

**JAMAL AND KEISHA — A ROMANCE**

Keisha and Jamal are in the 9th grade. They've been going out for 3 months. They spend a lot of time together and love each other. They tell each other everything. Jamal and Keisha are best friends.

At first, they decided they didn't want to have sex. They thought they were too young. Keisha wants to save sex for marriage. Jamal knows this and respects Keisha's feelings.

Although they haven't actually had sexual intercourse, they do kiss and touch each other a lot and have gotten close to having sex. Lately, all of Jamal's friends have been talking about having sex. Jamal feels a little jealous and is also feeling some pressure. He worries that he will be the only one among his friends who hasn't had sex yet.

Jamal has been putting some pressure on Keisha to have sex, and they've started talking about it more. Jamal is confused. He wants to respect Keisha's decision not to have sex but he no longer wants to wait until marriage.

Their relationship is starting to get a little tense and they are arguing more. Jamal is talking more to other girls and spending less time with Keisha.

Keisha doesn't want to lose Jamal. She talked to a friend about it and her friend said, "So what's the big deal about having sex? Everybody is doing it." Keisha knows that isn't true, but sometimes feels like she is the only one who isn't having sex.

"Maybe it isn't all that special," she says to herself. "But, then again, maybe it is." She wishes she could talk to her mother about it, but she doesn't know how her mother would react. Keisha feels confused and doesn't know what to do.

Keisha and Jamal still spend some time together. One Saturday night, after a movie, they decide to go back to Keisha's house to talk. When they get to the house, they find out that Keisha's mom has gone out and won't be back until much later. So Keisha and Jamal are alone in the house.

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**Making a Difference!** STUDENT WORKBOOK



Handout/Student Workbook





# 10

# MODULE

## RESPONDING TO PEER PRESSURE AND PARTNER PRESSURE: PART 1

### **GOALS**

The goals of this module are to:

- Increase students' awareness of the characteristics of peer pressure.
- Increase students' ability to resolve pressure situations.

### **LEARNING OBJECTIVES**

After completing this module, students will be able to:

- Identify sexual messages from the media, peers and parents.
- Recognize pressure from peers to engage in sexual activity.
- Advocate for abstinence with other young people.

### **MODULE PREVIEW**

The tenth module: (1) explores messages about sex that can contribute to sexual pressures; (2) provides students with practice in responding to peer pressure; and (3) helps students identify and practice refusal skills necessary to avoid a risky situation.

## **STRATEGIES/METHODS**

- Group Discussion
- Problem-Solving Scenarios
- Forced Choice

## **MATERIALS NEEDED — INCLUDED IN IMPLEMENTATION KIT**

- *Agree/Disagree* signs

## **MATERIALS NEEDED — NOT INCLUDED IN IMPLEMENTATION KIT**

- Pencils/pens
- Masking tape

## **PREPARATION NEEDED**

1. Hang the *Agree/Disagree* signs.

## **INSTRUCTIONAL TIME: 40 minutes**

<b>ACTIVITY</b>	<b>MINUTES NEEDED</b>
A. Understanding Messages About Sex .....	10
B. Understanding Peer Pressure .....	10
C. Responding to Peer Pressure .....	20



## ACTIVITY

# A

## UNDERSTANDING MESSAGES ABOUT SEX

### PREPARING FOR THE ACTIVITY

#### RATIONALE

When students understand the sexual messages that stimulate their natural sexual curiosity, they will be better able to direct their curiosity appropriately.

#### MATERIALS NEEDED


None

#### TIME

10 minutes

### PROCEDURE

1. Begin this activity by saying,

 One reason that young people have sex is because they are curious. Sexual curiosity is normal. In fact, your curiosity will increase as you get older. There are sexual messages all around you that may increase your curiosity. Let's look at some of these messages.

2. Ask students to brainstorm all the places they hear or learn about sex. There is no need to record the answers.

#### Answers may include:

- » School
- » Friends/peers
- » Parents/guardians/other trusted adults
- » Religious groups or teachings
- » Media (TV, movies, music, Internet, books and magazines)


3. Ask students to brainstorm what their friends, partners or peers say about sex. There is no need to record the answers.

#### Answers may include:

- » Everyone is doing it.
- » Having sex makes you popular.
- » It feels good.
- » Trust me, I'll protect you.
- » If you love me, you'll do it.
- » If you don't, someone else will.

- » Nobody wants to be a virgin.
- » You won't because you're scared.
- » Having sex makes you a man/woman.
- » Wait until you're older.
- » You won't get pregnant.
- » You have to if you're horny.

4. **Elicit as many responses as possible.**
5. **Encourage everyone to participate. Refer to the above list and add any messages that the students did not mention.**
6. **Ask students the following question,**

 **Think about movies you see or the music you listen to. What messages do they send about sex?**


7. **Be sure to elicit specific messages, not just the name of the movie or song. There is no need to record the answers.**

**Answers may include:**

- » Sex is worth the risk.
- » Sex is more important than feelings.
- » No need to respect relationships.
- » It's OK to have multiple partners.
- » No one else is a virgin.
- » Dress, look, smell, act sexy.
- » People should show their bodies.
- » The more, the better.
- » Casual sex is fun.
- » Everyone cheats in relationships.


8. **Encourage everyone to participate. Refer to the above list and add any messages that the students did not mention.**

9. Ask the students,

 If you believe these messages, how will they help you achieve your goals and dreams? Alternatively, how might they get in the way?

10. Encourage several students to give answers.

11. Ask the students,

 What messages do your parents or other trusted adults give you about sex?

**Answers may include:**

- » Don't have sex.
- » Wait until you are married to have sex.
- » Sex is not worth the consequences.

### **FACILITATOR'S NOTE**

Appendix A includes an additional 25-minute activity on the potential negative consequences of sexting (Is Sexting OK?). If you plan to teach this additional activity as part of the program, you can skip to step 20 and conclude the current activity on Understanding Messages About Sex.

12. Ask the students,

 Has anyone ever heard of "sexting"? What is it?

**Answer:** When people send sexual messages and pictures using electronic devices such as cell phones, email and social networking sites.

13. Ask,

 Why do people sext?

14. **Brainstorm reasons people sext.**

**Answers may include:**

- » They think it's fun and exciting.
- » It helps them feel attractive.
- » It's a way to initiate sex.
- » It's a way to show they're thinking about a partner.
- » They think it will get or help keep a partner interested.
- » A partner asks them to.
- » Their friends do it.

15. **Next ask the students,**

 **Even though people have reasons for doing it, why is sexting a bad idea?**

16. **Brainstorm reasons sexting is dangerous.**


**Be sure answers include:**

- » You don't have control over what someone does with your pictures and messages. They could end up all over your school or all over the Internet.
- » Sometimes people do mean things with the pictures and messages after a break-up and share it with their friends or online.
- » If your pictures are put on the Internet it will be extraordinarily difficult to get them off.
- » If your pictures are put on the Internet anyone can see them, including your family.
- » There may be legal consequences. It is illegal to distribute a nude photo of a minor, even if that minor is you.


17. **Ask students,**

 **What if you don't show your face or crop your head out of pictures you send? Would that make it safer?**


18. Let students share their opinions, then say,

 It's still pretty risky. Many people are very good with technology and can still link the pictures to you through your email address, phone number, username, your computer IP address or even your relationship with the person you sent it to.


19. Then say,

 While sexting can seem like fun, you run the risk of other people seeing your very personal and private pictures and messages. It could hurt your reputation and relationships. There are plenty of other fun and safe ways to make your relationship exciting and keep you and your partner close.

20. Process this activity with the following questions:

 Why do you think young people your age are curious about sex?  
Do you think people your age are ready to handle the responsibilities and consequences of sex? Why or why not?  
How do all of these messages affect you?

21. Summarize as follows,

 Being curious about sex at your age is natural and normal. However, experimenting with sex to satisfy curiosity can be an unhealthy way for you to learn about sex. It can lead to the consequences we talked about earlier such as pregnancy and STDs, including HIV. These consequences can alter your life and get in the way of your goals and dreams. The best way to avoid these risks is to practice abstinence!

At your age, these are some proud and responsible things to remember:

- It's OK to think about sex.
- It's OK to talk about sex.
- It's OK to develop feelings and attitudes about sex.

But *it's not* a good idea to have sex until you are prepared to have sex with respect and responsibility. This is why abstinence is a good choice for you right now.

## ACTIVITY

# B

## UNDERSTANDING PEER PRESSURE

### PREPARING FOR THE ACTIVITY

#### RATIONALE

If students understand how pressures from their peers can affect their sexual decision making and behaviors, even when the pressures are subtle, they will be better equipped to resist those pressures.

#### MATERIALS

- *Agree/Disagree* signs
- Masking tape


#### TIME

10 minutes


### PROCEDURE

1. Hang the *Agree* and *Disagree* signs on opposite sides of the room.

2. Explain the following,

 We talked earlier about how peer pressure can influence young people's ability to make safe sexual choices. In this next activity, we will try to understand peer pressure.

3. Explain the directions,

 I am going to read some statements. You are to stand under the sign that best reflects your feelings about each statement. You are not allowed to stay in the middle, but must take a stand. If you agree with a statement, stand under the *Agree* sign. If you disagree, stand under the *Disagree* sign. Once you are in position, I will ask you to explain your choice.

### FACILITATOR'S NOTE


If everyone stands under the same sign, ask students why they think no one chose the other option. If only one person stands under a sign, compliment this person for having the courage to make a choice that differs from the group and carefully ask why the person made that choice. Be sure the person clearly understood the statement. Give students a chance to change their minds after the explanations and before you move on to the next statement.

4. As students explain their answers, reinforce all responses that show their understanding of peer pressure.

 **PEER PRESSURE AGREE/DISAGREE STATEMENTS**

- It's hard to avoid having sex when all your friends are doing it.
- Young people who have sex are more popular.
- Girls don't pressure boys to have sex with them.
- Older guys pressure younger girls to have sexual intercourse.
- It is easy to say "no" to sex when you are pressured by a partner.
- Most young people are having sexual intercourse, so it's OK to do it.

5. Ask students to sit down. Once students have returned to their seats, ask,

 What did it feel like to be the only person under a sign? *(If it did not occur, ask them how it would have felt.)*

We have been participating in an activity on peer pressure.


- What is peer pressure?
- What are some things friends or peers pressure us to do?
- How could peer pressure have affected this activity?

**Answers should include:**

- » Peer pressure is when friends or other people around your age pressure you to do things you may not want to do.
- » Examples might be to cut class, stay out late, smoke, drink alcohol, try drugs, have sex.
- » Peer pressure could have affected whether people said they agreed or disagreed with a statement. If most of the other people agreed, a person might agree too, in spite of really feeling the opposite way.



6. Summarize the activity as follows,

 There are many pressures on young people to have sexual intercourse. One of the biggest pressures often comes from friends or peers.

It takes hard work to resist peer pressure. However, when you feel proud and responsible, you make decisions for yourself and not just to follow peers. We will be talking more about resisting pressure to engage in sexual intercourse.

## ACTIVITY

# C

# RESPONDING TO PEER PRESSURE

## PREPARING FOR THE ACTIVITY

### RATIONALE

In this activity students consider how they would respond to peer pressure to have sex and have the opportunity to practice, in their own words, saying “no” to sexual involvement.

### MATERIALS


- *Peer Pressure Scenarios 1–4*

### TIME

20 minutes


## PROCEDURE

1. Continue the discussion about peer pressure by saying,

 One reason some young people have sex is because of peer pressure. We’re going to discuss how to respond to pressure that comes from people close to your own age. With the right skills, you won’t have to give in to pressures to engage in risky sexual behavior or any other unwanted behavior.


