

Teachers will use the FLASH Abstinence lesson to help guide their discussion. Please see the highlighted info and changes teachers will be making to the lesson.

1. Explain focus of today's lesson. (highlighted in Flash)
2. Open Health Books to pages 16-17
 - a. Go over The DECIDE Process for decision making
 - b. Ask students which step in the process they believe is the most important.
 - c. Discuss the importance of identifying your values.
3. Define terms abstinence, sex, celibacy, and virginity. (highlighted in Flash)
4. Use the Expressing Limits Activity Cards. (see highlighted cards from Flash)
 - a. Highlighted cards will be posted on 3 sheets around the room. Students will go in groups and read the cards. Students will then write in their journal the 3 refusal skills that are most applicable to them.
 - b. Students will then write two of their own refusal skills in their journals.
5. Brainstorm, in pair, challenges that keep people from abstaining. (highlighted in Flash)
6. Discuss Passive, Aggressive, and Assertive Communication (Health book pg 138 and highlighted in Flash)
7. "Real People" YouTube Video Worksheet (using Flash "Real People" Video #1, 2, 4, 6)
 - a. Students will read the scenario and write dialogue that includes using the DECIDE process in their decision making.
8. Debrief and summarize the learning activities (highlighted in Flash)



DECIDE Process

Objective

Illustrate how to use the DECIDE process to make healthy decisions.

Learning Strategies

Learning Transparency 4

When introducing the DECIDE process, have students think about a time when they had trouble making an important decision. Make a class list of obstacles to decision making. (Too many choices, afraid to make a wrong decision) Then, ask students to think of a time when they were able to make an important decision. Make a list of factors that can help you make effective decisions. (There was an obvious good choice, input from trusted adults) Leave the lists on hand as you teach the DECIDE process.

Explain that the DECIDE process will help students make difficult decisions. It is most useful for important decisions involving multiple alternatives. As a class, apply the steps of the process to a teen-relevant situation, such as whether to go to a party where alcohol will be served.

If you want to give extra attention to the "Identify your values" step, students may think of values as abstract concepts, such as "truth" and "loyalty," and have a hard time seeing the connection between values and decisions. The connection may be difficult to understand if students think of a decision that involves a conflict between values. For example, a student asked by a friend to lie to his parents about his whereabouts sets up a conflict between honesty and loyalty.

The DECIDE Process

You just found the perfect after-school job. It's near home, it will be fun, and it will pay for the bicycle you've wanted to buy. That same day, you find out that you finally made the basketball team. Unfortunately, team practices will occur during the hours you would need to be at work. How do you choose between the team and the job?

Many of your decisions are not this complicated, but some decisions are even more difficult. Such decisions require much thought and soul-searching because they can make an important difference in your life. Do you sometimes "hide from" tough choices because they make you feel anxious? Do you ever rush headlong into decisions without really thinking? There is a process, called DECIDE, that can help you think through decisions. This process is easy to remember because each letter in the word DECIDE stands for a step in the process.



Define the problem.

Consider the decision you are facing, and state the issue clearly. Is it important or complex enough to warrant using DECIDE? Some choices are so easy that you already know what to do. In other situations, your decision won't really make much difference—a flip of a coin would do.

Explore the alternatives.

Make a list of possible alternatives for solving your problem. Include "doing nothing" if it is appropriate. If you need more information to fully understand the problem or any of the alternatives, do the research now. You may find that some of the choices are unrealistic. If so, remove them from the list.



Consider the consequences.

For every one, think through what might happen if you were to choose each alternative on your list. Be sure to do the following.

- ▶ Include both positive and negative results.
- ▶ Consider what probably would happen, not what you hope would happen.
- ▶ Ask yourself: How risky is each alternative? What are its chances of success? How would it affect my future? Remember to consider the effects on other people as well.

Identify your values.

Sometimes your values influence your decisions even when you are not aware of the influence. At other times, you may overlook your values because you want something badly. When you do this, however, you may feel uncomfortable with your decision later.

- ▶ Consider your long-term goals as well as the beliefs of your family and culture.
- ▶ Consider your own and others' health and safety, and your self-respect.
- ▶ Identify those choices that are a good match for your values.

Decide and act.

- ▶ Use the information you have collected to compare the alternatives. Decide which one is best for you. Remember, sometimes there is more than one "right" choice.
- ▶ Make a plan to act on your decision. You may need to break the plan into smaller steps. Set realistic deadlines for each step. Then follow through with your plan.

