

# **Reducing the Risk**

**Building Skills to Prevent**

# **Pregnancy STI & HIV**

**Revised 5th Edition**

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**Foreword by Douglas Kirby, PhD**

advancing  
health  
equity **etr.**

## Follow District Guidelines

Before teaching this unit, the teacher must be certain the program concepts, objectives and approach are within district guidelines and have the full support of the administration, the school board and parents whose children are enrolled in the class.

## Parent Notification

It is essential to inform parents and guardians regarding the nature and scheduling of the *Reducing the Risk* program.

Prior to implementation of the curriculum, parents/guardians should receive written notice describing the goals of *Reducing the Risk* and the nature of the content to be covered. Parents also should be given an opportunity to view the curriculum and related materials if they wish. Parents must be allowed the option of excluding their children from participating in the curriculum. Details regarding parent notification and a sample parent notification letter are included in the "Prior to Class 1" section.

**CLASS  
1A**

# Abstinence, Sex and Protection: Pregnancy Prevention Emphasis

## Synopsis

Class 1 is an introduction to *Reducing the Risk*. The teacher models 2 versions of a roleplay to demonstrate refusal skills. Students participate in a 2-part “pregnancy risk” activity to personalize their vulnerability to pregnancy.

## Preparation and Materials

- ▶ Review Introduction and Prior to Class 1 and assure yourself that the parent notification and permission is complete.
- ▶ Review Appendix A, “How to Use Roleplays.”
- ▶ For ease of “performance,” copy **Lee and Lee #1A** and **#2A** (Teacher Roleplays 1.1A and 1.4A) so that they are separate from the book.
- ▶ Cut out 6 paper squares, number them 1 to 6 and place them in a hat or other container.
- ▶ Make a copy of the **Pregnancy Risk Chart** (Teacher Reference 1.3A). Cut the chart into the 6 numbered strips as marked.
- ▶ Refer to Student Workbook for **My Risks** (Worksheet 1.2A).

## Outline of Activities

Activity	Time	Materials
Introduce Curriculum and Model Roleplay, Version 1	10 min.	<input type="checkbox"/> <b>Lee and Lee #1A</b> (Teacher Roleplay 1.1A)
Pregnancy Risk Activity, Parts 1 and 2	25 min.	<input type="checkbox"/> <b>My Risks</b> (Worksheet 1.2A) <input type="checkbox"/> <b>Pregnancy Risk Chart</b> (Teacher Reference 1.3A)
Model Roleplay, Version 2	10 min.	<input type="checkbox"/> <b>Lee and Lee #2A</b> (Teacher Roleplay 1.4A)
Lesson Summary	5 min.	<input type="checkbox"/> None

### Note to the Teacher

Both parts in the introductory roleplay, **Lee and Lee**, are written to be read by one person—you—for several reasons. This initial presentation sets the tone and breaks the ice for the student roleplays that follow, so an adult-modeled first script is important. Performing alone is usually the best approach, since teachers rarely have access to another adult assistant to play the other part, and asking a student to read with a teacher could be misinterpreted.

Be sure your reading of the roleplay allows for inclusivity and does not reinforce one view of gender identity or gender stereotypes. You can do this by introducing Lee and Lee as a couple without specifying their genders, by not differentiating the two Lees' lines using stereotypical male and female voices, and by leaving it open as to which Lee is pressuring and which does not want to have sex.

## Activities

### Introduce Curriculum and Model Roleplay, Version 1

1. Tell students that today is the beginning of a program that will give them skills to keep from getting pregnant or from getting someone pregnant. To introduce the skills they'll be learning, you're going to do a 1-person play. The dialogue of the play might now, or in time, be familiar to them.

The play is called **Lee and Lee**. Tell students you'll be playing two students who are a couple, and who are, amazingly, both named Lee. (Ask students to hold their applause until the end!) See **Lee and Lee #1A** (Teacher Roleplay 1.1A). As necessary, change the names of the characters or the language in this roleplay to work for your students.

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2. After performing the roleplay, resume your role as teacher and ask students their reaction to the way Lee and Lee discussed having sex and the potential outcome of pregnancy.

### Include the following questions in the discussion:

- How is the way in which Lee and Lee made the decision to have sex similar to or different from how other couples your age make that decision?
- Why didn't Lee stick to the decision not to have sex?
- What makes it difficult to say no to someone you care about?
- In the story, Lee is conflicted about having sex in the moment and waiting. Can both of these feelings be true? If so, how might someone navigate having conflicting feelings?