Why do you think a friend might pressure you to have sexual intercourse before you are ready?

2. Encourage several students to give a response to this question. Then say,

 It can be hard to say no to people you like. You may worry that a friend will get upset or reject you. You might feel left out, if you think that all your friends are doing something you’re not. But sometimes you have to take a stand for what you believe is right.

Raise your hand if you ever had to end a friendship because your friend was doing things you didn’t approve of or want to do.


3. Continue by saying,

 Even young people who don't have sex and have decided to be abstinent may feel pressured to say they do.


Pressures to have sex often come from a romantic partner. Sometimes it's hard to know how to handle this pressure. Pressure can make people go further sexually than they want to, have sex when they're not ready or lie about having sex when they haven't.

Now you're going to look at some peer pressure situations. I know you'll have some good ideas about how young people can handle these situations.


4. Divide students into small groups. Then say,

 Each group will look at a different peer pressure scenario. Read your assigned story, discuss it for a few minutes, and then answer the questions about it. When everyone is finished, you will share your answers.

5. Distribute the *Peer Pressure Scenario* handouts or have students turn to these sheets in their workbooks. Assign a different scenario to each group. (Multiple groups may be working on the same scenario.) Give them about 5 minutes to answer the questions. (Groups can discuss the questions but do not have to write down their answers.)
6. Then have a representative from each group read their scenario and share the answer to one of the questions.
7. Support the following ideas as they come up in the answers:

-  • Most people want to be popular, so it can be hard to do or say things that peers might make fun of or disagree with.
- It's important to make safe and responsible choices that are right for you, no matter what others are doing or want you to do.
  - True friends will respect you and your choices.
  - People who pressure others are not being respectful. It is disrespectful to pressure someone.

8. Summarize as follows,

 Good job! As you can see, there are lots of great reasons why young people choose not to engage in risky sexual behavior.

The more you practice responding to pressure, the better you'll be able to handle yourself. Remember that you don't have the right to pressure anyone either.

### FACILITATOR'S NOTE

Sample replies are given for some of the questions following the scenarios. Before you do this activity with the group, you may want to think about some possible answers to the questions that are not answered in case students need help.

### SCENARIO 1

Jerome is talking with his friends, people who are important to him. One of his friends is talking about the person he likes and what he would like to do with this person. Jerome is thinking to himself, "I've never really thought about someone that much. I've got too many other things to do. If I get deeply involved with someone right now, it might mess up my plans for the future." One of the friends in the group then asks Jerome, "How come you never talk about who you like, Jerome? What's the matter with you anyway?"

Jerome says, "Well, being in a relationship isn't the most important thing to me right now. I've got so many other interests. I don't have a lot of time to spend with someone."

#### QUESTIONS FOR DISCUSSION

- What are some other things Jerome could have said? (*"I have my future to think about." "Relationships can come later when I am ready."*)
- How is this peer pressure? (*Jerome's friends are pressuring him to talk or think about being involved with someone when he isn't ready.*)
- How much influence should your friends have over your behavior?

*(continued)*

(continued)

- Why is it important for young people to develop their own beliefs and stick to them?
- How does it make you feel to be made fun of or questioned by your peers when you don't go along with the crowd?

---

## SCENARIO 2

Alicia has gone to the movies for the first time with J.D., someone she likes from her class. While they are watching the movie, J.D. tries to hug and kiss Alicia. Alicia does not feel she is ready to do that and pushes J.D. away. Later J.D. says, "What's the matter with you? All those other couples are doing it." Alicia replies, "I just don't want to do that."

### QUESTIONS FOR DISCUSSION

- What are some other things Alicia could have said? (*"I wanted to watch the movie." "I guess I'm not like everyone else."*)
- Why might Alicia find it hard to say no if she really likes J.D.? (*She might worry that J.D. would spread a rumor about her or ridicule or reject her.*)
- Why should J.D. not pressure Alicia to go further than she wants? (*Because J.D. doesn't really know her yet. If J.D. really cares about Alicia, J.D. will respect her wishes.*)
- What do you think about someone who doesn't respect another person's wishes not to be touched?
- What do you think about someone who gives in and engages in unwanted behaviors because of pressure?

---

## SCENARIO 3

Some friends are talking after school. Kenya wants everyone to come over because no one else is going to be home. One of the friends, Sammy, doesn't want to go because there might be pressure to touch and kiss or start doing things Sammy doesn't want to do. Kenya says to Sammy, "Oh come on. All the popular kids are coming, and everybody else is having sex." Sammy says, "I don't care who else is coming, I'm not. Besides, I know a lot of our friends aren't having sex either."

(continued)

(continued)

### QUESTIONS FOR DISCUSSION

- What are some other things Sammy could have said? (*"I've decided to wait until the time is right and the time isn't right yet."*)
- What could happen if Sammy doesn't go? (*Sammy won't be pressured to do things Sammy doesn't want to do. Sammy can feel good about making a safe choice. Kenya might feel upset with Sammy, and not want to be friends anymore.*)
- What could happen if Sammy does go? (*Sammy might feel uncomfortable. Kenya might continue to pressure Sammy to do other things. Sammy could end up giving in to pressure to have sex.*)
- How important is being popular when compared to achieving your goals in life? Does being popular mean you always have to go along with the crowd?
- What do you think about someone who gives in to pressure despite not wanting a sexual relationship?

---

### SCENARIO 4

Ari and Drew have been going out for a few weeks. Ari wants to have sex with Drew, but Drew does not feel ready to have sex. Ari says, "You really turn me on. Come on, why don't we go somewhere where we can be alone and do whatever we want?" When Drew says no, Ari says, "Why not? What's the matter with you? Don't you like me?" Drew says, "I'm just not interested in getting more involved right now."

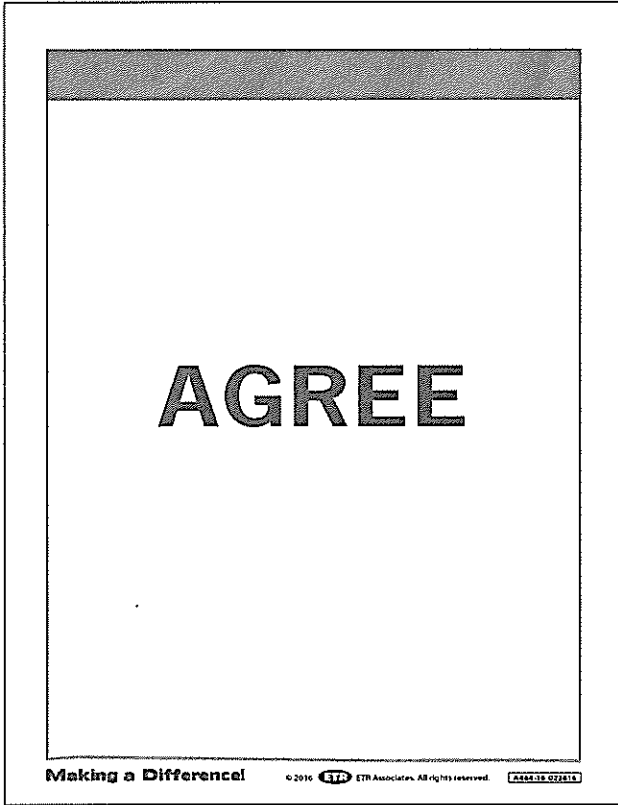
### QUESTIONS FOR DISCUSSION

- What are some other things Drew could have said? (*"I don't think we want the same things." "I like you, but I don't want to have sex with you."*)
- How could Drew's decision affect the relationship? (*Ari could respect Drew's decision and they could grow closer. They might break up if Ari could not accept Drew's decision.*)
- What can Drew do to show Ari that their relationship is important without having sex? (*Talk about the decision, hold hands, hug, kiss, cuddle together, do fun activities together or with a group of friends.*)

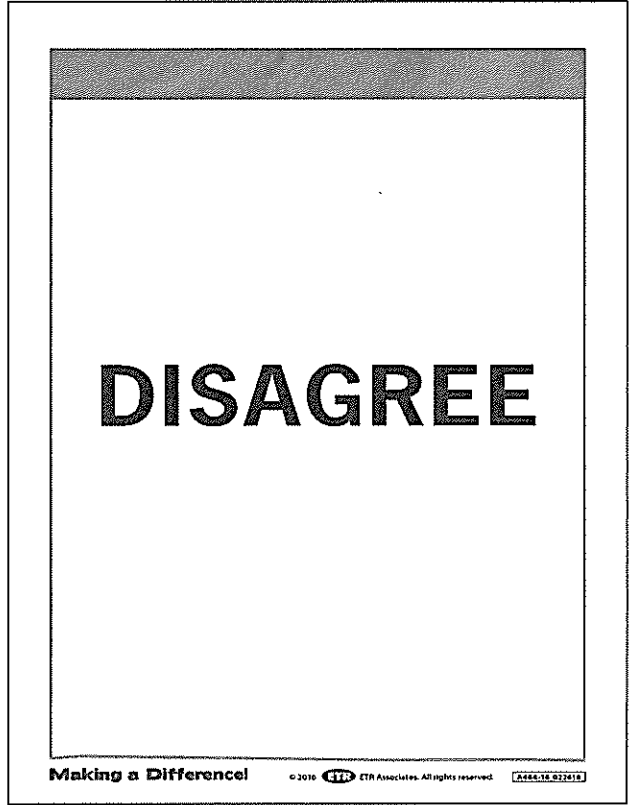
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*(continued)*

- **What is society's attitude toward people who choose not to have sex while they are teens or young adults?**
- **What are some of the reasons Drew may have chosen not to engage in sexual intercourse?**
- **Why can it be hard to say no in sexual situations?**



Poster



Poster

**PEER PRESSURE — SCENARIO 1**

Jerome is talking with his friends, people who are important to him. One of his friends is talking about the person he likes and what he would like to do with this person. Jerome is thinking to himself, "I've never really thought about someone that much. I've got too many other things to do. If I got deeply involved with someone right now, it might mess up my plans for the future." One of the friends in the group then asks Jerome, "How come you never talk about who you like, Jerome? What's the matter with you anyway?"

Jerome says, "Well, being in a relationship isn't the most important thing to me right now. I've got so many other interests. I don't have a lot of time to spend with someone."

**QUESTIONS FOR DISCUSSION**

What are some other things Jerome could have said?

\_\_\_\_\_

\_\_\_\_\_

How is this peer pressure?

\_\_\_\_\_

\_\_\_\_\_

How much influence should your friends have over your behavior?

\_\_\_\_\_

\_\_\_\_\_

Why is it important for teens to develop their own beliefs and stick to them?

\_\_\_\_\_

\_\_\_\_\_

How does it make you feel to be made fun of or questioned by your peers when you don't go along with the crowd?

\_\_\_\_\_

\_\_\_\_\_

**Making a Difference! STUDENT WORKBOOK**

Handouts/Student Workbook (4 total)



# 11

# MODULE

## RESPONDING TO PEER PRESSURE AND PARTNER PRESSURE: PART 2

### **GOALS**

The goals of this module are to:

- Increase students' ability to resolve pressure situations.
- Help students identify personal limitations and boundaries regarding sexual physical contact.
- Increase students' refusal and negotiation skills regarding abstinence.

### **LEARNING OBJECTIVES**

After completing this module, students will be able to:

- Identify the specific sexual behaviors that fit within their personal comfort zone.
- Recognize pressure from peers to engage in sexual activity.