Evaluate the results.

Sometime after you have put your decision into effect, take some time to review it.

- ▶ How did your decision work out?
- ▶ How has it affected your life?
- ▶ How has it affected others?
- ▶ What did you learn?
- ▶ If you could do it over again, what would you do differently? If you can still change some things for the better, do it now.



Practice the Skill

1. Suppose you were facing the decision described in the introduction—to choose the job or the team. Follow the steps of DECIDE to determine what you would do in this situation. Be sure to consider all alternatives; there may be more than two. (For example, it may be possible to postpone a choice or to take another route to a goal.)
2. List some other important decisions for which DECIDE might be useful. Do they fall into categories? What categories of decisions might not be suitable for DECIDE?
3. Think about a tough decision that you have made in the past or that you are facing now. Use DECIDE to determine what you should do (or should have done).
4. Did using DECIDE help you focus on important values or choices you might otherwise have overlooked? Which ones? Did DECIDE make the decision-making process easier? Why or why not?

1. In addition to choosing the job or joining the team, alternatives might include trying to work different hours, looking for a different job, postponing taking a job, or waiting another year to play basketball.
2. Other possible important decisions are deciding what to do after high school, whether to date, and whether to smoke or drink. Decisions could be classified as short- and long-term or simple and complicated. DECIDE is generally less appropriate for simple decisions and split-second decisions in emergency situations.
3. Students should record this answer in their private journals.
4. Answers will vary, but students may say that DECIDE made the decision-making process easier by providing a step-by-step process to follow.

Health and Community

L4 Community Decisions

Ask interested students to attend a community meeting at which a decision is being discussed. Have students take notes on the discussion and identify any steps in the DECIDE process that are applied to make the decision. After the meeting, ask students to write a report describing the

problem, how the decision was made, and whether the steps of the DECIDE process were followed. They also should identify any steps that were not followed and explain how this may have affected the decision. Ask students to share their reports with the class. **WRITING**

Passive, Aggressive, and Assertive Communication

Passive Behaviors	Aggressive Behaviors	Assertive Behaviors
▶ Hoping the other person will guess your feelings	▶ Using “you” messages to blame the other person	▶ Using “I” messages to explain your feelings
▶ Always listening; rarely talking	▶ Interrupting; being sarcastic	▶ Actively listening to the other person
▶ Denying your own feelings; making excuses	▶ Making fun of the other person’s feelings	▶ Trying to understand the other person’s feelings
▶ Criticizing yourself; always apologizing	▶ Criticizing the other person; never giving a compliment	▶ Expressing appreciation; being respectful
▶ Always giving in to the other person	▶ Always wanting your own way	▶ Seeking a compromise that does not go against either person’s values
▶ Mumbling; looking away; fidgeting nervously	▶ Yelling; refusing to talk; finger pointing; glaring; using physical force	▶ Speaking confidently and clearly; making eye contact; showing interest

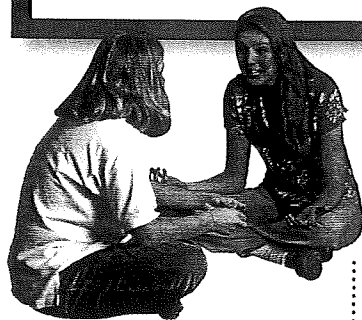


FIGURE 2 People provide both verbal clues and nonverbal clues when they communicate. **Classifying** Suppose a person mumbles and fidgets during a conversation. How would you describe that person’s communication style?

Assertiveness How do you express your opinions and feelings when they differ from those of another person?

- ▶ Are you **passive**, holding back your true feelings and going along with the other person?
- ▶ Are you **aggressive**? Do you communicate opinions and feelings in a way that may seem threatening or disrespectful to other people?
- ▶ Are you **assertive**? When you are **assertive** (uh SUR tiv), you are able to stand up for yourself while expressing your feelings in a way that does not threaten the other person.

Figure 2 compares passive, aggressive, and assertive behaviors.

Assertiveness involves more than just what you say. How you say something, or the tone of your voice, also communicates your message. To understand how your tone of voice affects a message, try saying “Open your book to page 70” three different ways. First use a loud, demanding voice, then whisper the sentence, and then say it in a direct, assertive tone. The message changes with your tone of voice. The loud, demanding tone carries the implied threat “or else.” The whisper suggests that you aren’t sure the direction will be followed. The assertive tone shows that you expect the direction to be followed, without any implied threat.

