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7th grade 3.09 Analyze the risk of premarital sexual activity.

H.S. 3.08 Identify causes, consequences, and prevention of major health risks, behaviors for own age group, including the transmission of HIV.

Materials Needed:

Appendix 1 – transparency of How Many of 100?

Appendix 2 – transparency of Teacher’s Key for How Many of 100?

100 paper clips

Appendix 3 – transparency of statement, photo, and questions

2 beach balls with colorful sections

Sharpie markers

Colorful gift bag

Appendix 4 – laminated cards made from A Grab Bag of Risks

Appendix 5 – copies of Go for It! for each student

Review:

Place a transparency of How Many of 100? (Appendix 1) on the overhead projector. Spread 100 paper clips on the transparency. Ask six students to come to the front of the room. Ask them one at a time to move the portion of paper clips which represents the percentages of students who complete the statement, How many of 100 . . . ? Use the Teacher’s Key (Appendix 2) to correct their answers by moving more (or fewer) clips (to show a visual representation of actual percentages). Students often overestimate the number of their peers who engage in risk-taking behavior. Conclude, *Most young people do not engage in sexual risk taking and many of those who do wish they had waited.*

Focus:

Display the transparency of Appendix 3. Ask students to look at the photo and listen to the scenario. Have them answer the first three questions below the story. Go back to the National Campaign statement above the photograph and read, *There are a lot of good reasons to say "no, not yet." Protecting your feelings is one of them.* Ask students if they agree with the statement.

Statement of Objectives:

In other lessons, we have talked about the health reasons for choosing abstinence (fear of unintended pregnancy and sexually transmitted diseases). Those include avoiding unintended pregnancy and diseases. Today we are going to discuss the emotional aspects of relationships which become sexual. By the end of the lesson, you will be able to describe the stress many young people feel when they experience sexual pressures within relationships.

Teacher Input:

Ask six students to come to the center of the class. They are to form a circle and join hands. Show them the beach ball which has these items listed on the sections of color: participation in family activities and household chores, going to school, homework, part-time work, hobbies/sports, friendships, and planning/preparing for the future.

Instruct they are to keep the ball in the air and they can use arms, shoulders, and head to keep it up. As they are bumping the ball to each other, show the rest of the students another ball. This one has sections with the following written in the colorful sections: disappointing one's parents, plans for the future disrupted, contracting an STD, having trust broken, an unintended pregnancy, and stress and worry.

As the students continue to play, toss the second ball into the circle and intentionally try to cause the other ball to fall. Once you cause the first ball to fall, ask why it was easier to keep that ball in the air if you did not have to worry about the second ball. Explain the challenges of being a teenager are great enough without the drama and confusion which are often associated with beginning an intimate sexual relationship while a teenager.

Discuss that young people who choose abstinence from sexual risk taking have less stress in their lives and are better able to focus on important aspects in their lives such as family, schoolwork, and friendships.

Guided practice:

In this activity, the teacher will have prepared a "grab bag" of risks associated with early and unprotected sexual intercourse (using cards made from Appendix 4, Grab Bag of Risks). Ask for volunteers to come to the front, draw a risk, and explain how it would affect their lives and plans.

Follow the students' ideas with processing questions. Conclude by saying, *These risks don't happen to all teens who have sex, but they happen often enough that many young people have decided abstinence is the best choice for them at this time in their lives.*

Independent Practice:

Make copies of Appendix 5, Go For It! for each student. Instruct students to think about their futures and describe how they will be better able to achieve those goals if they delay early sexual involvement and postpone parenthood until after they are in a committed and stable relationship such as marriage.

This assignment can be started in class and completed for homework. In the next class period, go over the projected goals for the future.

Closure:

Today we talked about the possible harmful effects of sexual risk taking. We know there is less stress in the lives of teenagers who wait for a loving and committed relationship (such as marriage) to become intimate. We also know we are better able to achieve our goals if we focus on the future.

How Many of 100?

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48 How many of 100 high school students (nationwide) have had sexual intercourse?

80 How many of 100 teenagers feel pressure to have sex?

31 How many of 100 teen girls become pregnant before age 20?

13 How many FEWER students (out of 100) are having sex now (as compared with those in 1991)?

26 How many of 100 teens say it is embarrassing to admit they are virgins?

67 Of those who have had sex, how many of 100 wish they had waited?

There are a lot of good reasons to say "no, not yet." Protecting your feelings is one of them.

National Campaign to Prevent Teen Pregnancy



There are a lot of good reasons to say "no, not yet." Protecting your feelings is one of them.

- You can avoid the risk of pregnancy and STIs.
- You can focus on your education and career goals.
- You can avoid the emotional and financial stress of teen pregnancy.
- You can protect your future and the future of your child.



 	 
 	 
 	 