3. Tell students that even though they may know how to avoid pregnancy, and want to, it's not always easy to say no to sex or use protection. It takes knowledge and skills. The story of Lee and Lee shows that many young people are still working to figure out how they feel about sex and when to start having sex, as well as developing the knowledge and skills necessary to stay healthy.

Every year, almost 615,000 teens become pregnant (Guttmacher, 2014).

Yet, pregnancy is preventable. Tell students this unit helps them protect themselves from unintended pregnancy. They will learn they can avoid pregnancy by practicing the skills to abstain or use protection.

In the next few weeks, students will act out situations that they may face outside the classroom. After roleplaying in class and completing assignments as homework, they will be better prepared to be sure that real-life encounters do not lead to unwanted sex or pregnancy.

This program uses a specific definition of abstinence: abstinence means choosing not to do any sexual activity that carries a risk for pregnancy or STI/HIV.

### Note to the Teacher

*The purpose of the Pregnancy Risk Activity is to demonstrate the substantial risk teens have of getting pregnant when they engage in unprotected sex. The activity is not intended to demonstrate specific statistical risk, but to help students personalize their risk of pregnancy and think about how their lives would change if they did get pregnant or get someone pregnant. Therefore, the activity is designed so that all students in the class do "get pregnant."*

You may want to clarify 2 things at the end of the activity:

- *In real life, it is possible that some students might not experience a pregnancy within a year. However, there is a risk of pregnancy every time a person has unprotected sex, including the first time. It's also possible to get pregnant more than once in a year.*

(continued)

- Data show that people who engage in unprotected sex for a year have an 85% chance of experiencing a pregnancy within that year. (Hatcher, et al., 2018). For the purpose of this activity, we are assuming that teens who engage in unprotected sex have a 100% chance of pregnancy for that year.

Be sensitive to any students in your classroom who may be pregnant or parenting, or who may have family members who experienced pregnancy at a young age.

## Pregnancy Risk Activity

### Part 1:

1. Tell students this activity will help them understand that pregnancy is a potential outcome of having sex without using protection. Every time a couple has sex without protection, they can get pregnant. The chances of pregnancy from unprotected sex are roughly 1 out of 6 each month.
2. Have the container with the numbered squares ready. Have students turn to **My Risks** (Worksheet 1.2A) in their workbooks. Ask students to choose a number from 1 to 6 and write it at the top of their worksheet. This will be their number for both parts of the activity.
3. Explain that for purposes of this activity we will make believe that everyone in the class is having unprotected sex each month, although we know that most young people their age are not having sex.
4. Draw a square out of the container and read the number aloud. Ask all students who have put that number on their worksheet to stand. When students are standing, tell the class that this is how many pregnancies have occurred at the end of the first month of unprotected sex. Assure students that you know boys don't get pregnant but they do share equal responsibility in a pregnancy.
5. Return the first number to the container and draw another number. Ask students with this number to stand. These students would be pregnant at the end of the second month. Return the number to the container and continue drawing numbers until all the numbers are called or all students are standing, whichever comes first. Tell students that they are all pregnant or have caused a pregnancy!

After a number has been drawn twice, put it aside. Tell students that some numbers were called twice, reflecting the fact that people may become pregnant a second time if they continue to have unprotected sex. (That is, females can become pregnant more than once a year, and males can be involved in a pregnancy more than once a year.)

6. As you've seen, some couples will become pregnant the first time they have unprotected sex, some the fifth time, some the twentieth time. Some will get pregnant the first month, some the second month, some in later months.

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No one can predict for sure when a pregnancy might occur, but over the course of a year, almost every couple will get pregnant.

7. Have students fill out Part A of **My Risks**. Allow 5 minutes to complete the worksheet.
8. Ask volunteers to share their responses to some of the immediate results of a positive pregnancy test (e.g., telling your partner, parents, friends). Based on when their hypothetical pregnancy would occur, ask for other volunteers to state how that pregnancy would affect their life that year (e.g., holidays, prom, summer vacation, etc.).
9. Ask students if getting pregnant is just a matter of luck like picking numbers. Draw out in the discussion that there are things they can do to avoid an unintended pregnancy, such as using self-control and saying no to sex, or using protection.