People who are assertive tend to have healthier relationships than those who are passive or aggressive. Assertive behavior communicates respect both for yourself and for others. Passive behavior shows lack of respect for yourself. Aggressive behavior shows lack of respect for others.

TEENS Are Asking ...

Q: My dad always says “the squeaky wheel get the grease.” He encourages me to be aggressive to make sure I get what I want. Other people say being aggressive is bad. Who’s right?

A: Your dad is right that there are times when it is important to speak up. But you don’t need to be aggressive to be heard.

Being assertive doesn’t mean being weak or unclear. It simply means acting in a way that shows respect for yourself and the person you are communicating with. Talk with your dad about the characteristics of aggressive and assertive behavior. He may be willing to change his advice from “be aggressive” to “be assertive.”

Learning: Figure 2
 transparency 13
 and the examples of
 passive, aggressive, and assertive
 have them apply what they
 learn in everyday scenarios. For
 example, a student cuts in front of
 the lunch line. Ask: **What are**
the signs of passive, aggressive, and
assertive responses? (*saying nothing;*
using an “I” message to express
feelings; using an “I” message to express
feelings; using an “I” message to express
Why is an assertive response
to resolve a situation in a
way that does not threaten or
blame others? (*You can express your*
feelings without being threatening or
blame to others.)
Answer A person who mum-
 bles and fidgets has a passive communi-

Media Literacy
 Ask students to take note of the
 communication styles used in a television
 program they ordinarily watch. Have
 them list instances of passive,
 aggressive, and assertive communication
 in the program. Encourage them to
 share their observations with
 classmates. Then ask students to
 describe the communication styles used
 in the program and how they
 influence communication
 among teens. Have students
 provide examples of ways that televi-
 sion programs positively and negatively
 affect teens’ communications skills.

Activities

Note: Instructions to you are in regular font. A suggested script is in *italics*. Feel free to modify the script to your style and your students' needs.

1. Explain the focus of today's lesson.

Start the lesson by asking: *What percent of high school students do you think have had sex in the U.S.? Accept several replies.*

In the 2009 Youth Behavior Risk Surveillance (YRBS) by the CDC, 46% of high school students, meaning 9th through 12th graders, reported they have had sex.⁴ For 9th graders, the percent was even lower. For 12th graders, the percent was a little higher, but 46% was the average.

So what percent of students are being abstinent?

That's right. About 54% of high school students, more than half, are choosing not to have sex.

Why do people choose to have sex?

After several replies, be sure to discuss some of the following ...

Reasons people might have sex:

- procreation
- to show love
- consummate marriage or long-term partnership
- attempt to prove that they are not gay, lesbian, or bisexual
- to help figure out if they might be gay, lesbian, or bisexual
- pleasure
- curiosity
- attempt to prove adulthood
- a way to relieve stress

If someone brings up rape or sexual assault or "because they are drunk", explain that the victim is not choosing to have sex.

Why do people choose to abstain from sex? Ask students for several replies.

You can add some from the list below if students do not mention them.

Reasons people might choose abstinence:

- | | |
|--|--|
| <ul style="list-style-type: none"> • personal beliefs and values • religious beliefs and values • protect their health • not interested • haven't found the "right" partner • not in love • in recovery from addiction • avoid pregnancy • avoid STDs and HIV | <ul style="list-style-type: none"> • don't want to jeopardize future goals • not ready • focusing on something else right now: school, sports, friends • under stress • don't want to upset family • encourages people to build relationships based on things other than sex |
|--|--|

Like any choice in life, it is important to understand your values and beliefs as well as the consequences, both positive and negative, of choosing to do certain things. It is also helpful to learn skills to help you talk about the choices that you do make. We will focus on those skills today.

2. Define terms abstinence, sex, celibacy, and virginity.

Pass out notebook or scrap paper cut into fourths. Ask students to number their sheet of paper 1 and 2 (see below). Tell them not to write their names. Write the word "abstinence" on the board. Ask students to define abstinence using their own words after number 1. Then write the word "sex" on the board. Ask students to write their definition on the paper after number 2. For example:

<p>1. abstinence:</p> <p>2. sex:</p>

Tell students to fold their papers in half and trade papers with other students five times. After five trades, they should not know whose paper they have. Ask some volunteers to tell the definitions on the paper they have. Then discuss the following points.