### **MODULE PREVIEW**

The eleventh module: (1) provides students with practice in responding to peer pressure; and (2) helps students identify and practice refusal skills necessary to avoid a risky situation.

## STRATEGIES/METHODS

- Problem-Solving Scenarios
- Roleplays

## MATERIALS NEEDED — INCLUDED IN IMPLEMENTATION KIT

- *Expressing Physical Affection* signs
- SWAT poster
- *Negotiation and Refusal Skills Charts 1A&1B*
- *Observer Checklist* poster
- Handouts or student workbooks:
  - » *While They're Out* (Scripted and Unscripted Roleplays)
  - » *Observer Checklist*

## MATERIALS NEEDED — NOT INCLUDED IN IMPLEMENTATION KIT

- Markers
- Masking tape
- Index cards

## PREPARATION NEEDED

1. Hang the *Expressing Physical Affection* sign.
2. Hang the SWAT poster, *Observer Checklist* poster, and *Negotiation and Refusal Skills Charts 1A and 1B*.

## INSTRUCTIONAL TIME: 40 minutes

### ACTIVITY

### MINUTES NEEDED

- |  |    |
|--|----|
| A. Knowing and Setting Physical Limits .....         | 20 |
| B. Introduction to SWAT and Scripted Roleplays ..... | 20 |

## ACTIVITY

# A

## KNOWING AND SETTING PHYSICAL LIMITS

### PREPARING FOR THE ACTIVITY

### RATIONALE

This activity provides students with an opportunity to practice negotiation and refusal skills in preparation for real-life situations. It is designed to help students determine comfortable limits for physically expressing affection and to explore ways of showing affection that do not involve vaginal, oral or anal sex, or any genital touching that could spread an STD.

### MATERIALS

- *Expressing Physical Affection* signs
- Blank index cards
- Pencils/pens
- Masking tape

### TIME

20 minutes


### PROCEDURE

1. Put up the eight *Expressing Physical Affection* signs. Spread the signs out around the room from left to right in the order indicated below:

1. Give friendly looks and smiles
2. Talk to each other
3. Hold hands
4. Put arms around each other
5. Hug and kiss
6. Touch above the waist
7. Touch below the waist
8. Have sexual intercourse

2. Distribute index cards and pencils to students.

3. Say,

 These signs represent different ways of expressing physical affection, ranging from friendly looks to having sexual intercourse. Write on your index card how far (number 1, 2, 3, etc.) you think young people your age should go when expressing physical affection.

4. After each student has selected a number or level, have all of the students stand and move to the sign matching the number written on their index cards. They should take the pencils with them.


5. While standing by the chosen sign, have each student answer the question,

 Why did you choose this particular level as a stopping point?

### FACILITATOR'S NOTE


If the group is large, you might select a representative from each number instead of having each student answer the question.

6. While the students are standing by the signs, say the following,

 Now I want you to choose the number that represents how far your parents or guardians would want you to go in expressing physical affection and write it on the other side of your index card.

7. Have the students move to the sign matching the level they think their parents/guardians would choose.


8. While standing by the chosen sign, have each student answer the question,

 Why do you think your parents/guardians would choose this level as a stopping point?

9. Bring the group back to their seats and ask them,

 What are some *nonphysical* ways to express love and affection?

10. Support and encourage all reasonable answers. Summarize this activity by saying,

 Be proud and be responsible when dealing with pressure from other people. Try to avoid situations where you will have to stop someone from going too far. Talk about your feelings and what seems right for you in advance. If you and your partner can't agree, be prepared to leave. You may need to find someone else whose beliefs are closer to your own.

## ACTIVITY

# B

# INTRODUCTION TO SWAT AND SCRIPTED ROLEPLAYS

## PREPARING FOR THE ACTIVITY

### RATIONALE

The scripted roleplay activities help students identify and practice the skills necessary to slow a situation down and provide alternative ways to clearly say no. The *Observer Checklist* poster helps reinforce specific refusal skills by giving students a visual reminder as they practice roleplays.

### MATERIALS

- Posters:
  - *SWAT*
  - *Observer Checklist*
  - *How to Say NO Effectively* (Negotiation and Refusal Skills – Chart 1A)
  - *Examples of a Strong NO* (Negotiation and Refusal Skills – Chart 1B)
- Roleplays:
  - *While They're Out (Scripted)*
  - *While They're Out (Unscripted)*
- Masking tape

**TIME** 15 minutes

## PROCEDURE

### FACILITATOR'S NOTE

#### Refusal Skills and Consent


Refusal skills are a key component of many evidence-based programs designed to reduce pregnancy, HIV and other STD among youth. Programs provide instruction and practice in delivering effective refusals, and programs including refusal skills have been shown to reduce sexual risk behaviors and increase the chances of avoiding unwanted sexual pressures.

At the same time, ideas and concepts around consent are evolving. Some institutions have adopted policies that emphasize affirmative consent, or “yes means yes,” and are moving away from a “no means no” perspective. This affirmative consent approach encourages partners to communicate openly about their wishes and boundaries, both prior to and during sexual interactions. It emphasizes the risks to both parties when partners pressure each other and the responsibility of both parties to respect each other's limits.

When teaching refusal skills and evaluating the effectiveness of students' demonstration of those skills, it is important to affirm the value that no person who experiences sexual pressure, harassment or assault is to blame for being the target of those behaviors. Clear, assertive refusals can be encouraged, while also making sure youth understand that no one “deserves” to be pressured if a NO is unclear.

Instruction on boundaries and respecting another person's NO—both verbal and nonverbal—regardless of perceived clarity can be included to help young people understand the two-way nature of consent, and the importance of honest and respectful communication between friends and potential partners. This would be considered a “green light” adaptation and can help optimize the success of the skill building around refusals.

1. Display the *SWAT* poster, the *Negotiation and Refusal Skills Charts 1A and 1B*, and the *Observer Checklist* poster.
2. Begin this activity by saying,


 We have talked a lot about unplanned pregnancy, HIV and other STDs and how to abstain from sex. But how do you say "NO" when someone is pressuring you to have sex?

Talking about abstinence can be difficult sometimes. However, it is very important that you talk with your friends or a partner about your decision to practice abstinence.

Talking openly and honestly about your decision prevents misunderstandings.

We are going to work on a strategy for talking to a partner about practicing abstinence without blaming, arguing or getting into a fight. The strategy is called the *SWAT* technique.

3. Explain the following,

 The *SWAT* technique has four steps. If you use these steps in your negotiation with your partner you will have made your point clear and demonstrated proud and responsible behavior. Let's review the steps of the *SWAT* technique.

4. Review the entire *SWAT* poster with the students by reading each letter from the poster and describing what it means.

 **SWAT****S = Say "NO"**

Refuse the unsafe behavior.

**W = Explain why**

Offer a good explanation as to why you want to be safe. Explaining why helps your partner hear and understand your real concerns and prevents negative reactions.


**A = Provide alternatives**

Provide safe alternatives to show that you still want to be intimate and have a relationship with this person, as long as it can be safe.

**T = Talk it out**

Talk openly about each other's feelings to help the relationship grow and ease any tension that may have developed.

5. Explain the following,

 We will begin with the "S" part of SWAT, which is "Say NO." Sometimes, it can be difficult to say no—especially to someone you care about—and to stick with that decision. Let's review what it takes to say no effectively.

6. Read each characteristic on the *How to Say "NO" Effectively* chart (Chart 1A).

 **NEGOTIATION AND REFUSAL SKILLS – CHART 1A****How to say "NO" effectively****Characteristics**

- Use and repeat the word "no" often.
- Send a strong nonverbal "no" with your body language, e.g., use hand and body gestures to emphasize the point.

(continued)




(continued)

- Project a strong, serious tone of voice.
- Look directly at the person's face and eyes.
- Stand straight and tall.
- Use a serious facial expression.
- Don't send mixed signals.

7. Demonstrate how to use those characteristics by modeling the first example from the *Examples of a Strong "NO"* chart (Chart 1B). Model by showing the students how to read the example with an assertive voice and body language.

8. Say to the students,

 Now, each of you will get a chance to read one of the *Examples of a Strong "NO."* When you read your example, say it like you mean it. Be sure to also send a strong nonverbal "no" with your body language, tone of voice and facial expression.

9. Go around the group and have each student read an example aloud.

## **NEGOTIATION AND REFUSAL SKILLS – CHART 1B**

### **Examples of a strong "NO"**


#### **Examples**

- No! I'm not ready to have sex yet!
- No! I do not want to have sex!
- No! I don't want to touch you there!
- No! Stop trying to unbutton my pants!
- No! I'm not going to have sex with you!
- No! I really mean "no"!
- No! I do not want you to touch me there!

10. After each student reads an example, ask the group to identify which


characteristics the student demonstrated.

11. Then say,

 You did a great job with that activity. We are now going to do roleplays using the SWAT technique and the *Observer Checklist*.  
Let's review the *Observer Checklist* poster. The Y/N stands for yes or no.

12. Review each item of the *Observer Checklist* poster to ensure students understand it.

13. Then say,

 Now we are going to do some roleplays. As you watch the roleplays, pay attention to each skill to see whether it has (yes) or has not (no) been used by the actors.

14. Identify students to act out the first roleplay. Give each of them a copy of the scripted version of the roleplay *While They're Out*. (If you are using the student workbooks, have the other students turn to the roleplay so they can follow along.)

15. Begin by reading the Setting the Stage section of the roleplay before having the assigned students read their parts. Remind the group who is playing Person 1 and who is playing Person 2. Ask the audience to pay attention to Person 2 and make note of the skills that actor uses.

## **WHILE THEY'RE OUT – SCRIPTED**

### **Setting the Stage:**

Your parents are out late. Your partner comes over, hoping to have sex with you. You have kissed each other in the past, but that is as far as you want to go. You don't want to take off any of your clothes. You don't want to have sex. You really just want your partner to stop pressuring you.

**Person 1:** Why are you stopping now?

**Person 2:** Because I can't do this.

**Person 1:** Yes you can, it's easy. Let me help you unbutton your shirt, baby.

**Person 2:** No, don't. I really don't want to do this.

**Person 1:** Why not? Come on, I love you and I want to have sex with you.

**Person 2:** I know, but I don't want to have sex. This is serious. I'm not ready for this kind of commitment.

**Person 1:** What commitment? What are you talking about?

**Person 2:** I'm not ready. I don't want to have to worry about HIV and other STDs, or about pregnancy. I have other things to be concerned about, like my goals, school and us. But I need you to understand that "us" can't involve sex right now. It doesn't mean it never will, but I'm just not ready at this point in my life. There are lots of other things we can do to show we care about each other. I hope you can understand how I feel.

**Person 1:** I can. It makes sense.

*They kiss and decide to go to the movies.*


16. Use the *Observer Checklist* poster to process this roleplay. Point to each skill on the *Observer Checklist* poster and ask the group if they saw it demonstrated in the roleplay.

### **Try to elicit the following responses:**

- » The person said no.
- » The person repeated the objection.
- » The person stated a clear reason.
- » The person offered alternative actions.

- » Nonverbal body language said “no.”
- » They talked it over.
- » The person was prepared to leave to avoid a potentially unsafe situation.

17. Then have the same two students read the unscripted version of the *While They're Out* roleplay, keeping the same roles, with Person 2's own language being used to fill in the script. Whisper to Person 2 to be firm and to use strong body language. Again, set up the roleplay by reading the Setting the Stage section. Remind the group to use the *Observer Checklist* to observe Person 2.

