

G.

7th grade 3.10 Demonstrate techniques and strategies for becoming or remaining abstinent by dealing with peer pressure.

8th grade 3.07 Summarize how sexually transmitted diseases, including HIV, are transmitted and demonstrate skills and strategies for remaining or becoming abstinent from sexual activity to avoid sexually transmitted diseases and unintended pregnancy.

8th grade 5.01 Determine the relationship between alcohol and other drug use and other health risks (including violent behaviors, unintentional injury, sexual risk behaviors, and suicide.

H.S. 3.07 Demonstrate and refine skills and strategies for becoming or remaining abstinent from sexual activity, which is the most certain means of avoiding unintended pregnancy and sexually transmitted diseases, including HIV/AIDS.

H.S. 3.09 Predict situations that could lead to pressure for sex and create alternatives or ways to avoid these situations, including feedback from parents/caregivers or trusted adults.

The student will demonstrate skills in rejecting pressures to use alcohol or drugs or engage in sexual risk taking.

Materials Needed:

Appendix 1 - transparency of How Do Alcohol and Other Drugs Affect Sexual Risk Taking?

10 examples of advertising of alcoholic beverages which have sexually explicit messages

Equipment for PowerPoint presentation (or transparencies created from PowerPoint)

Appendix 2 - Comeback!

Review:

Show the transparency of Appendix 1, How Do Alcohol and Other Drugs Affect Sexual Risk Taking? Ask students to brainstorm the effects of these substances which might make it more likely a young person would engage in risk-taking behavior or be in dangerous situations.

Record students' suggestions and check to see if they have included these concepts: impairs judgment, causes confusion, makes it more difficult to remember to say "no," makes it harder to avoid situations which could lead to intimacy, causes people to act impulsively, causes people to act aggressively,

gives people an excuse to disrespect the wishes of others. Add to the students' lists if any are missing.

Focus:

Have students work in small groups to analyze the messages in the advertisements. Ask the question, *In what ways does this ad suggest a person might be more sexy or be more likely to have sex if they have been drinking?* Conclude, *a relaxed social environment is often portrayed in the advertising of alcohol. The couples are usually physically attractive and often appear to be engaged in a romantic encounter. The ads are intended to help the consumer anticipate that alcohol is part of the seduction. Ask, Do these ads reflect positive health behaviors?*

Statement of Objectives:

We have discussed the effects alcohol and drugs can have on a person's ability to make a good decision about avoiding sexual risk taking. Now we are going to look at strategies for resisting pressure to use drugs or be involved in intimate behavior which could lead to pregnancy and diseases. By the end of the class, you will be able to apply these methods and have the skills you need to resist unhealthy behaviors.

Teacher Input:

Use the PowerPoint presentation to cover these topics:

- *What is sexual abstinence?*
- *Why be abstinent?*
- *What strategies are helpful?*
- *Who supports your decision?*

[If the teacher does not have access to PowerPoint, the media specialist will be able to create transparencies of the presentation.]

Guided Practice:

Before class, laminate and cut apart the scenarios listed in Appendix 2. Tell students the name of this activity is "Comeback!" and explain the premise of the activity is to consider how to respond to pressure for drugs, sex, and alcohol. Ask for students (one boy and one girl) to volunteer to come to the front of the classroom.

Give each a strip with a scenario and ask them to utilize the strategies suggested in the PowerPoint presentation. Those strategies include staying

away from risky situations, saying the word “No,” avoiding alcohol and drugs, using a firm voice, and being consistent in body language.

Ask how they felt practicing those skills. Explain that the skills of refusal are similar to other skills. Confidence comes with practicing effectively.

Independent Practice:

Assign students to work in pairs. They are to create an advertisement for abstinence from alcohol, drugs, and sexual behavior which could lead to pregnancy or disease. Their ad must reflect abstinence as a positive choice. They are to employ the strategies for effective and persuasive advertisements to advocate for peers to choose abstinence and avoid the risks associated with alcohol use, drug use, and sexual experimentation.

Have students present their commercials to the class. Have other students critique the ads and express why they were effective.

Closure:

Today we studied the skills needed to steer clear of sexual behavior which could lead to unintended pregnancy or diseases. An important part of the strategy is to keep a clear head by avoiding substances which impair judgment (alcohol and other drugs).



How Do Alcohol and Other Drugs Affect Sexual Risk Taking?

1.

2.

3.

4.

5.

6.

Comeback!

(Teacher's Guide)

Practice a snappy comeback if this is done or said to you.

[Boys] What would you say if a girlfriend encouraged you to try a wine cooler “to get you in the mood?”

[Girls] What if a boy in your science class wants you to study at his house without his parents being home?

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[Girls] What would you do if your boyfriend calls you the “Ice Queen” because you won’t have sex?

[Boys] What if the guys you hang out with say you’re gay because you are still a virgin?

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[Boys] What would you say to this? A friend of an older brother brags he put a drug in a girl’s drink to be able to have sex with her and encourages you to take some of the pills to a party.

[Girls] A college-age man offers to give you a ride home from a concert. What do you say?

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[Girls] Your boyfriend says, “Trust me. I won’t let anything happen.” What will you say?

[Boys] What will you say if an older girl offers to “teach you how to be a real man?”