

8th Grade, Objective 8.04

Objective:

Analyze family, school, and community resources for the prevention of sexual risk taking through abstinence and safer sex practices.

Materials Needed:

Appendix 1 – 8 Questions for Teens Thinking about Having Sex

Appendix 2 – copies of Why It's So Hard

Appendix 3 – Locating Resources

Computer

Brochures

Focus:

On an Oprah Winfrey show last year, two 14-year olds (who believed they were ready to have sexual intercourse) were interviewed by Dr. Laura Berman, an expert on sexuality. By the end of the program the young people had changed their minds (at least the girl had), deciding they were not ready for such a big step. One reason she changed her mind was a list of questions Dr. Berman had asked. As it turned out, the couple was in disagreement about some of the questions they had not thought about before.

Appendix 1 is the list of questions Dr. Berman suggests parents might ask their teen if they think the young person is moving toward a sexual relationship. Share the list with students by reading them or providing a handout. Ask, *Do you think most teens think about these questions before they move toward an intimate relationship? If so, how would it help them make a better decision than to have unprotected sex. If not, why not? Why might a person fail to make these considerations?*

Compare a sexual relationship versus a sexual situation. Are those people mature enough to engage in a sexual relationship? [A sexual relationship is when both people are committed. A sexual situation is when one or both partners are not committed to a relationship, referred to as "hooking up."]

Ask if they have seen the movie, **Juno**. Say, *The two characters in the movie had not thought about the possible consequence of unintended pregnancy. One realization one could have watching this film is that many teens are unaware of resources that would help them make a decision to prevent a life-altering event such as a pregnancy or sexually transmitted disease. Let's explore why it is difficult for youth to ask for help.*

Review:

Make a copy of Appendix 2, Why It's So Hard, for each student. Introduce the topic of asking for help. Explain there are some barriers for young people to be able to ask for assistance and they may be especially difficult to overcome if the issue is sensitive, such as issues related to sexuality and sexual behavior.

Provide each student with a handout and ask them to fill out the middle column only. When completed, ask students to share a few ideas of why it is so difficult. Stress that it is important they speak in third person. They should say, “A teen might find it difficult to ask for help because . . .” rather than “I wouldn’t ask for help because . . .”

Tell students to keep the handouts for an activity later in the class period.

Statement of Objectives:

After considering why it is difficult to get help, we will look at reliable sources of information and advice. Today we will analyze resources for the prevention of sexual risk taking through abstinence and safer sex practices.

Teacher Input:

It is important for people of all ages to be able to get help when they need it. As we mentioned earlier, topics about a person’s sexual health and behavior are sometimes hard topics to talk about.

Ask students:

- *What are the risks involved with the decision to be sexually active?*
- *Who could a teenager talk to about their sexual health and behavior?* The examples need to be adults and the discussion should include family and school resources that a teen could go to for advice and guidance.

Some examples may include:

Family Resources	School Resources
Parent or guardian	Teacher
Grandparent	Counselor
Aunt or uncle	School nurse
Older sibling	Coach

- *Is it important for a teen to have an adult they can talk to about their sexual health and behavior? Why?*

There are also community resources that an individual can go to for help in preventing the health risks associated sexual risk taking behaviors.

Ask students:

- *Where could a teen go in their community to prevent teen pregnancy or STDs?* Answers may include family doctor, local health department, youth minister, teen organizations, such as Boys and Girls Club.

Guided Practice:

This activity will help students utilize local and national resources to get information and seek assistance for preventing health risks associated with unprotected sexual intercourse. Have

students work in pairs on computers and with phone books to find resources for the prevention of sexual risk taking through abstinence and safer sex practices.

Give students a copy of Locating Resources (Appendix 3). In the right-hand column, have students list the types of advice or services these resources have to help young people choose abstinence or practice safer sex to avoid pregnancy and diseases.

Independent Practice:

Ask students to take out the handout used for the Review Step, Why It's So Hard (Appendix 1). In the right-hand column they are to write their ideas about how a young person can overcome the barrier. Allow them to work with a partner on this activity if you prefer.

