

Decision Making & Choosing Abstinence

Lifetime Wellness
Day Four

2024 - 2025

Updated 3/20/2024

UPDATED 3/20/2024 CBryant

- 44 total slides
- 2 videos
 - slide 10 - boundaries (3:38)
 - slide 39 - consent (1:12)
- 0 graphics

Family Life Curriculum Day 4

Tennessee Academic Standards for Lifetime Wellness (2024):

HS.MESH.10 Demonstrate appropriate refusal skills. (e.g., drugs, relationships, sexual activity).

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

HS.HGD.13 Identify and give examples of multi-cultural, blended, or "different" families (adoption or foster).

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Law:

49-6-1301. Part definitions.

(1) "Abstinence" means not participating in any activity that puts an individual at risk for pregnancy or a sexually transmitted disease;

(2)(A) "Abstinence-based" or "abstinence-centered" means an approach that promotes sexual risk avoidance, or primary prevention, and teaches vital life skills that empower youth to identify healthy and unhealthy relationships, accurately understand sexually transmitted diseases and contraception, set goals, make healthy life decisions, and build character; (B)

Abstinence-centered education is a holistic approach that addresses the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;

(3) “Abstinence-centered curriculum” means that the majority of the content of a curriculum promotes sexual risk avoidance as the primary goal.

Supplemental topics in the curriculum, such as healthy relationships and substance abuse, reinforce the goal of primary prevention;

(6) “Family life education” means an abstinence-centered sex education program that builds a foundation of knowledge and skills relating to character development, human development, decision making, abstinence, contraception and disease prevention;

(12) “Risk avoidance” means an approach that encourages the prevention of participation in risk behaviors as opposed to merely reducing the consequences of those risk behaviors;

(13) “Sexual activity” means sexual penetration or sexual contact, or both;

(14) “Sexual contact” means sexual contact as defined under § 39-13-501;

(15) “Sexual intercourse” means that a male reproductive organ is inserted into any bodily orifice;

(17) “Sexually transmitted disease” (STD) means a disease that is caused by bacteria, virus or parasite that is transmitted from one person to another during sexual contact. A sexually transmitted disease is also referred to as a sexually transmitted infection (STI).

49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

(2) Encourage sexual health by helping students understand how sexual activity affects the whole person including the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

(7) Assist students in learning and practicing refusal skills that will help them resist sexual activity;

(9) Discuss the interrelationship between teen sexual activity and exposure to other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth,

sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Family Life Curriculum Day 4

Learning Targets:

Define the influence various factors have on human development and decision making.

Use boundary setting, abstinence, and refusal skills as ways to prevent high risk behaviors.

Understand the interrelationship between consent, teen sexual activity, and the impact of sexual activity on your social, mental, and physical health.

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Recognizing Influences on Growth, Development, and Decision Making

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Presenter Notes:



Define the influence various factors have on human development and decision making.

Vocabulary introduced in this lesson:

- decision making
- inherited traits
- families
- physical environment
- personal behavior
- economic factors
- social environment
- cultural traditions
- media

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Presenter Notes:

The words on this slide will be covered in the lesson.

decision making - process of making choices by considering consequences of actions

Inherited traits - biological parents pass on traits or characteristics, such as eye color, blood type, and some health conditions and diseases

families - people in your life who shape you from birth to adult; can be multicultural, blended, adoptive, or foster

physical environment - where individuals live, learn, work, and play

personal behavior - actions taken as a result of a situation

economic factors - access to monetary resources such as income to sustain needs and wants

social environment - the groups to which we belong, the neighborhoods in which we live, places we work

cultural traditions - pattern of ideas, customs, and behaviors shared by a group of people

media - social media, advertisements, movies, music, etc.

Recognizing Influences on Growth, Development, and Decision Making

Inherited Traits

Biological parents pass on traits or characteristics, such as eye color and blood type, through their genes; some health conditions and diseases can be passed on genetically or through the process of birth

Physical Environment

Neighborhood/school safety; air/water quality; diet; proximity to parks/rec facilities, libraries; access to medical care; cleanliness of surroundings

Personal Behavior

The way one acts; what you control; risk taking (smoking, drinking, drugs, violence)

Economic Factors

Financial stability; income; ability to pay bills; material possessions (wants vs. needs)

Families

People in your life who shape you from birth to adult; can be multicultural, blended, adoptive, or foster families

Social Environment

All of the people around you; family, peers, teammates, co-workers; education; employment

Culture

The collective values, beliefs, customs, and behaviors of a group; may be an ethnic group, spiritual beliefs, traditions, etc.