 **WHILE THEY'RE OUT – UNSCRIPTED**

**Setting the Stage:**

Your parents are out late. Your partner comes over, hoping to have sex with you. You have kissed each other in the past, but that is as far as you want to go. You don't want to take off any of your clothes. You don't want to have sex. You really just want your partner to stop pressuring you.

**Person 1:** Why are you stopping now?

**Person 2:**

**Person 1:** It's easy. Let me help you unbutton your shirt, baby.

**Person 2:**

**Person 1:** Why not? Come on, I love you and I want to have sex with you.

**Person 2:**

**Person 1:** What are you talking about?

**Person 2:**

**Person 1:** I can. It makes sense.

*They kiss and decide to go to the movies.*

18. After the roleplay, thank the roleplaying students and ask them to return to their seats. Then say,

 Let's use the *Observer Checklist* to review whether Person 2 used the skills that are listed.

Did Person 2 say no?

Did Person 2 refuse to engage in unsafe behavior?

Did the person repeat the refusal?

Did the person's body language say no?

Did the person explain why?

Did the person suggest alternatives?

Did the person talk it out and use language that protected the relationship?

Did the person seem prepared to leave the situation?

19. After students respond, ask the following questions,

 How do you think Person 2 felt about the situation?

Do you think this roleplay was realistic?

What was the reason to abstain?


Was there poor communication or a misunderstanding?

What would you have done differently?

### **FACILITATOR'S NOTE**

You can encourage clear, assertive refusals, while also making sure youth understand that no one "deserves" to be pressured for giving an unclear NO. Be sure to affirm the value that no person who experiences sexual pressure, harassment or assault is to blame for being the target of those behaviors.

20. Summarize as follows,

 You had some really great observations. This was a chance to practice saying "NO" in ways that tell the other person you mean it, without losing the relationship.

Remember the SWAT technique so that you can feel proud and responsible and use these skills when you need to use them to practice abstinence. You'll have more opportunities to practice these skills in the next session.

**EXPRESSING PHYSICAL AFFECTION**

**GIVE FRIENDLY  
LOOKS AND  
SMILES**

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Posters (8 total)

**SWAT**

**S = Say "NO"**  
Refuse the unsafe behavior.

**W = Explain why**  
Offer a good explanation as to why you want to be safe. Explaining why helps your partner hear and understand your real concerns and prevents negative reactions.

**A = Provide alternatives**  
Provide safe alternatives to show that you still want to be intimate and have a relationship with this person, as long as it can be safe.

**T = Talk it out**  
Talk openly about each other's feelings to help the relationship grow and ease any tension.

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Poster

**NEGOTIATION AND REFUSAL SKILLS – CHART 1A**

**How to say "NO" effectively**

**Characteristics**

- ▶ Use and repeat the word "no" often.
- ▶ Send a strong nonverbal "no" with your body language, e.g., use hand and body gestures to emphasize the point.
- ▶ Project a strong, serious tone of voice.
- ▶ Look directly at the person's face and eyes.
- ▶ Stand straight and tall.
- ▶ Use a serious facial expression.
- ▶ Don't send mixed signals.

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Poster

**NEGOTIATION AND REFUSAL SKILLS – CHART 1B**

**Examples of a strong "NO"**

**Examples**

- ▶ No! I'm not ready to have sex yet!
- ▶ No! I do not want to have sex!
- ▶ No! I don't want to touch you there!
- ▶ No! Stop trying to unbutton my pants!
- ▶ No! I'm not going to have sex with you!
- ▶ No! I really mean "no"!
- ▶ No! I do not want you to touch me there!

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Poster

# HANDOUTS AND POSTERS FOR FACILITATOR REFERENCE

## WHILE THEY'RE OUT

### SCRIPTED ROLEPLAY

#### Setting the Stage:

Your parents are out late. Your partner comes over, hoping to have sex with you. You have kissed each other in the past, but that is as far as you want to go. You don't want to take off any of your clothes. You don't want to have sex. You really just want your partner to stop pressuring you.

**Person 1:** Why are you stopping now?

**Person 2:** Because I can't do this.

**Person 1:** Yes you can, it's easy. Let me help you unbutton your shirt, baby.

**Person 2:** No, don't. I really don't want to do this.

**Person 1:** Why not? Come on, I love you and I want to have sex with you.

**Person 2:** I know, but I don't want to have sex. This is serious. I'm not ready for this kind of commitment.

**Person 1:** What commitment? What are you talking about?

**Person 2:** I'm not ready, I don't want to have to worry about HIV and other STDs, or about pregnancy. I have other things to be concerned about, like my goals, school and us. But I need you to understand that "us" can't involve sex right now. It doesn't mean it never will, but I'm just not ready at this point in my life. There are lots of other things we can do to show we care about each other. I hope you can understand how I feel.

**Person 1:** I can. It makes sense.

*They kiss and decide to go to the movies.*

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Making a Difference! STUDENT WORKBOOK

25

Handout/Student Workbook

## WHILE THEY'RE OUT

### UNSCRIPTED ROLEPLAY

#### Setting the Stage:

Your parents are out late. Your partner comes over, hoping to have sex with you. You have kissed each other in the past, but that is as far as you want to go. You don't want to take off any of your clothes. You don't want to have sex. You really just want your partner to stop pressuring you.

**Person 1:** Why are you stopping now?

**Person 2:**

**Person 1:** Yes you can, it's easy. Let me help you unbutton your shirt, baby.

**Person 2:**

**Person 1:** Why not? Come on, I love you and I want to have sex with you.

**Person 2:**

**Person 1:** What are you talking about?

**Person 2:**

**Person 1:** I can. It makes sense.

*They kiss and decide to go to the movies.*

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Making a Difference! STUDENT WORKBOOK

25

Handout/Student Workbook

## OBSERVER CHECKLIST

Pay attention to each skill you see demonstrated in the roleplay.

SKILLS	PRESENT?
<b>S Said "NO"</b>	
▶ Refused to engage in unsafe behavior	Y/N
▶ Repeated refusal	Y/N
▶ Body language said "NO"	Y/N
<b>W Explained why</b>	
▶ Gave clear reasons	Y/N
<b>A Provided alternatives</b>	
▶ Suggested alternative actions	Y/N
<b>T Talked it out</b>	
▶ Discussed feelings and used language that protected the relationship	Y/N
Seemed prepared to leave a potentially unsafe situation	Y/N

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Poster & Handout/Student Workbook

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# 12

# MODULE

## ROLEPLAYS: REFUSAL AND NEGOTIATION SKILLS: PART 1

### GOALS

The goals of this module are to:

- Increase students' communication, negotiation and refusal skills regarding abstinence.
- Enhance students' ability to resist situations that place them at risk for pregnancy, HIV and other STDs.
- Increase students' sense of pride and responsibility in negotiating abstinence.

### LEARNING OBJECTIVES

After completing this module, students will be able to:

- Identify strategies for negotiating abstinence in romantic relationships.
- Identify and explain the characteristics of saying "NO" effectively.
- Identify and explain the body language needed for saying "NO" effectively.
- Express confidence in their ability to say "NO" in risky situations involving sexual behaviors.
- Demonstrate the ability to negotiate abstinence with a partner.

### MODULE PREVIEW

The twelfth module: (1) increases students' motivation to practice abstinence; (2) builds skills to negotiate abstinence; and (3) allows students to rehearse negotiation skills and receive feedback.

## STRATEGIES/METHODS

- SWAT Technique
- Roleplays

## MATERIALS NEEDED — INCLUDED IN IMPLEMENTATION KIT

- SWAT poster
- *Negotiation and Refusal Skills Charts 1A, 1B, 2, 3 & 4*
- *Observer Checklist* poster
- *Roleplay Guidelines* poster
- Handouts or student workbooks:
  - » *Roleplay A: Jamie and Taylor*
  - » *Roleplay B: Justice and Angel*
  - » *Roleplay C: Jesse and Chris*

## MATERIALS NEEDED — NOT INCLUDED IN IMPLEMENTATION KIT

- Pencils/pens
- Masking tape

## PREPARATION NEEDED

1. Hang the *SWAT* poster, *Observer Checklist* poster, *Negotiation and Refusal Skills Charts* and *Roleplay Guidelines* poster.

## INSTRUCTIONAL TIME: 40 minutes

### ACTIVITY

### MINUTES NEEDED

- |  |    |
|--|----|
| A. Introduction to SWAT: Abstinence Negotiation Skills ..... | 10 |
| B. Enhancing SWAT: Partner Roleplaying .....                 | 30 |

## ACTIVITY

# A

### PREPARING FOR THE ACTIVITY

### RATIONALE

Practicing strategies for negotiating abstinence with a partner provides students with additional skills needed to reduce their risk for unplanned pregnancy, HIV and other STDs.

### MATERIALS

- Posters:
  - *Refusal and Negotiation Skills Charts 1A, 1B, 2, 3 & 4*
  - *Observer Checklist*
  - *SWAT*
- Masking tape


### TIME

10 minutes

# INTRODUCTION TO SWAT: ABSTINENCE NEGOTIATION SKILLS

## PROCEDURE

1. Hang the *Observer Checklist* poster, *SWAT* poster, and the *Negotiation and Refusal Skills* charts.
2. Introduce this activity by saying,


 Talking about abstinence can be difficult sometimes. However, it is very important that you talk with your partner about abstaining from sex. Having an open, honest discussion can help avoid misunderstandings.

We are going to work on a strategy for getting a partner to agree to not have sex, without blaming, arguing or getting into a fight.

Earlier we reviewed the SWAT technique for negotiating abstinence, and the "S" part of the SWAT technique: Say "NO."

Now let's review the other steps of SWAT: "W," which is Explain Why, "A," which is Provide Alternatives, and "T," which is Talk It Out.

3. Show *Negotiation and Refusal Skills Chart 2—Explain Why*. Say,

 Let's start with *Explain Why—Give Clear Reasons to Support Your Choice*, which is the "W" part of the SWAT technique. The chart shows examples of explanations you might offer for why you are choosing abstinence and saying no to sex.

(continued)

(continued)

We will go around the group and I would like each of you to read aloud an example of an explanation that you can offer to a partner. When you say the statement, say it like you really mean it.

4. Go around the group and ask each student to read aloud an example from the chart until all the examples have been read. Encourage students to make up their own examples as well.

## **NEGOTIATION AND REFUSAL SKILLS – CHART 2**


### **Explain why**

Give clear reasons to support your choice.

### **Examples**

- I want to finish school before I start having sex.
- I'm not ready for sex yet.
- I respect myself and want to protect myself by not having sex.
- Reaching my future goals is more important to me than having sex.
- I want to avoid unplanned pregnancy, HIV and other STDs.
- I have my whole life to experience sex. I'm too young right now.
- I am not ready to be a parent yet.

5. Now follow the same procedure with *Negotiation and Refusal Skills Chart 3 – Provide Alternatives*. Say,

 Let's move on to *Provide Alternatives—Suggest Another Action*, which is the "A" part of the SWAT technique. The chart gives examples of alternative actions you might provide instead of having sex. Once again, we will go around the group and I would like each of you to read aloud an example of an alternative action statement. When you say the statement, say it like you really mean it.

6. Go around the group and ask each student to read aloud an example from the chart until all the examples have been read. Encourage students to make up their own examples as well.

### **NEGOTIATION AND REFUSAL SKILLS – CHART 3**


#### **Provide alternatives**

Suggest another action.