Abstinence means choosing not to do something. For instance, you choose abstinence, or "choose to abstain" if you try not watching TV on school nights, to see if you study more. People decide to abstain from all sorts of things. People with diabetes may abstain from sugary foods. Recovering alcoholics abstain from alcohol. Vegetarians abstain from eating meat. And in this lesson, we will talk about people abstaining from sex.

When people decide to abstain from something, it may be a temporary or longer-term decision. Most people decide they will abstain from cigarettes forever. In some faiths, people temporarily abstain from eating such as Muslims during Ramadan or Jews on Yom Kippur or Catholics not eating meat on Fridays during Lent.

People can choose to abstain at any point in their lives, even if they haven't abstained in the past.

Different people have different definitions of abstinence. Some of you defined abstinence as not engaging in any sexual behavior, including masturbation. Some defined it as avoiding sexual behavior involving touching of the genitals or genital contact between two people. Others included oral sex (mouth and genital contact), anal sex (penis and anus contact) and vaginal sex (penis and vagina contact). **For today's lesson and this entire unit, abstinence will mean choosing not to have oral, anal or vaginal sex.**

Write on the board next to "1. abstinence":
choosing not to have oral, anal, or vaginal sex

Sex is another word with many meanings. It can mean the gender of a person, animal, or flower; sexual intercourse; the idea of sex ("Sex sells"); genital contact or penetration; or exchange of body fluids. For our purposes today, we'll define sex as "when a person's genitals touch another person's genitals, mouth or anus" even though there are lots of other ways people might be sexual (such as over the phone or with hands). **Consensual sex means all people involved agree to the behavior.**

Write on the board next to "2. sex": when a person's genitals touch another person's genitals, mouth, or anus.

Many people use the term **intercourse** or **sexual intercourse**. This typically only refers to vaginal sex or penis - vagina contact.

Celibacy is a long-term or lifetime commitment not to have sex, often for religious or moral reasons.

Virginity is a concept, and cultures define it differently and have a range of values about it. Each culture and generation has different beliefs about what it is and whether it is important.

Many religions teach that abstaining from all sex until marriage is good. Others don't. Beyond that, who counts as a virgin and how much it matters to people varies a lot. Because people have such different beliefs about it, I hope all of you will talk about it this week with a parent or guardian or another family member. If you belong to a church, synagogue, mosque or temple, find out what members believe. Talk with some adult you trust about your own beliefs, too.

When people talk about a "virgin," they're usually talking about someone who hasn't had penis-in-vagina intercourse. This leaves out people whose first sexual experience is with someone of the same gender. This also does not define anal and oral sex as sex. People who have been sexually assaulted are often thought to have "lost their virginity", but this ignores the fact they did not consent and were the victims of violence. What it means to be a virgin can only be defined by the person, not someone else.^v

Is abstinence from sex the only certain way to avoid pregnancy and to reduce the risk of sexually transmitted diseases (STDs), including HIV?

Yes!

However, it depends on how a person defines abstinence for this to be true. It is possible to spread sexually transmitted diseases (STD) and the human immunodeficiency virus (HIV) through oral and anal sex. Some STDs, like herpes and genital warts, can also be spread through genital contact or rubbing. Pregnancy can happen if a man's semen gets on a woman's genitals, even without penetration. Later, we will talk about birth control and STD prevention methods if people do have sex.

Explain that they are going to practice refusing sex when they do not want to do it.

3. Use the *Expressing Limits Activity Cards* to do a large group activity.

It is often hard to refuse doing something because of peer pressure or pressure from a person who wants to have sex with you. In high-pressure situations, it can be hard to know what to say if you haven't practiced doing it before.

Explain that you will give each student a card with a concrete reason for refusing to have sex on it so students can practice refusal skills. They are examples of things people can say if they are asked to have sex but do not want to. **Stress that this is an activity to practice communicating a decision to be abstinent, and does not mean an actual request to have sex.** In some cases, they may be assuming the role of a person different than themselves. Remind them it is only an exercise and of the class ground rules. Explain that everyone must stand up, find a person in the room, and *imagine* their partner just asked, **"Will you have sex with me?"** Each person then refuses using the sentences on their cards. After each person has read their card, they trade cards and find a new partner. Practice with five partners, and five different refusals, then sit down to show you are finished.

Alternative: Some students may find the one-on-one nature of this activity intimidating. If you think your class will feel this way, you can ask students to stand in a big circle. Tell them you will give each student a card. Ask them to read their refusal aloud simultaneously. Then everyone passes the cards to the right. They read the second refusal aloud simultaneously. Repeat until each student has read five refusals. It will be loud, but it may reduce student anxiety.