Media

Various methods for communicating information; media messages can influence decision making thru websites, social media, TV, movies, etc.

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Presenter Notes:

After going over the slide information, ask students the following questions. Gain 3-4 responses for each.

1. Which factors have the most influence on babies (birth to 2)? Young children (2 to 6)?
2. Which factors have the most influence on teenagers (13 to 18)?
3. Which factors have the most influence on adults (18 and older)?
4. Which factors most influence your decision making in relationships?

Recognizing Influences on Growth, Development, and Decision Making

- What are a few factors in your social environment that can have a positive influence on your decision making?
- Why is it important to understand your family's culture/values when it comes to making decisions?
- How do celebrities and media personalities positively and negatively influence the behaviors of others?
- How can your physical environment affect your growth and development positively and negatively?
- Why is it important to know and understand your family's and your own values and priorities?

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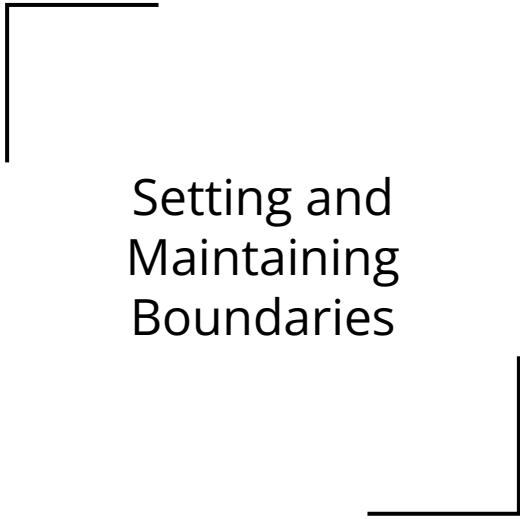
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Presenter Notes:

Discuss the questions in small groups or as a whole class. Gain at least one response per question.

- What are a few factors in your social environment that can have a positive influence on your decision making?
 - Examples--friends who don't use peer pressure; trusting your family and communicating with them when you need help; removing yourself from social environments that are dangerous to your health and well-being
- Why is it important to understand your family's culture when it comes to making decisions?
 - Examples--culture/values affects perceptions of health, illness, and death; beliefs about causes of disease; approaches to health promotion; how illness and pain are experienced and expressed; where, when, and how patients seek help; and the types of treatment patients prefer.
- How do celebrities and media personalities positively and negatively influence the behaviors of others?
 - Example--unrealistic or filtered positive experiences and body image; failure to show any consequences of unhealthy behaviors of celebrities; can be positive when celebrities are truthful about consequences of unhealthy behavior and behavior avoidance they use
- How can your physical environment affect your growth and development positively and negatively?
 - Example--access to physical activity (sidewalks, playgrounds, etc.); air quality of facilities and lung/asthma issues; public transportation for medical care
- Why is it important to know your family's and own values and priorities?
 - Example--seeing you family's point of view, seeking family input in your own goal setting, knowing what's important for your future, actions aligning with beliefs, understanding of self



Setting and Maintaining Boundaries

Standards:

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other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;

Presenter Notes:



Use boundary setting, abstinence, and refusal skills as ways to prevent high risk behaviors.

Vocabulary introduced in this lesson:

- boundaries
- high risk behaviors
- abstinence
- avoidance
- refusal skills
- self-control

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Presenter Notes:

The words on this slide will be covered in the lesson.

boundaries - boundaries are limits defining how you are going to be treated and how you are going to react to keep you safe, protected, and committed to your values

high risk behaviors - include sexual activity, smoking, underage drinking, drug use, criminal activity, and dating violence

abstinence - deliberate decisions to avoid high-risk behaviors including sexual activity, drug use, and alcohol use

avoidance - lessening temptation or pressure to participate in high risk activities by avoiding social situations or dates that can lead to sexual activity, drinking, or drugs

refusal skills - strategies for handling pressure and ways to say no to something you don't want to do

self-control - ability to regulate one's emotions, thoughts, and behavior in the face of temptations and impulses

Setting Boundaries

Main Idea

Family and personal values and priorities will help you set boundaries.