#### **Examples**

- Let's go to the movies or play a video game instead.
- Let's go to a friend's house.
- We could go get something to eat.
- I would rather do other things than have sex.
- It's a beautiful day. Let's go outside for a walk instead.
- Let's hug, talk and kiss but not have sex.
- Let's watch a movie together.
- I'm really thirsty. Can we get something to drink?

7. Now follow the same procedure with *Negotiation and Refusal Skills Chart 4 – Talk It Out*. Say,

 Let's work on the last part of SWAT: *Talk It Out—Discuss Your Feelings*, which is the "T." These are examples of how you might discuss your feelings about practicing abstinence. We will go around the group and I would like each of you to read aloud an example of a talk it out statement. When you say the statement, say it like you really mean it.

8. Go around the group and ask each student to read aloud an example from the chart until all the examples have been read. Encourage the students to make up their own examples as well.

## **NEGOTIATION AND REFUSAL SKILLS – CHART 4**


### **Talk it out**

Discuss your feelings.

#### **Examples**

- I feel that waiting is the best choice.
- I'm not ready to have a baby yet.
- I feel intimate and close with you already. We don't have to have sex.
- I feel like you don't really care about me when you pressure me like this.
- I would feel a lot better if we waited.
- I'm not ready for sexual intercourse.
- Thanks for understanding my need to wait. I feel like you really love me.
- I'm glad you agreed to not have sex. I feel like you really care about me.
- If you can't respect my feelings, then I'm prepared to end this relationship.

9. Summarize as follows,

 Remember all of these suggestions. It sounds like you are ready for the roleplays we will be doing. These roleplays will help you practice the SWAT technique.

### **FACILITATOR'S NOTE**

You should determine the roles for the next roleplays before the activity begins. Having spent approximately 7 hours with this group, you will be able to assign the roles that best facilitate learning. All students should participate.

## ACTIVITY

# B

## ENHANCING SWAT: PARTNER ROLEPLAYING

### PREPARING FOR THE ACTIVITY

#### RATIONALE

This activity offers students guided practice in negotiating abstinence with a partner in a controlled and safe environment. This practice increases their skills and feelings of confidence about negotiation, and the likelihood that they will use these negotiation skills in real-life situations. Those not participating directly in the roleplay have the opportunity to identify helpful strategies and coach the actors.

#### MATERIALS

- Posters:
  - *Roleplay Guidelines*
  - *Observer Checklist*
  - *SWAT*
  - *Negotiation and Refusal Skills Charts 1A, 1B, 2, 3 & 4*
- Handouts:
  - *Observer Checklist*
  - *Roleplays (A–C)*
- Pencils/pens

**TIME** 40 minutes

### PROCEDURE


#### FACILITATOR'S NOTE

During the roleplay practice, students may roleplay sexual pressure situations with someone of a different or the same gender. This may be awkward for straight teens who are sensitive to the suggestion of same-sex romance, for teens who identify as gay or lesbian, or for teens who are transgender or gender nonconforming. It's important to address this situation directly and proactively.


#### Here are some tips:

- Explain the situation in a matter-of-fact way. Let students know that they may be doing the roleplays with someone of a different or the same gender.
- Emphasize that they are playing roles. Doing the roleplay to practice the skill doesn't say anything about the sexual orientation of the people doing the roleplay or mean that anyone is expressing a real-life attraction toward the other person in the roleplay.
- Explain that they need to take their roles seriously because teens of all sexual orientations and gender identities need to learn how to resist sexual pressure and negotiate abstinence to protect themselves. This will help ensure that they all get the most out of the roleplay activities.

2. Post the *Roleplay Guidelines* poster before beginning this activity.
3. Introduce this roleplay activity by saying,

 Now you are going to use the skills you've been learning and have an opportunity to practice using these techniques in pressure situations. Try to incorporate everything you have learned so far. Be creative in your approach.

3. Ask students to define roleplaying.
4. After their responses say,

 Roleplaying is a technique that can help you learn what it feels like to be someone else or to practice how to handle a situation that is new, difficult or in some way stressful.

You should do your best to feel, sound and behave like the person you are roleplaying. You are trying to behave in a way that will help you and everyone else learn.

It is important to follow some guidelines when you do roleplays. Let's review them now.


5. Review each item on the *Roleplay Guidelines* poster. Remind the group to also use the *Negotiation and Refusal Skills Charts*.

### **ROLEPLAY GUIDELINES**


- Read your role carefully and think about how that person would really behave.
- Do your best to stay in character through the whole roleplay.
- Don't let comments and laughter distract you.
- Really try to feel and act like the person you are playing.
- Try things that you might not do ordinarily, just to see how it feels.
- Use SWAT:
  - » Say no; repeat it; use strong body language.
  - » Explain why you don't want to engage in unsafe behavior.
  - » Provide alternatives.
  - » Talk it out.



6. Make sure that the *Observer Checklist* poster is on the wall. Distribute the *Observer Checklist* handout or have students turn to it in their workbooks, and explain the following,

 This checklist will be used to critique the following roleplays just like we have been using the *Observer Checklist* poster. Put a “Y” in the box for each skill you see demonstrated in each roleplay and an “N” in the box for each skill that is NOT demonstrated.

7. If you don’t have a co-facilitator, choose a student to model Roleplay A with you (preferably someone who was identified in advance). You should play the role of Jamie, the person being pressured. The student should play the role of Taylor. Give the student the Roleplay A handout and a minute to think about the role.
8. Put two chairs in the middle of the group, angled toward each other and facing the *Negotiation and Refusal Skills Charts*.
9. Remind the students to use their *Observer Checklists* as they watch the roleplay to critique Jamie.
10. Start by saying,

 The rest of you can coach us if we get stuck in the roleplay. Remember that no one says *all* the right things in every conversation. But we can always go back to our partners and say more about our thoughts and feelings another time.

11. Read aloud the scenarios for both characters, and then perform the roleplay.

 **ROLEPLAY A**

**Theme:** Abstinence and popularity

**Observe:** Jamie using SWAT

(JAMIE and TAYLOR talking)

### **Jamie**

You have recently transferred to a new school. You are an outgoing, self-confident student with lots of plans for the future. You are eager to find friends at your new school.

You've been dating someone from your old school. The two of you have decided that you are not ready to have sexual intercourse yet. You are proud of your relationship and the decision the two of you have made about not having sex. You saw your partner over the weekend and had a really good time.

It's now lunchtime on Monday, and your new friend Taylor has just asked you what happened. You are pretty sure that Taylor and Taylor's friends have sex with their partners. At least they talk like they do. You don't know if they'll understand, but you want to tell them that you have decided to practice abstinence.

### **Taylor**


A new student, Jamie, has just transferred to your school and seems OK, so far. Jamie still has some friends and a partner from the old school, but seems to want to get to know you and hang out with you and your friends.

You and most of the friends you hang out with are having sex. The ones who do sometimes tease the ones that don't. You know that Jamie was with the partner from the old school over the weekend and you're wondering what happened.


On Monday, as Jamie sits down at the lunch table you ask, "So, did you do it this weekend?"

You try to convince Jaime that just about everyone is having sex and that Jamie should too.


12. After 3–4 minutes of roleplay, review the group’s responses on the *Observer Checklist* by going over each item on the checklist. Encourage everyone, including the actors, to give input by asking,

- 
- Did Jamie use the SWAT technique?
  - Did Jamie say no?
  - Did Jamie explain why?
  - Did Jamie provide alternatives?
  - Did they talk it out?
  - What could Jamie have done differently?

13. Continue to process the roleplay using the following questions,

- 
- What methods/strategies did Jamie use to get the message across?
  - Actors, what pressures were your characters feeling?
  - Were there any misunderstandings or breakdowns in communication?
  - Did these characters seem realistic to you?
  - How would you have handled the situation differently?

14. Summarize Roleplay A by saying,




Even when you feel good about your choice to practice abstinence, it doesn’t mean that everyone around you will support your choice. Always remember that YOU are your most important person and you need to do what is right for you.

## FACILITATOR'S NOTE

Try to include each student in at least one of the following roleplays. If you have an odd number of students, you may have to pair up and play a part yourself. Most of the roleplays are designed to be gender neutral. If some students are uncomfortable roleplaying the scenes with each other, you may choose to have the students play the roles of the negotiating characters, while you play the roles of their partners. If you are not satisfied with their responses, then it is up to you to let other students give a response or to offer responses of your own.


15. Give the assigned Roleplay B handout to the first pair of students or have them turn to it in their workbooks. Encourage the students to be themselves, but to also pretend as if this were a real situation for them.
16. Explain to the roleplay students,

 You are using these roleplays to practice talking to a partner about abstinence. I'll give you about a minute to read and decide how you will perform the roleplay.

17. Explain the following to everyone,

 If at any time the players need help or the observers wish to move into a player's spot, raise your hand to signal me.

18. Tell the observers which character to observe before *each* roleplay. In each roleplay, the character they should observe is the one being pressured and is underlined and described first. In Roleplay B, the person is Justice. Say,

 As you watch the roleplays, fill out your *Observer Checklists*. In each roleplay, one character is choosing abstinence and being pressured, and that is the character you should focus on.

Roleplay B is a conflict where one person, Angel, wants to have sex, but the other one, Justice, does not want to have sex. Justice is the person being pressured, so that's who you should focus on. The goal of this roleplay exercise is for Justice to be proud and responsible and resist pressure to have sex.

## FACILITATOR'S NOTE

After a few roleplays, students may no longer need the *Observer Checklist*, but you should continue to go over each skill.

19. Remind observers to complete their *Observer Checklists* as they watch the roleplay.
20. Read aloud the scenarios for both characters in Roleplay B. Then have the players present the roleplay.

## FACILITATOR'S NOTE

Your job is to be sure that important issues are addressed and that students feel they can effectively use their skills. Give suggestions and help as they need it. Do not allow disagreement to continue too long or for anti-abstinence roles to win.

You may wish to have students replay the roleplay again having the audience help out, or play one of the roles yourself in order to show alternatives. What is important is that students practice communicating even when the situation is difficult. In real life, one of the hardest things to do is to fully explain yourself and be understood.

Students can also be divided into coaching groups to help each other out. This develops a cooperative atmosphere and is very energizing for the students.

## **ROLEPLAY B**

**Theme:** If I don't have sex, no one will like me

**Observe:** Justice using SWAT

*(JUSTICE and ANGEL talking)*

### **Justice**

You and Angel have been hanging out at the movies, the mall downtown or other places, with a group of other friends for about 6 months. You have a lot of fun together and enjoy each other's company. Sometimes you like to sit alone and hold hands at the movies.

*(continued)*

(continued)

Lately, Angel has been trying to kiss you and touch you when you go to the movies. You do not want to have sexual intercourse at this point in your life and you told Angel your feelings about it. You don't want to be touched that way and it makes you very uncomfortable. Angel stops when you ask, but you think you'll have to have a serious talk about this soon.

You were hoping that you and Angel would go steady, but now you're not so sure. Is it worth going out with Angel if it means being touched in ways that make you uncomfortable? You decide that if Angel cannot respect your feelings enough not to touch you that way, then maybe you should find someone who will.

You've just gotten back from the movies where Angel tried to kiss and touch you again. This time, Angel tells you that you have to decide whether you're going to be a couple or not.

### **Angel**

You and Justice have been hanging out at the movies, the mall downtown or other places, with a group of other friends for about 6 months. You have a lot of fun together. Sometimes you sit alone and hold hands at the movies. You've kissed Justice a couple of times and once Justice even kissed you back.