~~After explaining what to do, distribute one *Expressing Limits Activity Card* to each person.~~

Afterwards, ask students, *How did it feel to use the refusal you had? If it felt awkward or unrealistic, what would you say differently?*

Now we are going to think about what makes abstinence hard to do, and what makes it easier for people.

4. **Brainstorm, in pairs, challenges that keep people from abstaining.**

People have many reasons for not having sex, but sometimes they do it anyway. They want to abstain but a challenge or barrier gets in the way.

Ask students to pair up. Hand out and refer students to *Abstinence Worksheet* (see example below). Read the example. Then ask students to list as many barriers they can think of that prevent people from abstaining from sex. Barriers refer to things people say or a real situation that would make it hard for a teen to not have sex. Next, students will write a way to overcome that barrier – it could be something they do or say.

What makes it hard to abstain from sex?	What makes it easier to abstain from sex?
Ex. Your teammates pressure you to have sex with another student at a party.	Ex. Explain that you are up for a sports scholarship and you don't want to ruin it by getting someone pregnant or getting pregnant yourself.

Ask some students to share their barriers and how they would overcome those barriers. Mention some of the challenges using the *Answer Guide: Abstinence Worksheet* if they are not brought up. Ask students how they would overcome any of these barriers.

5. Discuss assertiveness skills.*

So far, we have defined abstinence and sex, so we all know we are talking about the same thing. You should make sure you do the same with any current or future partner, because as we listened to everyone's definitions, we can see they were very different! Then we practiced using refusals for when people ask us to have sex and we don't want to. We discussed why people abstain from sex and how they can overcome barriers to being abstinent. Now we are going to combine everything.

When people get into a relationship, they may discuss at some point the possibility of having sex. One person may be ready while another is not. We are going to practice being the person who does not want to have sex. Remember, even if you have already had sex, you may find a time in your life when you do not want to, so these skills are still important.

Give each student a copy of the *Assertiveness Handout*. **Ask student volunteers to read off the four communication styles and their definitions: aggressive, passive, manipulative, and assertive.** Pause after each one, and ask students to give you another example of each one, besides the comic, related to refusing sex.

Assertiveness skills involve speaking and acting with power while maintaining respect for others. Instead of passively giving up control or aggressively demanding it, assertiveness tells others what you want without lying, evading, or hurting. These skills are particularly helpful when you are faced with situations of potential conflict. It is important to note that individuals and cultures may express assertiveness in different ways – be aware of this when talking with you current or future partners.

Ask a student to read off the assertiveness skills on the back of the *Assertiveness Handout*. Answer any questions students may have about these skills.

* This activity and list of assertiveness skills is adapted, with permission, from Wesley, J. & Mattaini, M.A. (2008), *Assertiveness Skills Education*, in M. A. Mattaini, *PEACE POWER: Evidence-Based Tools for Violence Prevention*, available at <http://www.PEACEPOWER.info>.

6. Direct students to work in pairs on “Real People” YouTube Video Worksheets.

Divide the students into pairs. Give each pair one of the seven scenes from “Real People” YouTube Video Worksheet 1 to 7. Explain to students that they are writers and producers for a YouTube video that is trying to reach audiences with positive messages about relationships, safe sex, and sexual choices. One of the characters in the dialogue has made the choice to be abstinent. Their job is to write the remaining part of the scene, making use of at least three concepts studied this period, including our definitions, refusal skills, and assertiveness skills. Ask them to be as creative as they can. Allow them five minutes to write.

When students have finished, ask for volunteers to “perform” or simply read their scene in front of the class. Try to get at least one pair to perform each of the seven scenes.

Give constructive criticism and positive feedback after students share their scripts and ask the rest of the class to critique the concepts used in the scripts and how effective or ineffective they were. Remind students to be thoughtful and constructive as they critique their classmates’ scripts.

7. Debrief and summarize the learning activities.

Ask students what was the most important thing they learned today.

Stress that abstinence from sexual activity is the only certain way to avoid pregnancy and to reduce the risk of STDs, including HIV. Remind students that abstinence can be a positive choice at any point in a person’s life, both for young people and adults. And that choosing not to have sex by refusing can show maturity, self-confidence, and power over their lives.