[Video](#)

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Presenter Notes:

VIDEO (length 3:38)

Video Link:

<https://jcschools.instructuremedia.com/embed/860a073e-ca8f-46a4-a401-8c237f6a703e>

Original video at The Prevention Connection

<https://www.youtube.com/watch?v=XFAEeOd3H9k>

Transcript:

Hello and welcome back to prevention connection. Today's video will cover

boundaries. What they are. How we set them and how we can make sure to stick to them once they are in place. Let's first break down what a boundary is. Boundaries are the limits and the invisible lines we set for ourselves. They are the guidelines on what we feel comfortable with and the expectations we have of the people we interact with. Boundaries can be present in all aspects of our lives. They can do a lot to make our lives more balanced. They help keep our relationships and selves healthy, enable us to make ourselves a priority, and help others understand our needs. For example, a healthy boundary to have with our friends is to be respectful of each other's values. Chances are you and your friends will disagree sometimes. For example, I value time and my friends are often late to events and don't care it bothers me. A boundary I'd set is telling them how it makes me feel and asking them to respect my time. A healthy friendship allows people to prioritize different things and maintain respect. Boundaries are personal to us. They can be shaped by many things like culture, where we live, our personality type, our life experiences, and our family. But how do we know what boundaries to set? Well, you can pay attention to how certain people and situations make you feel. Situations or people that make you feel unsafe, overwhelmed, or make you want to avoid them should be acknowledged and respected. Respecting ourselves and acknowledging our rights is critical to setting healthy boundaries. Make a list of key values that are important to you such as I have a right to say no without feeling guilty; be treated with respect; make my needs as important as others; be accepting of my mistakes and failures, and I have a right not to meet others unreasonable expectations of me. Once we have figured out what our boundaries are, how do we set them? Be assertive. Use clear "I" statements to communicate what you need. Learn to say "no" and do not feel the need to justify your no. Get help if needed. As we mentioned, some boundaries are tricky especially when they are dealing with dangerous situations such as addiction or mental health issues. Although they are difficult to set at first, boundaries are great tools to help keep us safe and healthy. Boundaries are not only for us. They also help us respect the space and needs of others. We can respect other people's boundaries by listening when they tell us what they need. Being mindful if someone appears uncomfortable. One way to do this is looking for cues such as avoiding eye contact, turning away, limited conversation response., nervous gestures like laughing, talking fast, folding arms, stiffening posture, or flinching. And if you are still unsure if they are uncomfortable, ask. Create a safe space for them to express their discomfort and boundaries with you. There will come a time when your boundaries will be tested. Someone does something that you are not comfortable with or you're put in a situation where you feel obligated to violate a boundary you have set for yourself. Prepare for these difficult situations and how you want to respond. Boundaries are the limits we set for ourselves. It is up to us to decide what they are and when to set them. We hope you found this video helpful. If you

would like additional resources on healthy boundary setting, check out our description box below. As always don't forget to like, subscribe, and hit the button so that you never miss a video.

Setting Boundaries

Boundaries define how you are going to be treated and how you are going to react.

- It can be helpful to set boundaries in all types of situations, from friendships to work relationships to dating relationships. In any relationship, KNOW YOUR BOUNDARIES!

Boundaries are limits intended to keep you safe and protect your physical, mental, and social health.

- Your parents/guardians may set limits such as curfews, events or places you can/cannot attend, and being in groups or alone with your partner.
- As you mature, you will begin to set your own social boundaries.

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Presenter Notes:

Below example for boundaries (from Vanderbilt University Medical Center)

<https://www.vumc.org/health-wellness/resource-articles/establishing-effective-personal-boundaries>

A boundary is like an imaginary fence around what thoughts, feelings, values, or desires belong to you. If your fence is built like a tightly-stacked stone wall, then nothing can get out or in. This type of boundary may serve to protect you from negative outcomes, but it can be too limiting and cut you off from others.

If your fence is constructed with thin pieces of paper, then it is too fragile to contain your thoughts and emotions. It leaves you vulnerable to being overtaken by the thoughts and emotions of others, as well.

Setting Boundaries

Setting boundaries allows you to stay true to yourself and your values.

Characteristics of effective boundaries

- Limits are clear and decisive, yet reasonable.
- Value is placed on your needs, as well as the needs of others.
- The focus is on your authentic self instead of pleasing others.

Reasonable, healthy boundaries aren't unfair demands

- Boundaries are fair and respectful requests that communicate your expectations and needs so people treat you the way you'd like to be treated.

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Presenter Notes:

Setting Boundaries

Talk to a parent/guardian or trusted adult for help with setting boundaries.

Effective boundaries support positive relationships. If you take control of setting effective boundaries, you have choices and opportunities for less stress and more confidence or self-esteem.