Call a few students for each barrier to respond with strategies. Give positive support for the concept of accessing reliable resources about issues that involve the prevention of risk-taking.

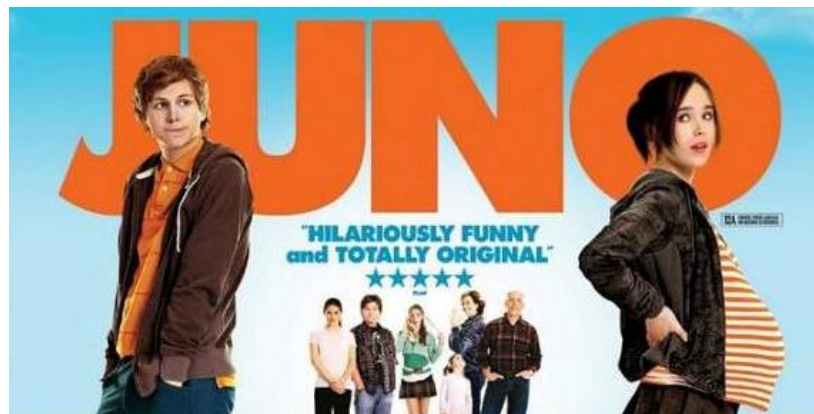
Closure:

We discovered today that we have many resources in our community, school, and in our own families that will help prevent sexual risk taking through abstinence and safer sex practices. I can see from the brochures that you have made that you now know the resources available to you.

8 Questions for Teens Thinking about Having Sex

Dr. Laura Berman

- Why do you want to take it to the next level now?
- How long do the two of you plan to stay together?
- Are you prepared for the emotions you might feel afterward?
- Have you talked about condoms?
- Are you prepared with two forms of birth control?
- Have you talked about what happens if you get pregnant?
- Do you understand sexually transmitted diseases?
- Are you both absolutely sure that neither one of you has been with anyone else sexually in any way?

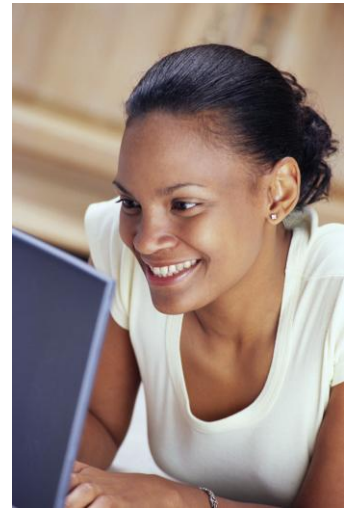


Why It's So Hard

In the left hand column is a sexual behavior or concern that might worry a young person. In the middle column, write why it is a barrier for asking for help. The third column will be used in a later step in this lesson plan.		
Concern	Why It's Hard to Ask for Help	How Can a Teen Overcome this Barrier
Experiencing sexual feelings that would make a teen want have sex		
Pressure from someone to have sex before teen is ready		
Perception that all peers are having sex		
Embarrassment to ask about birth control		
Don't know where to access methods of prevention for STDs and HIV		
Partner who refuses to use method of pregnancy and disease prevention		
Being afraid one is already pregnant or infected with an STD		

LOCATING RESOURCES

Your job is to find local and national resources that a teen could use to get information and access services to reduce and/or prevent the risks associated with being sexually active.



- 1) What are the risks associated with being sexually active?

- 2) What obstacles might teens encounter when getting or using effective contraceptives or condoms?

- 3) Brainstorm with your partner what type of help a teen would need to reduce those risks or overcome obstacles.

- 4) Use the phone book and Internet to find local and national resources to get information and help to be abstinent or to practice prevention. List name, address, phone number and website (if given) for each resource. On the back of this paper, record the information or services that a teen would receive from this resource.

Local Resources	National Resources
Name: _____ Address: _____ Phone: _____ Website: _____	Name: _____ Address: _____ Phone: _____ Website: _____
Name: _____ Address: _____ Phone: _____ Website: _____	Name: _____ Address: _____ Phone: _____ Website: _____
Name: _____ Address: _____ Phone: _____ Website: _____	Name: _____ Address: _____ Phone: _____ Website: _____