Reinforce sexual decision-making as a matter of personal rights and power. Everyone can:

- Decide when and with whom they want to have sex, and when and with whom they want to refuse sex
- Choose abstinence until their bodies are mature
- Choose abstinence even if they’ve had sex before
- Choose abstinence on and off, throughout their lives, as circumstances change

9. Assign homework.

a. *Individual Homework Exercise: Talking about Abstinence*

b. *Family Homework Exercise: Talking about Abstinence*

Reminder: The English version is on the last page of this lesson plan. You will find the *Family Homework* in English, Spanish, Russian, Chinese, Vietnamese and Arabic at www.kingcounty.gov/health/flash – click on “Parents & Guardians”.

Abstinence Worksheet

What makes it hard to abstain from sex?	What makes it easier to abstain from sex?
<p>Ex. Your teammates pressure you to have sex with another student at a party.</p> <p>Other challenges:</p>	<p>Ex. Explain that you are up for a sports scholarship and you don't want to ruin it by getting someone pregnant or getting pregnant yourself.</p> <p>Other suggestions:</p>

Abstinence Visual

What makes it hard to abstain from sex?	What makes it easier to abstain from sex?
<p>Challenges:</p>	<p>Suggestions:</p>

Answer Guide: Abstinence Worksheet

THIS IS NOT A STUDENT HANDOUT; IT IS FOR TEACHER REFERENCE.

Challenges to abstain from sex	Ways to overcome challenges
<p>Ex. Your teammates pressure you to have sex with another student at a party.</p>	<p>Ex. Explain that you are up for a sports scholarship and you don't want to ruin it by getting someone pregnant or getting pregnant yourself.</p>
<p>Other challenges:</p> <ul style="list-style-type: none"> • Peer pressure ("everybody's doing it") • Fear of rejection - or violence - from partner if they say "no" • Being made fun of, teased or rejected by friends for not having sex • Hoping it will prove they aren't gay or lesbian or thinking that heterosexual sex will somehow change their sexual orientation • Wanting sexual pleasure or orgasm • Wanting to have intimacy with their partner, show their partner that they care • Wanting to feel "like a man" or "like a woman" and thinking it will fix that • Wanting to feel like an adult and thinking it will fix that • Wanting a baby • Wanting to have fun • Wanting to feel "normal" • Believing that they <i>should</i> have sex, that they owe it to the other person (we're married and/or she or he spent money) • Feeling embarrassed or not confident to express their choices/values/beliefs • Feeling lonely and thinking it will fix that • Feeling curious about sex 	<p>Other suggestions:</p> <ul style="list-style-type: none"> • Fact: 57.5% of high school students have never had sex⁶ • Call a sexual assault hotline • Talk to a trusted adult about how to handle teasing • Talk to a friend, counselor, parents, guardians or other family member, if you feel comfortable, if you think you might be gay, lesbian, bisexual, or transgender • Find an activity that makes you feel great, like swimming, running, or playing basketball, and do it • Find an activity that makes you both feel great, like hiking, eating ice cream, or a backrub • Talk to your parents or guardians about what they think acting like a man or a woman means • Help take care of a relative's baby or offer to babysit a neighbor's child • Find an activity that you really like and see if a group or team does that activity regularly. Join them • Write down reasons in a journal why you deserve to have your partner wait for you to be ready to have sex • Talk to clergy or a trusted adult to clarify what your values and beliefs are. Practice saying them out loud. Or try writing them down • Call up or text a close friend to hang out if you are feeling lonely • Be ok with life having some mystery

Expressing Limits Activity Cards

<p>I need to stay clean and sober, and I just can't get involved with anyone right now.</p>	<p>My religion teaches that sex outside marriage is wrong. Period.</p>
<p>My mom would be really hurt if she found out. It's not worth the risk to me.</p>	<p>I'm really into this big project right now. I don't have the energy for a heavy relationship.</p>
<p>I was scared when we didn't use protection last time. I'm just not going to do that again. Sorry.</p>	<p>I don't need to prove anything to you; I just don't want to have sex, OK?</p>
<p>I never have sex if I've been drinking. Sorry.</p>	<p>I'm waiting until I am married. I'd rather wait.</p>
<p>I've had a really stressful day and I just don't want to have bad or disappointing sex with you.</p>	<p>I'm HIV positive, and I don't want to risk giving it to anyone.</p>