How do you feel about....

- Material Boundaries – lending or asking for money; sharing your possessions
- Physical Boundaries – control over one’s body; deciding who gets to touch, hug, or kiss you
- Mental Boundaries – personal thoughts and opinions; disagreeing/agreeing with others
- Digital Boundaries – online presence; posting relationship status, time on device, allowing others to use your device

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Presenter Notes:

Ask students to take time to reflect on their own personal boundaries. There are no right or wrong answers.

Examples of healthy boundaries

- Letting a friend who asks to borrow money frequently without repaying it know that they won't be able to loan them any more money until they repay what they owe.
- Asking a partner to respect their time with other people by not calling or

- texting repeatedly when they are hanging out with others.

Examples of unhealthy or lack of boundaries

- Demanding friends or dating partners be there for them every time they request it.
- Going against their values or beliefs in order to fit in, be liked, or to please others.

Maintaining Boundaries

Main Idea

Deliberate decisions including abstinence, avoidance, and refusal help you avoid high-risk behaviors and maintain your boundaries to protect your physical, mental, and social health.

High-risk behaviors include sexual activity, smoking, underage drinking, drug use, criminal activity, and dating violence.

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Presenter Notes:

Maintaining Boundaries-Abstinence

Abstinence is a deliberate decision to say **NO** in order to avoid high-risk behaviors.

- Choosing abstinence in a relationship means you have decided not to become sexually active.
- Strategies for abstaining can be used in other high risk behaviors including drinking alcohol, using drugs, and vaping or using tobacco.

Practicing abstinence requires planning and self-control, which is the ability to regulate one's emotions, thoughts, and behavior in the face of temptations and impulses.

- During the teen years, you will notice a surge in sexual feelings as you move through puberty and your hormones change.
- It's normal and healthy to have sexual feelings, but you can control these feelings instead of letting them control you.

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Presenter Notes:

Strategies for ABSTINENCE from Sexual Activity and Other High Risk Behaviors

Set limits for expressing affection and be clear about the limits with your partner.

Talk with a trusted adult about how to avoid all high risk behaviors.

Communicate your limits with your friends, dating partner, family, etc.

Seek low-pressure dating situations such as group dates or public places.

Date someone who respects and shares your values.

Say no to any situation that doesn't align to your values and expectations.

Regardless of your current or prior experiences, you can begin practicing abstinence to avoid sexual activity risk and any behavior that has high risk.

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HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs).

Compare various contraceptive methods in accordance with state/district policy.

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(9) Discuss the interrelationship between teen sexual activity and exposure to

other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;

Presenter Notes:

Practicing abstinence requires planning and self-control, which is the ability to regulate one's emotions, thoughts, and behavior in the face of temptations and impulses.

Remind students that strategies for abstinence are for more than sexual activity but also for abstaining from drinking alcohol, using drugs, and vaping or using tobacco.

Tips for Discussing Your Commitment to ABSTINENCE with Your Partner

Honest communication with your partner will help you stay committed to abstinence

- ✓ Choose a relaxed and comfortable time and place.
- ✓ Begin the conversation in a positive way.
- ✓ Be clear about your reasons for choosing abstinence.
- ✓ Be firm in setting limits on your physical relationship.

Choosing abstinence isn't a decision you can make once and never think about again. It's a choice you will have to recommit to each time you face temptation or pressure from others. To stay firmly committed to abstinence, continue to remind yourself of the reasons why you choose abstinence.

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Presenter Notes:

It's important to talk about your decision to choose abstinence with the people you date.

Scenario

- Kayla has a close group of friends. Dan, one of her good friends, recently told her he wants to date her exclusively. Kayla knows that Dan has been sexually active in the past. She likes Dan and wants to get to know him better, but Kayla does not want to begin a serious relationship. What should Kayla do?

Remember to be honest and respectful in your response.

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Presenter Notes:

You may choose to have students jot their responses on paper. Students may submit their response if using laptops.

This can be used as a class discussion with some students sharing responses with the whole group, or you can choose to use as small group discussion with each small group providing a response.

Example responses:

- Kayla could express to Dan that dating is not a priority of hers at this time.
- Kayla could express to Dan she likes him as a friend and does not want to ruin their friendship.
- Kayla could tell Dan she would like to try dating him exclusively and honestly communicate with him her boundaries for sexual activity.