Your friends have been teasing you about not doing more with Justice. So the last two times you went to the movies together, you tried to kiss and touch Justice more. Justice didn't seem too happy about this, but you didn't want to look stupid in front of your friends so you kept trying.

You've just gotten back from the movies where you tried to touch and kiss Justice again, but Justice didn't respond. You're tired of Justice pushing you away, so you tell Justice that it's time to decide whether you're going to be a couple or not.

21. Review the group's responses on the *Observer Checklist* by asking,


- Did Justice use the SWAT technique?
- Did Justice say no?
- Did Justice explain why?

(continued)


(continued)

- Did Justice provide alternatives?
- Did they talk it out?
- What could Justice have done differently?

22. Continue to process the roleplay using the following questions,

-  • Actors, what pressures were your characters feeling?
- Were there any misunderstandings or breakdowns in communication?
- Were they able to save the relationship? If so, how? If not, why not?
- How would you have handled this situation differently?

22. Summarize Roleplay B by saying,

 Relationships can be challenging at times. It gets even more complicated when one partner wants to engage in sexual intercourse and the other does not. With patience and caring, you can find a compromise that works for both of you. If you can't reach a compromise then you have to decide whether the relationship is right for you. Remember, you are a proud and responsible person and you have goals and dreams for your future. If someone does not respect your feelings, then you need to leave the relationship, or find a partner who does.

23. Give the Roleplay C handout to the next pair of students or have them turn to it in their workbooks.
24. Tell observers which character to observe. In Roleplay C, the person is Jesse. The goal of this roleplay is for Jesse to be proud and responsible and resist pressure to have sex.
25. Remind observers to fill out the *Observer Checklist* as they watch the roleplay.
26. Read aloud the scenarios for both characters in Roleplay C, and then have the players present the roleplay.

## **ROLEPLAY C**

**Theme:** The first date

**Observe:** Jesse using SWAT

(JESSE and CHRIS talking)

### **Jesse**

You are very popular at school and you have invited Chris out to a party. Chris seems very excited. You date several different people and you're not trying to have a serious or sexual relationship with anyone right now. You certainly don't expect to fool around on the first date. Besides you have decided to abstain from sex. You have plans for your future and an STD or pregnancy could really get in the way.

At the party, Chris starts to come on to you. You don't know if Chris just wants to kiss and touch or to actually have sex. Either way, Chris is coming on much too strong and it's turning you off. You wonder if this is how every first date is for Chris.

For 10 minutes, Chris has been trying to get you upstairs, and is now trying to convince you by saying, "You know you want to go up there as much as I do..."

### **Chris**

Jesse, who is very popular at your school, has invited you to a party and you are very excited. You know that Jesse's dating several people at once and doesn't have a serious relationship with anyone right now. This is your big chance.

You're afraid that this first date may be the last one if you don't give Jesse a reason to want to keep going out with you. You are prepared even to have sex to convince Jesse that you should be a couple. All your friends will be jealous once they know you're going out with one of the most popular people in school.

You're at the party and you have been trying to get Jesse upstairs for the last 10 minutes. You don't understand why it's so hard to convince Jesse.

You figured that most people would jump at this opportunity. You decide to try a little harder. You whisper, "You know you want to go up there as much as I do..."



27. Review the group's responses on the *Observer Checklist* by asking,

- Did Jesse use the SWAT technique?
- Did Jesse say no?
- Did Jesse explain why?
- Did Jesse provide alternatives?
- Did they talk it out?
- What could Jesse have done differently?

28. Continue to process the roleplay using the following questions,

- Actors, what pressures were your characters feeling?
- Were there any misunderstandings or breakdowns in communication?
- What did you think about Chris's self-esteem? What about Jesse's?
- Did these characters seem realistic to you?
- How would you have handled this situation differently?

29. Summarize Roleplay C by saying,

Some young people decide to become sexually active for all the wrong reasons—to prove themselves, to get or hold on to a partner, or because they feel insecure, lonely or curious. The healthy, proud and responsible thing to do is to look for a partner who cares about YOU—the kind of person you are—not just your body.

30. Close the activity by saying,

You have all done a great job on the roleplays. Next session we are going to practice more with new roleplays.

**SWAT**

**S = Say "NO"**

Refuse the unsafe behavior.

**W = Explain why**

Offer a good explanation as to why you want to be safe. Explaining why helps your partner hear and understand your real concerns and prevents negative reactions.

**A = Provide alternatives**

Provide safe alternatives to show that you still want to be intimate and have a relationship with this person, as long as it can be safe.

**T = Talk it out**

Talk openly about each other's feelings to help the relationship grow and ease any tension.

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Poster

**NEGOTIATION AND REFUSAL SKILLS – CHART 1A**

**How to say "NO" effectively**

**Characteristics**

- ▶ Use and repeat the word "no" often.
- ▶ Send a strong nonverbal "no" with your body language, e.g., use hand and body gestures to emphasize the point.
- ▶ Project a strong, serious tone of voice.
- ▶ Look directly at the person's face and eyes.
- ▶ Stand straight and tall.
- ▶ Use a serious facial expression.
- ▶ Don't send mixed signals.

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Poster

**NEGOTIATION AND REFUSAL SKILLS – CHART 1B**

**Examples of a strong "NO"**

**Examples**

- ▶ No! I'm not ready to have sex yet!
- ▶ No! I do not want to have sex!
- ▶ No! I don't want to touch you there!
- ▶ No! Stop trying to unbutton my pants!
- ▶ No! I'm not going to have sex with you!
- ▶ No! I really mean "no"!
- ▶ No! I do not want you to touch me there!

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Poster

**NEGOTIATION AND REFUSAL SKILLS – CHART 2**

**Explain why**

Give clear reasons to support your choice.

**Examples**

- ▶ I want to finish school before I start having sex.
- ▶ I'm not ready for sex yet.
- ▶ I respect myself and want to protect myself by not having sex.
- ▶ Reaching my future goals is more important to me than having sex.
- ▶ I want to avoid unplanned pregnancy, HIV and other STDs.
- ▶ I have my whole life to experience sex. I'm too young right now.
- ▶ I am not ready to be a parent yet.

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# HANDOUTS AND POSTERS FOR FACILITATOR REFERENCE

## NEGOTIATION AND REFUSAL SKILLS – CHART 3

### Provide alternatives

Suggest another action.

#### Examples

- ▶ Let's go to the movies or play a video game instead.
- ▶ Let's go to a friend's house.
- ▶ We could go get something to eat.
- ▶ I would rather do other things than have sex.
- ▶ It's a beautiful day. Let's go outside for a walk instead.
- ▶ Let's hug, talk and kiss but not have sex.
- ▶ Let's watch a movie together.
- ▶ I'm really thirsty. Can we get something to drink?

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Poster

## NEGOTIATION AND REFUSAL SKILLS – CHART 4

### Talk it out

Discuss your feelings.

#### Examples

- ▶ I feel that waiting is the best choice.
- ▶ I'm not ready to have a baby yet.
- ▶ I feel intimate and close with you already. We don't have to have sex.
- ▶ I feel like you don't really care about me when you pressure me like this.
- ▶ I would feel a lot better if we waited.
- ▶ I'm not ready for sexual intercourse.
- ▶ Thanks for understanding my need to wait. I feel like you really love me.
- ▶ I'm glad you agreed to not have sex. I feel like you really care about me.
- ▶ If you can't respect my feelings, then I'm prepared to end this relationship.

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Poster

## OBSERVER CHECKLIST

Pay attention to each skill you see demonstrated in the roleplay.

SKILLS	PRESENT?
<b>S Said "NO"</b>	
▶ Refused to engage in unsafe behavior	Y/N
▶ Repeated refusal	Y/N
▶ Body language said "NO"	Y/N
<b>W Explained why</b>	
▶ Gave clear reasons	Y/N
<b>A Provided alternatives</b>	
▶ Suggested alternative actions	Y/N
<b>T Talked it out</b>	
▶ Discussed feelings and used language that protected the relationship	Y/N
Seemed prepared to leave a potentially unsafe situation	Y/N










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Poster & Handout/Student Workbook

## ROLEPLAY GUIDELINES

- ▶ Read your role carefully and think about how that person would really behave.
- ▶ Do your best to stay in character through the whole roleplay.
- ▶ Don't let comments and laughter distract you.
- ▶ Really try to feel and act like the person you are playing.
- ▶ Try things that you might not do ordinarily, just to see how it feels.
- ▶ Use SWAT:
  - » **Say NO.** Repeat it. Use strong body language.
  - » Explain **why** you don't want to engage in unsafe behavior.
  - » Provide **alternatives.**
  - » **Talk it out.**

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**ROLEPLAY A: JAMIE AND TAYLOR**

**THEME:** Abstinence and popularity

**OBSERVE:** Jamie using SWAT

*(JAMIE and TAYLOR talking)*

**JAMIE**

You have recently transferred to a new school. You are an outgoing, self-confident student with lots of plans for the future. You are eager to find friends at your new school.

You've been dating someone from your old school. The two of you have decided that you are not ready to have sexual intercourse yet. You are proud of your relationship and the decision the two of you have made about not having sex. You saw your partner over the weekend and had a really good time.

It's now lunchtime on Monday, and your new friend Taylor has just asked you what happened. You are pretty sure that Taylor and Taylor's friends have sex with their partners. At least they talk like they do. You don't know if they'll understand, but you want to tell them that you have decided to practice abstinence.

**TAYLOR**

A new student, Jamie, has just transferred to your school and seems OK, so far. Jamie still has some friends and a partner from the old school but seems to want to get to know you and hang out with you and your friends.

You and most of the friends you hang out with are having sex. The ones who do sometimes tease the ones that don't. You know that Jamie was with the partner from the old school over the weekend and you're wondering what happened.

On Monday, as Jamie sits down at the lunch table you ask, "So, did you do it this weekend?"

You try to convince Jamie that just about everyone is having sex and that Jamie should too.

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Handouts/Student Workbook (3 total)

# 13

# MODULE

## ROLEPLAYS: REFUSAL AND NEGOTIATION SKILLS: PART 2

### GOALS

The goals of this module are to:

- Increase students' communication, negotiation and refusal skills regarding abstinence.
- Enhance students' ability to resist situations that place them at risk for pregnancy, HIV and other STDs.
- Increase students' sense of pride and responsibility in negotiating abstinence.

### LEARNING OBJECTIVES

After completing this module, students will be able to:

- Identify strategies for negotiating abstinence in romantic relationships.
- Identify and explain the characteristics of saying "NO" effectively.
- Identify and explain the body language needed for saying "NO" effectively.
- Express confidence in their ability to say "NO" in risky situations involving sexual behaviors.
- Demonstrate the ability to negotiate abstinence with a partner.
- Express pride in sticking to their decision to abstain from risky sexual behaviors.

### MODULE PREVIEW

The thirteenth module: (1) increases students' motivation to practice abstinence; (2) builds skills to negotiate abstinence; (3) allows students to rehearse negotiation skills and receive feedback; and (4) reinforces students' sense of pride in choosing abstinence.

## STRATEGIES/METHODS

- SWAT Technique
- Roleplays
- Talking Circle

## MATERIALS NEEDED — INCLUDED IN IMPLEMENTATION KIT

- SWAT poster
- *Negotiation and Refusal Skills Charts 1A, 1B, 2, 3 & 4*
- *Observer Checklist* poster
- *Roleplay Guidelines* poster
- Handouts or student workbooks:
  - » *Roleplay D: Devon and Jadon*
  - » *Roleplay E: Casey and Alex*
  - » *Roleplay F: Reggie and Jasmine*
  - » *Roleplay G: Pat and Sam*
  - » *Observer Checklist*

## MATERIALS NEEDED — NOT INCLUDED IN IMPLEMENTATION KIT

- Pencils/pens
- Masking tape

## PREPARATION NEEDED

1. Hang the *SWAT* poster, *Observer Checklist* poster, *Negotiation and Refusal Skills Charts* and *Roleplay Guidelines* poster.

