

Intimacy

In this activity the instructor draws a line on the board and holds cards with different intimate activities ranging from holding hands to sexual intercourse. The students are then asked to place the card on the line where they think it is appropriate with items on the left being the least intimate and items on the right being the most intimate. When students can't agree, a vote is taken and there is discussion regarding the validity of different opinions.

*Topics covered following activity

- Different types of intimacy: Friend relationships, family relationships, boy/girlfriend relationships, etc (All sexual relationships should also include intimate aspects of friendship)
- You can have intimacy without having sex (Sex is the icing, the other parts of intimacy...communication and shared interests...are the cake)
- There are consequences to sexual intimacy too early or in the wrong way

- Waterfall Illustration – the closer you get to the edge, the more difficult it is to get out of the water without going over the edge, making decisions beforehand of where to stop allows for someone to not get “pulled to the waterfall”
- Types of intimacy defined and discussed include:
 - Facebook
 - Texting
 - Talking on the Phone
 - Hugging
 - Cuddling
 - Arms Around Each Other
 - Kissing
 - French Kissing (Described as kissing involving the tongue)
 - Making Out (Described as kissing our french kissing over an extended period of time)
 - Dry Sex (Described as the simulation of sexual intercourse with clothing on)
 - Touching Private Parts Over Clothes
 - Touching Private Parts Under Clothes
 - Oral Sex (Described as mouth touching genitals— either male or female)
 - Sexual Intercourse (Defined as genitals touching genitals)

Sexuality

Procedure:

Explain that the group will explore definitions of and messages about sexuality. Acknowledge that it is normal for some teens to feel a little embarrassed or uncomfortable. Point out that in our society, although we hear about sexuality all the time in music, television programs, and movies, people often do not have serious discussions about the subject.

Students are divided into three groups. Each group will have a different assignment. Group One will list what their parents have said about sexuality. Group Two will list what their friends have said about sexuality. Group Three will list what they have seen or heard

about sexuality through the entertainment media—movies, music, magazines, and television.

Clarify that it is okay to list whatever they have heard or seen. There are no right or wrong answers in this activity, but what is written should be appropriate (no slang words, curse words).

Assign "parents," "friends," or "media" to each group. Switch after a couple minutes so each group gets each poster.

Circulate and give suggestions to help groups start. For example, friends might say, "Everyone is having sex". Parents may have said, "Sex should wait for marriage." A common media message is "You'll be attractive to guys/girls if you use our product."

Discussion Points:

1. How are the messages from parents, friends and the media similar? Different? Why do you think that is so?
2. Which messages do you agree with? Disagree with?
3. Can you think of any sexuality messages you have heard from other sources, such as religious teaching, romantic partners or health teachers?
4. If you were a parent, what is the most important sexuality message you would give your child?
5. Which of these messages might make a person feel uncomfortable talking or reaming about sexuality?
6. Are there messages you think are incorrect and that you want more information about?
7. Which gave the best information about sex?
8. Which talks about sex the most?
9. When needing information about sex, who should you go to?

4 corners Activity – Agree, Disagree, Unsure

- A girl is very much in love with her boyfriend, and he has said he loves her so much he would like to marry her eventually. Because she's in love and expects to marry this boy, her body belongs to him for the asking.
- All of the following can transmit an STI/STD (agree/disagree only): Vaginal Fluid, Semen, Blood, Urine
- Most teens are having sex
- Abstinence is the only 100% effective way to prevent pregnancy and STDs

Students are encouraged to indicate why they chose the corner they chose and to discuss different viewpoints and the values associated with each.

STD/STI Transmission

- Two students are selected as volunteers and are labeled the newest couple at the high school
- The two decide they are ready to have sex for the first time. One (“Sally”) is a virgin and has never had sex before. The other (“Joe”) has had one previous sexual partner (“Jill”)
- Volunteer is chosen to represent “Jill” and puts hand on the shoulder of “Joe”
- “Jill” has had two previous sexual partners, “Frank” and “Eli” (“Frank” and “Eli” both put one hand on “Jill’s” shoulder”
- “Frank” had no previous sexual partners, but “Eli” had one, “Sarah”. (“Sarah” puts hand on shoulder of “Eli”
- “Sarah” had two previous sexual partners, “Matt” and “Sam”. (“Matt” and “Sam” put hand on shoulder of “Sarah”)
- “Matt” had no previous sexual partners, but “Sam” had one, “Betty” (“Betty puts hand on shoulder of “Sam”)
- *At this point, there should be a line of people from “Joe” to “Betty”*
- Unfortunately, “Betty” has an STD and has since before she had sex with “Joe”. “Betty” gets a dot marked on her hand. This dot is then passed down the line back to “Joe” through the hands on shoulders

Demonstrates how STDs are transmitted through many people and how it is important to know partner’s history... their history is not only tied to their partner’s previous partner, but to their previous partner’s as well.

Abstinence

1. Introduce the activity by pointing out that failure to make good decisions about sex is one of the reasons teens can become infected with HIV, other STDs and/or experience an unplanned pregnancy. Explain that one decision teens can make about sex is to not have it—to abstain until they are older.
2. Pin up two different newsprint sheets with the word "Abstinence" written on each one.
3. Ask teens to define abstinence. Write their responses on one of the newsprint sheets. If the youth do not make the following points, make them yourself:
 - a. Abstinence is a deliberate decision to avoid something. People choose to abstain from many different things, such as sweets, meat, candy, tobacco products, voting, alcohol and/or other drugs, and/or sexual activities.
 - b. People choose to abstain for many different reasons, such as health (avoiding sweets or fat), personal religious beliefs (avoiding meat, alcohol), commitment to a cause or person (abstaining from voting and/or participating in some behaviors), fear (of punishment, of negative consequences), and disinterest.
 - c. People define sexual abstinence in many different ways. For one person, it may mean no physical contact with potential partners—no kissing, no

holding hands. For another, it may mean abstaining from one particular behavior, such as avoiding vaginal intercourse. For the purpose of this exercise, abstinence should mean having no sexual intercourse: vaginal, oral, and/or anal.

4. List at least ten reasons why teens might decide to not have sex.
5. Share the reasons they have listed with the rest of the class. Record the reasons on a master list using the second newsprint sheet. Teens should have identified some of the following, if not add them to the list:
 - a. Religious beliefs, personal beliefs, not ready for sex, want to wait until married, want to wait until out of high school, risk of pregnancy, risk of STIs, don't want to jeopardize goals, relationship with parents, not in love, peer pressure, not interested .
6. Ask the class to discuss the reasons listed. Ask the teens to evaluate if each reason is a "good" or "bad" reason in their opinion to choose abstinence. Validate that people have different reasons for choosing abstinence and that each should be valued and respected.
7. Explain to the group that abstinence is only 100 percent effective if used consistently and correctly. Ask teens what they think you mean by that statement.
8. Conclude with the following discussion:
 - a. Given what we learned today, do you think that there are some good reasons to choose abstinence from sexual intercourse?
 - b. Is it difficult to stick to the decision not to have sex? What are some things people can do to help themselves follow through with that decision?
 - c. What can you do to help your friends if they choose to be abstinent?