Maintaining Boundaries-Avoidance

One way to lessen the temptation or pressure to participate in high risk activities is by AVOIDING social situations or dates that can lead to sexual activity, drinking, or drugs.

- Know where you are going and what you will be doing and tell your parents/guardians. Know and follow the time you are required to be home.
- Know who else will be there. Make sure they know your boundaries.
- Avoid places where you know or suspect alcohol or drugs are present, and NEVER ride with a driver who is impaired.
- Trust your instincts. If you feel uncomfortable, tell someone and leave the situation. Have a plan with a trusted adult to let them know you need help.
 - Tip: Discuss and create a safety codeword to send a parent/trusted adult. When you send the codeword, the person will pick you up, no questions asked.

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Presenter Notes:

Ask the following. Gain 2-3 responses for each.

- Why is it important to tell your parents/guardians your plans and have a set time to be home?
- Why is it important to ask who will be present?
- What are benefits of knowing the plans for your date?
- What should you do in a situation that makes you uncomfortable?

Maintaining Boundaries-Avoidance

AVOID being alone on a date. Consider group dates as a way to avoid risk until you know your partner will respect your boundaries.

- Group dating can reduce some of the pressures of dating.
- Group dates allow you to spend time with another person without the pressure of being alone with one person. Being alone with a date can increase the risk of losing self-control or being in a situation that makes you feel uncomfortable.
- Being under the influence of a substance, like alcohol, could increase the chances of engaging in high-risk sexual activities.
 - Substance use makes it harder to stick to boundaries and use refusal skills.

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Presenter Notes:

Ask: Why can being alone on a date be more stressful than group dating?

Gain 2-3 responses.

- Examples--All of the attention is not on you when you are with a group; you are more likely to have fun and not worry about saying the wrong thing; you won't be tempted to engage in high-risk sexual behaviors

Maintaining Boundaries-Refusal Skills

Committing to abstinence means not allowing a partner, peer, or social media to pressure you into doing something that you choose not to do--drinking, drugs, vaping, or sexual activity.

You can use refusal skills to help you stand firm in your values.

REFUSAL skills are strategies for handling pressure and ways to say no to something you don't want to do.

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Presenter Notes:

Maintaining Boundaries-Refusal Skills

#1 Just say no

Why it works: A confident, simple “no” says that the conversation is over.

#2 Suggest an alternative activity

Why it works: Offering an alternative tells the person you still want to spend time with them, but you can do an activity you're comfortable with.

Example-"No thanks. Actually, let's get some food. I'm starving."

#3 Leave the situation

Why it works: Once you're out of the situation, the pressure decreases. Then you can figure out your next steps.

Example-leave the conversation, room, or location.

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Presenter Notes:

Maintaining Boundaries-Refusal Skills

#4 Reverse the pressure

Why it works: Reversing the pressure gives you more control over the situation.

Example-"If you love me, you'll do this." Response-"If you love me, you won't pressure me to."

Example-"Just try it once. If you hate it, I won't ask again." Response-"No. Why would I do something I'm going to hate?"

#5 Use humor

Why it works: A joke or a lighthearted comment lifts the tension.

Example-"If I smoke, I'll smell as bad as you." or "I'm fun already. I don't need that."

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Presenter Notes:

Maintaining Boundaries-Refusal Skills

#6 Ignore the offer

Why it works: No response sends a message that you're not interested.

Example-Don't reply to a text; don't acknowledge the offer; continue talking or hanging out as if it never happened.

#7 Give an excuse

Why it works: Excuses give the person an explanation for why you're saying no.

Example-"No thanks. I always get a headache when I'm around smoke." or "You know I'm a terrible liar. If my parents ask, we will get caught."

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Presenter Notes:

Maintaining Boundaries-Refusal Skills

#8 Pass the blame

Why it works: When you pass the blame, you don't have to defend yourself or your choice.

Example-"Are you trying to get rid of me? My parents would never let us hang out again."

#9 Pull in help

Why it works: Bringing in other people reverses the peer pressure.

Example-"Hey guys, help me out. I told him 'no,' but he won't leave me alone."

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Presenter Notes:

Maintaining Boundaries-Refusal Skills

#10 Change the subject

Why it works: Changing the topic sends a message that your mind's made up.

Example-"No thanks. Hey, how did you like that movie?"