## INSTRUCTIONAL TIME: 40 minutes

### ACTIVITY

### MINUTES NEEDED

A. Roleplays: Refusal and Negotiation Skills .....	25
B. Talking to Your Partner About Abstinence: Information Review .....	5
C. Talking Circle .....	10

## ACTIVITY

# A

# ROLEPLAYS: REFUSAL AND NEGOTIATION

## PREPARING FOR THE ACTIVITY

### RATIONALE

This activity allows students guided practice in negotiating abstinence with a partner in a controlled and safe environment. Those not participating directly in the roleplay have the opportunity to identify helpful strategies and coach those in the roleplay. This practice increases their negotiation skills, and the likelihood that they will use these negotiation skills in real-life situations.

### MATERIALS

- Posters:
  - *SWAT*
  - *Observer Checklist*
  - *Roleplay Guidelines*
- Handouts or student workbooks:
  - *Observer Checklist*
  - *Roleplays D–G*
- Pencils/pens

**TIME** 25 minutes

### PROCEDURE

1. Hang the *Observer Checklist* poster, *SWAT* poster, and the *Roleplay Guidelines* poster.
2. Give students the *Observer Checklist* handout or have them turn to it in their workbooks, and then say,

Our last session we began practicing the skills we learned previously. Now we are going to continue with the roleplays and practicing saying no to activities that put us at risk for pregnancy, HIV and other STDs. Let's start with Roleplay D. Roleplay D is a conflict in which one person, Jadon, wants to have sex, but the other partner, Devon, does not want to have sex. Devon is the pressured character, so that's who you should focus on. The goal of this roleplay exercise is for Devon to be proud and responsible and resist the pressure to have sex. Remember to look at the *Observer Checklist* poster to check the skills used during the roleplay.

3. Give the Roleplay D handout to the next pair of students or have them turn to it in their workbooks.
4. Tell observers which character to observe. In Roleplay D, the person is Devon. The goal of this roleplay is for Devon to be proud and responsible and resist the pressure to have sex.
5. Remind observers to fill out the *Observer Checklist* as they watch the roleplay.

6. Read aloud the scenarios for both characters, and then have the players present the roleplay.

### **ROLEPLAY D**

**Theme:** Repaying social debts

**Observe:** Devon using SWAT

(DEVON and JADON talking)

#### **Devon**

You and Jadon have been going out for a couple of months. Jadon treats you to pizza and the movies pretty regularly. In the past month, Jadon bought you a couple of presents. You really enjoy all the attention and Jadon is a great kisser.

Last week, Jadon started pressuring you to be more sexual. You like all the things Jadon's done for you, but you don't want to be any more sexual with each other than you already are. You like kissing, hugging and touching. But you do not want to have vaginal, oral or anal sex, or do anything else sexually that could pose a risk for STD.

Tonight Jadon took you to a concert with Jadon's older brother and the brother's girlfriend. When you get back to the car, Jadon says, "I know you had a great time tonight and you like all the stuff I've been doing for you. Don't you think you want to do something for me in return?"

#### **Jadon**

You and Devon have been going out for a couple of months. You treat Devon to pizza and the movies pretty regularly. In the past month you bought Devon some gifts as well. You've really been spending a lot of time and money on Devon.


Lately, you've been pressuring Devon to be more sexual with you. Devon seems to like all the things you've been doing. It's time that Devon started being a bit more grateful.

Tonight you took Devon to a concert with your older brother and his girlfriend.


When you get back to the car, you turn to Devon and say, "I know you had a great time tonight. And you like all the stuff I've been doing for you. Don't you think you want to do something for me in return?"




7. Review the group's responses on the *Observer Checklist* by asking,

- 
- Did Devon use the SWAT technique?
  - Did Devon say no?
  - Did Devon explain why?
  - Did Devon provide alternatives?
  - Did they talk it out?
  - What could Devon have done differently?

8. Continue to process the roleplay using the following questions,

- 
- Actors, what pressures were your characters feeling?
  - Were there any misunderstandings or breakdowns in communication?
  - Why shouldn't you feel pressure to give sexual favors to someone who's spent money on you or taken you out?
  - How would you have handled this situation differently?

9. Summarize Roleplay D by saying,



Your sexuality is special, and you have the right to share it only with a carefully selected person once you're old enough to handle the consequences of sex. It is not a healthy choice to use sex to repay a debt. A person who cares about you will wait until you're ready and will never expect you to do something sexual that you're not ready for. Remember to be proud and responsible and make healthy sexual choices.

10. Give the Roleplay E handout to the next pair of students or have them turn to it in their workbooks.

11. Tell observers which character to observe. In Roleplay E, the person is Alex. The goal of this roleplay is for Alex to be proud and responsible and resist pressure to have sex.

12. Remind observers to fill out the *Observer Checklist* as they watch the roleplay.

13. Read aloud the scenarios for both characters, and then have students present the roleplay.

## **ROLEPLAY E**

**Theme:** Peer pressure to have sex

**Observe:** Alex using SWAT

(ALEX and CASEY talking)

### **Alex**

Your friends, especially Casey, always seem to be talking about having sex with their partners. You assume what they say is true and it makes you feel like almost everyone but you is having sex. They are always teasing you about never having had sex and keep daring you to have sex with someone—anyone.

You are definitely not ready to have sex yet. You want the first time to be special with someone you care a lot about, like it was when your cousin fell in love. You even heard your cousin say that he was glad that he and his girlfriend waited until they finished school first.

You want to stand by the choice you made not to have sex, but you're tired of always being teased by your friends. One day you walk into the gym before practice and Casey says in front of everyone "Here comes the great lover now. I hear people can't give it away to you!"


### **Casey**

The friends in your group always seem to be talking about how much sex they're having with their partners. So you exaggerate the number of times you have had sex. It makes you feel more important or somehow better than those who haven't had sex yet.


You and the others are always teasing Alex about never having had sex and keep daring Alex to have sex with someone—anyone. You can tell that Alex is getting tired of the teasing. You wonder what Alex would think if Alex knew that you had only had sex a couple of times and it wasn't all that good. But as long as you keep up the act, no one has to know.

So, when Alex comes into the gym before practice, you say loudly enough for everyone to hear, "Here comes the great lover now. I hear people can't give it away to you!" You want to know why Alex doesn't want to have sex.


14. Review the group's responses on the *Observer Checklist* by asking,

- 
- Did Alex use the SWAT technique?
  - Did Alex say no?
  - Did Alex explain why?
  - Did Alex provide alternatives?
  - Did they talk it out?
  - What could Alex have done differently?

15. Continue to process the roleplay using the following questions,

- 
- Actors, what pressures were your characters feeling?
  - How would you expect a real friend to respond if you said you had never had sex?
  - Did these characters seem realistic to you?
  - How would you have handled this situation differently?

16. Summarize Roleplay E by saying,



True friends support you when you make healthy choices for yourself. It is important to choose friends who feel similarly to you about things, or at least respect your feelings when they are different from theirs. Be proud and be responsible, choose your friends carefully and make the decisions that are right for you.

17. Give the Roleplay F handout to the next pair of students or have them turn to it in their workbooks.

18. Tell observers which character to observe. In Roleplay F, the person is Reggie. The goal of this roleplay is for Reggie to be proud and responsible and resist pressure to have sex.

19. Remind observers to fill out the *Observer Checklist* as they watch the roleplay.

20. Read aloud the scenarios for both characters, and then have students present the roleplay.

## **ROLEPLAY F**

**Theme:** Male and female couple where the guy wants to wait

**Observe:** Reggie using SWAT

(REGGIE and JASMINE talking)

### **Reggie**

You and your girlfriend, Jasmine, have been dating for several months. You like each other a lot and are getting really close. Jasmine has been pushing to be more sexual. She even talks about having sex. You wish she wouldn't try so hard.

You do not want to have sex. You don't want to take the chance of Jasmine getting pregnant. Your mother has told you at least fifty times, "Don't bring any babies into my house. I've raised all the children I plan to." You get decent grades and know that a pregnancy could have a big impact on your plans to go to college one day. You just aren't prepared to take the risk.

The two of you are at your house one day and no one else is home. Jasmine asks to go up to your bedroom. When you tell her that you aren't allowed to have anyone up in your room, she says, "Oh, come on, your parents will never know."

You have to convince Jasmine that you really care about her, but you don't want to use sex to prove it.

### **Jasmine**

You and your boyfriend, Reggie, have been dating for several months. You like each other a lot and are getting really close. You've been pressuring him to be more sexual lately. You even talked about having sex.

Reggie doesn't seem too eager. You're afraid that he may be losing interest in you. If you could just get him to have sex with you, you would feel more secure. But he never tries to do anything more than kissing and a little touching. Every time he stops your advances, you feel less secure about the relationship and try even harder to have sex with him. Reggie treats you well and you know that he's going to college one day. You lost your last boyfriend because you wouldn't have sex with him and you don't want to lose Reggie.

*(continued)*

(continued)

The two of you are alone at Reggie's house one day and you ask to go up to his bedroom. When he tells you that he's not allowed to have anyone up in his room, you say, "Oh, come on, your parents will never know."

21. Review the group's responses on the *Observer Checklist* by asking,

- Did Reggie use the SWAT technique?
- Did Reggie say no?
- Did Reggie explain why?
- Did Reggie provide alternatives?
- Did they talk it out?
- What could Reggie have done differently?

22. Continue to process the roleplay using the following questions,

- Actors, what pressures were your characters feeling?
- Were there any misunderstandings or breakdowns in communication?
- Did these characters seem realistic to you?
- How would you have handled this situation differently?

23. Summarize Roleplay F by saying,

It's not just women who are pressured to have sex. It happens to men also. It can happen to people who are straight and to people who are gay or lesbian. When people pressure other people, it's not always because they are bad or don't care about them. Sometimes they are just confused or misguided. It takes honest and open communication to keep things balanced in a relationship. The better you can talk to your partner about your sexual thoughts and feelings, the better you can work things out. Remember, the proud and responsible thing to do is to not have sex, especially if you do not want to.

24. Give the Roleplay G handout to the next pair of students or have them turn to it in their workbooks.
25. Tell observers which character to observe. In Roleplay G, the person is Pat. The goal of this roleplay is for Pat to be proud and responsible and resist pressure to have sex.
26. Remind observers to fill out the *Observer Checklist* as they watch the roleplay.
27. Read aloud the scenarios for both characters, and then have students present the roleplay.

### **ROLEPLAY G**

**Theme:** Pressure from an older partner

**Observe:** Pat using SWAT

(PAT and SAM talking)

#### **Pat**

You are in the seventh grade and very interested in Sam, who is in the ninth grade. Sam's older and much more experienced than you are. You usually go along with whatever Sam likes to do, because you don't want to take the chance that Sam won't like you as much.

You've never had sexual intercourse and you don't plan to start now. You want to wait until you finish high school, maybe even college, before you become sexually involved with someone. You know Sam feels differently about sex. That's why you avoid being alone together for more than 5 or 10 minutes at a time.