<p>Sorry. I'm lesbian, and you're a guy. Not interested.</p>	<p>I want the first time to be really special. Not hurried or in your car.</p>
<p>I'm not interested in that kind of relationship with you. I'm just not in love with you.</p>	<p>I'd rather give our relationship more time. Can we just go to a movie instead?</p>
<p>I'm not in the mood for it right now. I'd rather wait until I know it will be good sex.</p>	<p>I don't want to get emotionally involved with anyone right now.</p>
<p>I want to spend more time with you, just hanging out, getting to know you before we jump into sex.</p>	<p>Let's just hold each other, OK?</p>
<p>It doesn't make a difference if you call me names. It won't change the fact that I'm just not ready, and I'm telling you "no".</p>	<p>There are other things in my life that are more important right now. I am just not interested in sex. Maybe later.</p>

<p>I think there are other ways we could have more fun at this point in our lives.</p>	<p>For now, I get more excited about hanging out with you. I'm not in the same place as you. I don't want to have sex yet.</p>
<p>I'm feeling a little down and lonely and if we had sex, it might be for the wrong reason. I want to think more about the decision.</p>	<p>I have a crush on someone else. I'm sorry, but I'd really like to be friends.</p>
<p>I don't have sex without condoms. Since we don't have one, I don't want to make love with you.</p>	<p>I had a bad experience in the past; I'm not ready to deal with this kind of thing again.</p>
<p>I'm not thinking very clearly at the moment, maybe another time, but not now.</p>	<p>We need to talk about this decision more, when we're both not so excited. We'll think better that way. Let's go get something to eat.</p>
<p>We haven't gotten our HIV test results back yet, so I'd like to wait.</p>	<p>I really don't want to risk getting pregnant; I am leaving for college in a few weeks.</p>

<p>I've been hurt before and my heart needs to heal from that first. In the meantime, I'd love to get to know you better.</p>	<p>I'm taking medicine for chlamydia right now. The doctor said we need to wait 'til I'm done with my treatment. And besides, you need to get tested, too.</p>
<p>You turn me on, too. But I need for you to slow down. Let's talk about it again in a few months.</p>	<p>I don't care that we are the only two out gay guys in school. That doesn't mean I want to have sex with you.</p>
<p>I like kissing and touching. I just don't want more than that.</p>	<p>I don't care if you're on the pill. I don't feel safe without condoms.</p>
<p>Maybe you didn't understand. I said I wasn't going to make love with you.</p>	<p>Please stop asking. I just don't know you that well yet.</p>
<p>I don't care if you've got condoms. I want to also use the pill or the patch or something.</p>	<p>You aren't listening to me. I said I want to stop now.</p>

“Real People” YouTube Video (1)

NAMES _____

PERIOD _____

Imagine that you are writers for a YouTube video that tries to reach a young audience with positive messages about relationships, safe sex, and sexual choices. This particular show is on abstinence; the reasons people choose it and what they can do to successfully make it work. Due to your expertise, the head writer has asked you to write the following dialogue in an important scene. Do your best to incorporate into the dialogue three ideas that you just learned about what makes abstinence work and what makes it fail. Show these ideas through the words in your script. Use another sheet of paper if you need to. **Be creative!**

Scene #1: The Park

Keanu and Lani are a couple. Lani has made the decision not to have sex, at least until she's older. She has a lot of different interests right now. She's on the basketball team and she's also been getting involved with the community theater club on the weekends. She really likes Keanu, but feels that they should wait to have sex until she's ready. Keanu *does* want to have sex and feels that if Lani really loved him, she would want to have it, too. The scene opens up with the two of them walking through the park.

KEANU: Lani, I'm just not understanding...do you love me? I mean, doesn't having sex mean that we love and care about each other? It's not making a whole lot of sense to me right now. Can you explain?

LANI: Keanu...

KEANU:

LANI:

KEANU:

LANI:

(and so on...)

“Real People” YouTube Video (2)

NAMES _____

PERIOD _____

Imagine that you are writers for a YouTube video that tries to reach a young audience with positive messages about relationships, safe sex and sexual choices. This particular show is on abstinence; the reasons people choose it and what they can do to successfully make it work. Due to your expertise, the head writer has asked you to write the following dialogue in an important scene. Do your best to incorporate into the dialogue three ideas that you just learned about what makes abstinence work and what makes it fail. Show these ideas through the words in your script. Use another sheet of paper if you need to. **Be creative!**

Scene #2: Hanging out after school

Maylin and Debra are close friends. They just got out of school for the day and are talking to each other as they walk off to go hang out at Debra's house. Debra is explaining to Maylin about why she has chosen to abstain from sex for the moment.

MAYLIN: Wow, Debra, it's been a while since we last talked about this...tell me what you've been thinking about lately...