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Presenter Notes:

Using Refusal Skills

**Remember
NO means NO!**

Practicing effective refusal statements will help you resist the pressure to engage in sexual activity or any other high risk behavior such as drugs or alcohol use.

| Pressure Line | Your Response |
|-------------------------------|---|
| Everybody does it. | Not everybody. Not me. |
| I thought you were cool. | The answer's still no. |
| No one will know. | I'll know, and I'm the one who matters. |
| If you loved me, you'd do it. | If you loved me, you would respect my decision. |

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Presenter Notes:

Practicing refusal skills helps you decide which skills you are comfortable using when you are in a high risk situation.

Introduce a peer pressure scenario from below. Work in small groups to role play the situation by saying or acting out the refusal skill they choose.

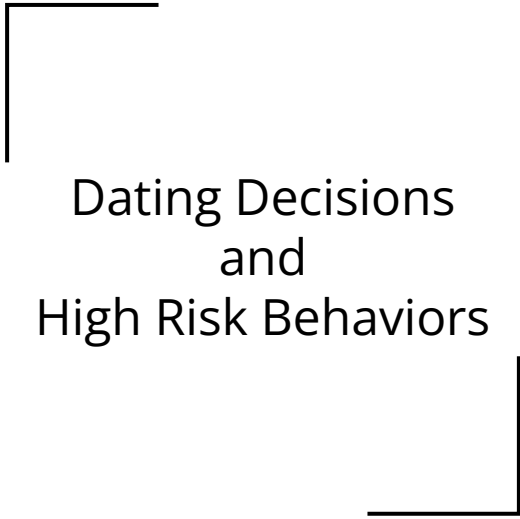
Ask them to discuss how they felt using refusal skills. Talk about possible outcomes or preventive tactics they can use.

Discussion questions:

- How would you respond to this situation?
- Why did you choose that refusal skill?
- What other refusal skills do you think could work for this scenario?
- What do you think would happen if you used that refusal skill?
- After discussing the scenario, talk about preventive tactics they could have used.

Peer Pressure Scenarios

- A friend makes fun of a classmate's social media post. They leave a comment and ask you to comment too.
- Your girlfriend/boyfriend texts asking you to sneak out and come over to be alone.
- At a concert, an acquaintance offers you alcohol or drugs and asks if you want to use it.
- Two friends drink at a sleepover and invite everyone to join them.



Dating Decisions and High Risk Behaviors

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(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;



Understand the interrelationship between consent, teen sexual activity, and the impact of sexual activity on your social, mental, and physical health.

Vocabulary introduced in this lesson:

- social health
- mental health
- physical health
- consent

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Presenter Notes:

The words on this slide will be covered in the lesson.

social health - ability to interact, adapt, and form meaningful relationships with others

mental health - mental well-being enables people to cope with the stresses of life, realize their abilities, learn well and work well, and contribute to the community

physical health - proper function of internal and external body parts, organs, tissues, and cells

consent - give permission for something to happen or be done

Dating Decisions and Your Health

Main Idea

Dating decisions and your boundaries will help you avoid high risk behaviors and stay healthy.

The most important boundary you can set in a relationship is to practice abstinence.

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Presenter Notes:

Ask students to consider: “How can dating positively and negatively impact someone physically, mentally, and socially?”

- Positive examples--Increase your sense of belonging; greater sense of happiness; encourage your hopes and dreams; support of healthy lifestyle choices
- Negative examples--Changing your values to keep your partner happy; regret from actions that don't align to your values; being controlled; losing friends

Dating Decisions and Social Health

Social health is our ability to interact, adapt, and form meaningful relationships with others. You may be ready to date when you can balance your school work, friendships, family, and personal time; be yourself with others; and maintain your boundaries. Discuss dating permissions with your parents/guardians.

- Some teens may decide not to date because they do not feel ready. They may have other priorities such as focusing on school, spending time with family, or working to save money for college.
- If you decide to date, honestly communicate your thoughts, feelings, and boundaries to your dating partner. Use avoidance or refusal skills if you feel pressured to do things that go against your values.

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Presenter Notes:

Ask, “What priorities might high school students have?” Receive at least two responses.

- Examples--athletics, jobs, studying, caring for siblings, etc.

Ask, “If you are ready to date, what are some things to discuss with your parents/guardians before you start?”

- Examples--curfew, code words for texting if they are in an unsafe situation, group vs alone dating, places for dates, etc.