You're babysitting tonight and just got off the phone with Sam about 15 minutes ago. Right after you put the kids to sleep, the doorbell rings. It's Sam, who wants to come in for a while. You say, "Sam, I'm glad to see you but I'm not allowed visitors while I'm babysitting. You'll have to leave," but Sam is persistent.

*(continued)*

(continued)

### **Sam**


You are in the ninth grade and a star athlete at your school. You believe that most people your age are having sex since they talk a lot about it.

You have an interest in Pat, who is in the seventh grade. You are older and much more experienced than Pat. Maybe that's why Pat usually goes along with whatever you like to do, though you can't seem to get Pat to be alone with you.


Pat is babysitting for a neighbor tonight. You just talked with Pat on the phone and know the kids are going to bed, so you decide to go over there. You ring the doorbell and try to convince Pat to let you in. Pat says, "Sam, I'm glad to see you but I'm not allowed visitors while I'm babysitting. You'll have to leave."

You want to change Pat's mind because once you come in, you think you can probably talk Pat into doing some of the sexual things you've been wanting to do.


28. Review the group's responses on the *Observer Checklist* by asking,

-  • Did Pat use the SWAT technique?
- Did Pat say no?
- Did Pat explain why?
- Did Pat provide alternatives?
- Did they talk it out?
- What could Pat have done differently?


29. Continue to process the roleplay using the following questions,

-  • Did Sam do anything that showed caring and respect for Pat? If so, what? If not, what did Sam really care about?
- Actors, what pressures were your characters feeling?
- Were there any misunderstandings or breakdowns in communication?
- How would you have handled the situation differently?

30. Summarize Roleplay G by saying,

 You never know when you may find yourself in a pressure situation. This is why it's very important to decide in advance how you feel about things such as sex, drug use, education and your future goals and dreams. That way you can be prepared and better able to stick to your choices. Because you are a proud and responsible person, you should not let anyone, even someone you care about, pressure you to do something you've decided not to do.

31. Summarize as follows,

 Wow! You have really learned a lot in this program. Your roleplays show that you have picked up quite a few skills. I hope that you remember and use your knowledge and skills whenever the need arises.

It doesn't matter if a relationship is between a man and a woman, two women or two men. All couples have to communicate and negotiate. And all couples can make a decision to practice abstinence regardless of their sexual orientation. In a healthy relationship and when you really care about your partner, it's usually easier to talk about being abstinent. It's important to choose relationships in which both parties care about each other's goals, health and values.

The proud and responsible choices that you make now can help you reach your goals for the future.



## ACTIVITY

# B

## TALKING TO YOUR PARTNER ABOUT ABSTINENCE: INFORMATION REVIEW

### PREPARING FOR THE ACTIVITY

#### RATIONALE

This activity provides tips and encouragement for applying the communication and negotiation skills that have been learned thus far, with the hope of ensuring that the knowledge, positive attitudes and skills will be translated into behavior.

#### MATERIALS


None

#### TIME

5 minutes


### PROCEDURE

1. Start by saying,

 There is no doubt that abstinence is a great idea because it is the only 100 percent sure way to prevent unplanned pregnancy, HIV and other STDs.

You may have to overcome a partner's reluctance to not have sex. But, if you want to abstain from sex, a caring partner will respect your decision and respect you too. You will be making a proud and responsible decision if you abstain from sex!

2. Ask students to brainstorm some suggestions that would make talking to a partner about abstinence easier. Supplement their answers with the ones below:

 • Think about what you want to say ahead of time. Sort out your own feelings about abstinence before you talk with your partner.


- Choose a time to talk. The best time to discuss abstinence is before the first kiss and certainly before engaging in genital touching.
- Decide how you want to start the conversation. You might say, "I need to talk with you about something that is important to both of us," or "I've been hearing a lot lately about the consequences of sex. I feel kind of shy, but I care too much about you not to talk about this."

*(continued)*


*(continued)*

- Find a pamphlet or article that will help you make your point.
- Once you both agree to abstain, do something positive and fun that will help strengthen your friendship and relationship.

3. Ask students to brainstorm ways to avoid pregnancy or becoming infected with HIV or other STDs. Supplement their answers with the ones below.

-  • Abstain from any sexual behaviors that can cause pregnancy or transmit STDs. This includes vaginal, oral and anal sex and skin-to-skin genital touching.
- Talk to your partner about HIV and other STDs.
- Educate yourself about young people and HIV.

4. Summarize what they learned from the program's activities by saying,

 We have covered a lot of information in this program. It is important to remember that getting pregnant before you are able to care for a child, or getting HIV or other STDs, can have far-reaching consequences for you, your partner, your friends, your family and your community.

You can be proud and responsible by making healthy decisions, including abstaining from sex. You can also encourage other young people to do the same.

Remember: abstinence is the only 100 percent effective way of preventing unplanned pregnancy, HIV and other STDs.

## ACTIVITY

# C

## TALKING CIRCLE

### PREPARING FOR THE ACTIVITY

#### RATIONALE

This activity provides students a sense of closure to the program.

#### MATERIALS


None

#### TIME

10 minutes

### PROCEDURE

1. Ask the students to form a tight circle with their chairs.
2. Ask each student to share something learned in the group that will help in achieving goals and dreams for the future.
3. Thank the students for their attendance and let them know how much you enjoyed working with them.
4. Summarize the activity by saying,

 Those were good responses. I am very proud of each and every one of you. Thank you for being part of this program. Now you can teach your friends and family what you've learned here.

We have spent a lot of time together talking about making proud and responsible sexual decisions and the best way to protect yourselves. Remember everything you learned, and don't forget that practicing abstinence is the only 100 percent effective way to keep yourself safe from unplanned pregnancy, HIV and other STDs.

**SWAT**

**S = Say "NO"**

Refuse the unsafe behavior.

**W = Explain why**

Offer a good explanation as to why you want to be safe. Explaining why helps your partner hear and understand your real concerns and prevents negative reactions.

**A = Provide alternatives**

Provide safe alternatives to show that you still want to be intimate and have a relationship with this person, as long as it can be safe.

**T = Talk it out**

Talk openly about each other's feelings to help the relationship grow and ease any tension.

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Poster

**NEGOTIATION AND REFUSAL SKILLS – CHART 1A**

**How to say "NO" effectively**

**Characteristics**

- ▶ Use and repeat the word "no" often.
- ▶ Send a strong nonverbal "no" with your body language, e.g., use hand and body gestures to emphasize the point.
- ▶ Project a strong, serious tone of voice.
- ▶ Look directly at the person's face and eyes.
- ▶ Stand straight and tall.
- ▶ Use a serious facial expression.
- ▶ Don't send mixed signals.

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**NEGOTIATION AND REFUSAL SKILLS – CHART 1B**

**Examples of a strong "NO"**

**Examples**

- ▶ No! I'm not ready to have sex yet!
- ▶ No! I do not want to have sex!
- ▶ No! I don't want to touch you there!
- ▶ No! Stop trying to unbutton my pants!
- ▶ No! I'm not going to have sex with you!
- ▶ No! I really mean "no"!
- ▶ No! I do not want you to touch me there!

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**NEGOTIATION AND REFUSAL SKILLS – CHART 2**

**Explain why**

Give clear reasons to support your choice.

**Examples**

- ▶ I want to finish school before I start having sex.
- ▶ I'm not ready for sex yet.
- ▶ I respect myself and want to protect myself by not having sex.
- ▶ Reaching my future goals is more important to me than having sex.
- ▶ I want to avoid unplanned pregnancy, HIV and other STDs.
- ▶ I have my whole life to experience sex. I'm too young right now.
- ▶ I am not ready to be a parent yet.

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**NEGOTIATION AND REFUSAL SKILLS – CHART 3**

**Provide alternatives**

Suggest another action.

**Examples**

- ▶ Let's go to the movies or play a video game instead.
- ▶ Let's go to a friend's house.
- ▶ We could go get something to eat.
- ▶ I would rather do other things than have sex.
- ▶ It's a beautiful day. Let's go outside for a walk instead.
- ▶ Let's hug, talk and kiss but not have sex.
- ▶ Let's watch a movie together.
- ▶ I'm really thirsty. Can we get something to drink?

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**NEGOTIATION AND REFUSAL SKILLS – CHART 4**

**Talk it out**

Discuss your feelings.

**Examples**

- ▶ I feel that waiting is the best choice.
- ▶ I'm not ready to have a baby yet.
- ▶ I feel intimate and close with you already. We don't have to have sex.
- ▶ I feel like you don't really care about me when you pressure me like this.
- ▶ I would feel a lot better if we waited.
- ▶ I'm not ready for sexual intercourse.
- ▶ Thanks for understanding my need to wait. I feel like you really love me.
- ▶ I'm glad you agreed to not have sex. I feel like you really care about me.
- ▶ If you can't respect my feelings, then I'm prepared to end this relationship.

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**OBSERVER CHECKLIST**

Pay attention to each skill you see demonstrated in the roleplay.

SKILLS	PRESENT?
<b>S Said "NO"</b>	
▶ Refused to engage in unsafe behavior	Y/N
▶ Repeated refusal	Y/N
▶ Body language said "NO"	Y/N
<b>W Explained why</b>	
▶ Gave clear reasons	Y/N
<b>A Provided alternatives</b>	
▶ Suggested alternative actions	Y/N
<b>T Talked it out</b>	
▶ Discussed feelings and used language that protected the relationship	Y/N
Seemed prepared to leave a potentially unsafe situation	Y/N

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Poster & Handout/Student Workbook

**ROLEPLAY GUIDELINES**

- ▶ Read your role carefully and think about how that person would really behave.
- ▶ Do your best to stay in character through the whole roleplay.
- ▶ Don't let comments and laughter distract you.
- ▶ Really try to feel and act like the person you are playing.
- ▶ Try things that you might not do ordinarily, just to see how it feels.
- ▶ Use SWAT:
  - » **Say NO.** Repeat it. Use strong body language.
  - » Explain **why** you don't want to engage in unsafe behavior.
  - » Provide **alternatives.**
  - » **Talk it out.**

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Poster



**ROLEPLAY D: DEVON AND JADON**

**THEME:** Repaying social debts

**OBSERVE:** Devon using SWAT

*(DEVON and JADON talking)*

**DEVON**

You and Jadon have been going out for a couple of months. Jadon treats you to pizza and the movies pretty regularly. In the past month, Jadon bought you a couple of presents. You really enjoy all the attention and Jadon is a great kisser.

Last week, Jadon started pressuring you to be more sexual. You like all the things Jadon's done for you, but you don't want to be any more sexual with each other than you already are. You like kissing, hugging and touching. But you do not want to have vaginal, oral or anal sex, or do anything else sexually that could pose a risk for STD.

Tonight Jadon took you to a concert with Jadon's older brother and the brother's girlfriend. When you get back to the car, Jadon says, "I know you had a great time tonight and you like all the stuff I've been doing for you. Don't you think you want to do something for me in return?"

**JADON**

You and Devon have been going out for a couple of months. You treat Devon to pizza and the movies pretty regularly. In the past month you bought Devon some gifts as well. You've really been spending a lot of time and money on Devon.

Lately, you've been pressuring Devon to be more sexual with you. Devon seems to like all the things you've been doing. It's time that Devon started being a bit more grateful.

Tonight you took Devon to a concert with your older brother and his girlfriend.

When you get back to the car, you turn to Devon and say, "I know you had a great time tonight. And you like all the stuff I've been doing for you. Don't you think you want to do something for me in return?"

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**Making a Difference! STUDENT WORKBOOK**

Handouts/Student Workbook (4 total)