DEBRA: Well, Maylin...

MAYLIN:

DEBRA:

MAYLIN:

DEBRA:

MAYLIN:

(and so on...)

“Real People” YouTube Video (4)

NAMES _____

PERIOD _____

Imagine that you are writers for a YouTube video that tries to reach a young audience with positive messages about relationships, safe sex and sexual choices. This particular show is on abstinence; the reasons people choose it and what they can do to successfully make it work. Due to your expertise, the head writer has asked you to write the following dialogue in an important scene. Do your best to incorporate into the dialogue three ideas that you just learned about what makes abstinence work and what makes it fail. Show these ideas through the words in your script. Use another sheet of paper if you need to. **Be creative!**

Scene #4: Shopping

While Tyrone and his older sister, Erykah, are shopping for a gift for their grandmother's birthday, Tyrone is talking to her about how he is dealing with his decision to not have sex with his girlfriend. He tells her about how it is sometimes hard because he wonders if his girlfriend might break up with him, if he doesn't choose to have sex with her. He is worried she won't think "he's a man" anymore. His girlfriend is on the pill, so she says they don't have to worry about her getting pregnant. There have been times when things have started to get pretty close to them having sex, but he has always stopped it at the last minute. Tyrone enjoys being affectionate with her, but just doesn't want to have sex. Erykah tries to give Tyrone some advice as they walk through the store.

TYRONE: I'm just not sure how to deal with this. She's so great, but she won't let up about this sex thing. Things just keep getting heavy.

ERYKAH: Tyrone...

TYRONE:

ERYKAH:

TYRONE:

ERYKAH:

(and so on...)

“Real People” YouTube Video (6)

NAMES _____

PERIOD _____

Imagine that you are writers for a YouTube video that tries to reach a young audience with positive messages about relationships, safe sex and sexual choices. This particular episode is on abstinence; the reasons people choose it and what they can do to successfully make it work. Due to your expertise, the head writer has asked you to write the following dialogue in an important scene. Do your best to incorporate into the dialogue three ideas that you just learned about what makes abstinence work and what makes it fail. Show these ideas through the words in your script. Use another sheet of paper if you need to. **Be creative!**

Scene #6: Playing pool

Manuel and Rafi are co-workers. Rafi and his girlfriend just broke up. He is feeling heartbroken and lonely at the moment. Manuel is a very active guy, he likes going out to bars and clubs and meeting lots of different people, he is also taking some interesting art classes. He enjoys going on a lot of dates with people and has introduced Rafi to an interesting woman in his art class. The woman told Manuel that she really likes Rafi and is hoping that they will have sex soon. Manuel told Rafi about her feelings, but Rafi says he just isn't ready yet. As they play pool, Rafi talks about his decision.

MANUEL: Rafi, she's really great and she likes you a lot. I wonder if you were feeling the same about her, wouldn't sex maybe help you get over your heartbreak...

RAFI: Manuel...

MANUEL:

RAFI:

MANUEL:

RAFI:

(and so on...)

References

- ¹ Sanders, S.A., Reinisch, J.M. (1999). Would you say you "had sex" if...? *Journal of the American Medical Association*, 281, 275-277.
- ² Sanders, S.A., Hill B.J., Yarber, W.L., Graham, C.A., Crosby, R.A., & Milhausen, R.R. (2010). "Misclassification Bias: Diversity in conceptualizations about having "had sex." *Sexual Health* (in press), 7, 31-34.
- ³ Horan, P., Phillips, J. & Hagan, N. (1998). The meaning of abstinence for college students. *Journal of HIV/AIDS Prevention & Education for Adolescents & Children*, 2(2), 51-66.
- ⁴ Centers for Disease Control and Prevention. (2010, June 2). YRBSS: Youth Risk Behavior Surveillance System. In CDC. Retrieved from www.cdc.gov/HealthyYouth/yrbs/index.htm.
- ⁵ Corinna, H. (2007). *S.E.X. the all-you-need-to-know progressive sexuality guide to get you through high school and college*. New York, NY: Marlowe & Co.
- ⁶ Centers for Disease Control and Prevention. (2010, July 9). *MMWR. QuickStats: Never-Married Females and Males Aged 15--19 Years Who Have Ever Had Sexual Intercourse* - National Survey of Family Growth, United States, 1988--2008*. In CDC. Retrieved from: www.cdc.gov/mmwr/preview/mmwrhtml/mm5926a8.htm?s_cid=mm5926a8_w.