Dating Decisions and Social Health

Examples of risks to your social health when you are dating:

- Isolation-telling yourself that your partner is “the one” and avoiding opportunities to pursue new interests or friendships; allowing your grades to drop due to time spent with your partner.
- Sexual activity-risking an unplanned pregnancy that impacts both people in the relationship; teen parents face many challenges, such as providing financial and emotional support for their child.
 - Teens who become parents may have to put their own education and career plans on hold. They lose the chance to have a normal teen experience as they have to take on the responsibilities of parenthood at an early age including financial obligations that may require having multiple jobs to pay for the baby’s needs.

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other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

Teens may also have unrealistic expectations about the financial resources needed to take care of a family. Most teens who have children before finishing high school have no choice but to take low-paying jobs that offer limited opportunity for future growth.

Teen pregnancy and parenthood may also add stress on their other family members who will bear financial burdens or be caregivers to a child of a teen pregnancy.

Dating Decisions and Mental Health

Good mental health in a dating relationship means the relationship is healthy and built on common values, respect, and friendship. Dating should NOT add stress to your life.

- Know your values and boundaries BEFORE you begin a relationship.
 - Think about your values. What's important to you? Kindness, listening, planning for the future?
 - How do these beliefs translate into relationship boundaries?
- Know your dating partner's values and boundaries.
 - Do your partner's actions show respect, honesty, caring, and commitment?
 - Does your dating partner use communication, cooperation, and compromise in your relationship?

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HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs).

Compare various contraceptive methods in accordance with state/district policy.

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Presenter Notes:

Have students reflect individually on the slide questions about their own and their partner's boundaries.

Dating Decisions and Mental Health

Most teens are not prepared for the mental health concerns or emotional demands of a sexual relationship.

Teens who become sexually active may experience:

- Emotional distress if your partner is not equally committed to the relationship
- Loss of self-respect due to compromising your values
- Guilt over concealing sexual activity from your parent/guardian
- Heightened negative emotions if the relationship ends after having sexual activity
- Regret, anxiety, and/or depression if the sexual activity results in an unplanned pregnancy or sexually transmitted infection

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Presenter Notes:

The combination of hormones, emotions, and change associated with teenage relationships can trigger or heighten negative emotions, obsessive thinking, and mental health issues like anxiety and depression.

Dating Decisions and Physical Health

Dating decisions impact your physical health through the risk of sexually transmitted infections (STIs) from engaging in sexual activity.

- Youth ages 15-24 account for almost half of the 26 million new sexually transmitted infections each year.
- Although many STIs can be treated and cured if diagnosed early, some STIs have no cure or cause irreversible damage to the reproductive system if not treated early.
- Tennessee is one of the 20 states with the highest rates of STIs in the US.

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Presenter Notes:

Risks associated with sexual activity include unplanned pregnancy and sexually transmitted infections (STIs).

Sexually transmitted infections (STIs) are infections spread from person to person through sexual contact.

This topic, STIs, is addressed in more depth on Day 5.

Data from <https://www.cdc.gov/std/statistics/2022/default.htm> ,
<https://www.cdc.gov/std/life-stages-populations/adolescents-youngadults.htm> ,
<https://www.cdc.gov/std/dstdp/sti-funding-at-work/jurisdictional-spotlights/tennessee.pdf>

Dating Decisions and Physical Health

Dating decisions impact your physical health through the risk of unplanned pregnancy from engaging in sexual activity.

- Every year in the United States, about one million teenage girls become pregnant.
- A pregnancy can result even if teens are engaging in sexual activity for the first time.
- Tennessee has the 7th highest teen pregnancy rate in the United States.

Pregnancy not only impacts females but also males.

- Some impacts for males and females include: cost of care for a baby; loss of sleep from 24/7 responsibility for the baby; additional stressors and responsibilities of raising a child (extra jobs, change in college plans, legal responsibilities as the caregiver, etc.)

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Presenter Notes:

Risks associated with sexual activity include unplanned pregnancy and sexually transmitted infections (STIs).

This topic, unplanned pregnancy, is addressed in more depth on Day 5.

Data from

<https://www.cdc.gov/nchs/pressroom/sosmap/teen-births/teenbirths.htm> ,

<https://www.cdc.gov/nchs/pressroom/states/tennessee/tn.htm> ,

<https://www.cdc.gov/teenpregnancy/about/index.htm> ,

<https://opa.hhs.gov/adolescent-health/reproductive-health-and-teen-pregnancy/about-teen-pregnancy-and-childbearing> ,

<https://www.tn.gov/health/health-program-areas/tennessee-vital-signs/redirect-tennessee-vital-signs/vital-signs-actions/teen-births.html>

Dating Decisions and Your Health

Talking to your parent/guardian or a trusted adult can help you to set and maintain your boundaries in all relationships but especially in your dating relationships since the risks for STIs and unplanned pregnancy impact all aspects of your health.

Here are a few suggestions to help:

- Clearly communicate your physical touch boundaries with your partner - use refusal skills if they do not listen
- Seek low pressure dating situations - choose a safe place, date in a group setting
- Have a partner who shares your values - choose someone who respects you by adhering to your boundaries

The most important boundary you can set in a relationship is to practice abstinence.

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Presenter Notes:

Dating Decisions and Consent

Main Idea

In a healthy relationship, consent (or permission) is given and received before anything can happen or be done.

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Presenter Notes:

Dating Decisions and Consent



Consent is defined as “to give permission for something to happen or be done.”

- In a healthy relationship, consent gives a dating partner permission to engage in a specific action.
- Consent should be given and received before a person engages in any kind of physical activity with their partner.

If you want to physically interact with another person, you need to ask! This includes hand holding, hugging, kissing, or any physical touch and not just sexual activity.

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Presenter Notes:

VIDEO (length 1:11)

Video Link:

<https://jcschools.instructuremedia.com/embed/002eb6df-eb98-4d62-ad17-55543bfb28d7>

Original video at Virginia Sexual and Domestic Violence Act:

<https://www.youtube.com/watch?v=n6X5I7xoxEY>

Transcript:

0:00 [happy music playing] 0:14 hey 0:15 hey 0:16 wanna shoot some hoops?
0:17 um, no...not really 0:20 all right. 0:22 do you wanna play? 0:23 yeah 0:24
cool 0:26 :) 0:28 :) 0:30 so hey, um...you wanna go see a movie? 0:33
oh...nah... 0:34 okay. 0:45 you...wanna kiss...? 0:47 yeah :) 0:48 me...me too
:) 0:54 don't worry about being awkward... 0:56 ...just say what you want...
0:58 ...and ask first.

Dating Decisions and Consent

Every physical act that a couple engages in requires both people to consent.

- Just because a person consents to one act does not mean they consent to any others.
- Consenting once does not obligate them to participate in that act again.
- Even if a person has consented to an act, they have the right to stop at any time.
- Consent is explicit permission. Just because a person doesn't say "no" does not mean they are saying "yes."
 - "I'm not sure" or "Maybe" or silence are NOT consent.

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Presenter Notes:

Consent and Your Rights

You should ask, receive, and give consent EACH time before engaging in ANY type of physical touch (hugging, holding hands, kissing, and sexual contact).

- If you do not have consent, you are breaking the law.

If you are engaging in sexual activity, the age of consent for the state of Tennessee is 18 years old.

- It is illegal for an adult to have sexual contact with someone under the age of consent.
- A teen who is under the age of consent cannot legally agree to become sexually active. If one person engaged in sexual activity is under the age of consent (18), the other person can be charged with a crime.

The best choice is always **abstinence from sexual activity**.

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Presenter Notes:

Consent Scenario #1

Did both say YES or NO? Is there consent? Can you spot any threats, manipulation or pressure? What would you do?

Abigail has been dating Billy for several months. One day, Abigail told Billy to meet her by the girls' bathroom between classes. She pulled him into the bathroom and into a stall. She started kissing him and rubbing her hands all over his body. Billy asked her to stop. He told her he could get a detention if he was caught in the girls' bathroom, and he needs to be home after school to take care of his siblings. Abigail told Billy to stop being a baby. She told him if he wanted to be with her, they needed to take their relationship to the next level. Abigail proceeded to kiss him and move her hands around on his body. Billy was extremely anxious.

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Presenter Notes:

Consent Scenario #2

Did both say YES or NO? Is there consent? Can you spot any threats, manipulation or pressure? What would you do?

Reyah and Marcus have been flirting a lot in school. One day after school, Marcus invited Reyah to his home while his parents were at work. Reyah was excited and agreed to walk with Marcus to his home. When they got there, Marcus asked Reyah if he could kiss her. Although she felt embarrassed, she wanted Marcus to kiss her so she said yes. They began kissing, but then Marcus put his hands under Reyah's shirt. She pushed his hands away and said she didn't want him to do that. She said she liked kissing him, but she didn't want to do anything else. Marcus stopped trying to put his hand under Reyah's shirt.

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Presenter Notes:

Decision Making & Choosing Abstinence

Lifetime Wellness
Day Four

2024 - 2025

END OF PRESENTATION