### **Note to the Teacher**

*It is important to remember that not all adolescent sexual activity is voluntary. Young people may not always have a choice about where, when and with whom they have sex. Discussion of the ways students can avoid unplanned pregnancy can emphasize the actions students can take to protect themselves, without blaming or shaming young people who may not have had choices around sexual behaviors within their control.*

### **Part 2:**

10. The second part of this activity shows how risk changes when people abstain or use protection correctly and consistently. Place the numbered strips from the **Pregnancy Risk Chart** (Teacher Reference 1.3A) in the container.
11. Ask a student to draw a strip from the container and read the number only aloud. Ask students with that number to stand. Then have the student read the rest of the information on the strip. Write "pregnant" or "not pregnant" next to the number on the board. Students may sit down if they are not pregnant.
12. Now ask another student to draw a strip from the container and repeat the process. Continue until all numbers are gone. (In this part of the exercise, most students won't get pregnant.)
13. After all the numbers are drawn, ask students to complete Part B of **My Risks**. Allow 3 minutes to complete the worksheet.
14. Ask volunteers to share their responses to Part B of the worksheet. Lead a discussion around all the things students can do if they do not experience an unintended pregnancy (finishing the school year, participating on the swim team, earning money after school for a car, etc.). Briefly process with students which "life course" is more desirable.

(continued)

15. Next, in a guided discussion, ask volunteers to share how they felt about the “pregnancy” (Part 1) and what effects a real pregnancy would have on their current lives. Use the following points to help guide the discussion:
- A pregnancy scare, ending a pregnancy (abortion), a miscarriage, making an adoption plan, and/or parenting can all impact a young person’s emotions, relationships and future options. Outcomes of these events and decisions can be positive, negative, or sometimes both. These outcomes have the potential to negatively affect relationships with friends and family as well as create challenges that may impact students’ remaining high school years.
  - Researchers have shown that teen pregnancy is associated with lower levels of the 3 E’s: less education; less employment in well-paying jobs; and less enjoyment of life (youth.gov, n.d.; Hodgkinson et al., 2014). Children born to teenage parents often have a harder time in school. They are more likely to have health and learning problems as well.

**Note to the Teacher**

*Again, be sensitive to any students in your classroom who may already be teen parents. You can help students understand some of the challenges of having a child as a teen without shaming or vilifying teen parents.*

## Model Roleplay, Version 2

1. Return to the story of Lee and Lee. Tell students that this time Lee and Lee will make a different decision because they have participated in a class like this one and have practiced skills to say no. They start as before, kissing and touching on the sofa. (Again you assume the role of both Lees.) See **Lee and Lee #2A** (Teacher Roleplay 1.4A).
2. Briefly discuss why version 2 ended differently than version 1. Explain that in the next lesson the class will discuss reasons the roleplays ended differently.

## Lesson Summary

Remind students this class has introduced them to ideas they’ll be studying for the next 3 weeks:

- Young people can develop skills to prevent unintended pregnancies.
- The only sure way to avoid pregnancy is to abstain (not have sex). The next best choice is to always use protection, including condoms or other contraceptive methods.
- It’s not easy to always follow either of these courses of action;
- but There are skills for handling situations in ways that help young people avoid pregnancy and keep relationships safe.



## Lee and Lee #1A

**NARRATOR:** Lee and Lee have been going out for 3 months, and, although taking it slow, they've been getting closer to having sex. They're sitting on the sofa together, kissing and touching.

**Lee:** Don't, Lee. Let's stop.

**Lee:** Why?

**Lee:** I don't know. I don't think I'm ready for this. And we don't have anything to use for protection.

**Lee:** Being ready just means we love each other. You do still love me, don't you?

**Lee:** You know I do, but what if something happened? What about getting pregnant or getting an infection like HIV?

**Lee:** We could handle having a baby. It would look just like you—we could name it Lee. I think that'd be great.

**Lee:** Oh, Lee. I don't know...

**Lee:** Listen, don't worry about it. We can stop before anything happens.

**Lee:** I don't think that works...

**Lee:** What do you mean? Tammy's not pregnant, is she? What do you think they use? Besides, we're the lucky types. We found each other, didn't we? How else would two people named Lee get together if somebody wasn't looking out for us?

**Lee:** *(Laughs and kisses Lee)* I really do love you, Lee. You're right—we're lucky people.

**NARRATOR:** Lee and Lee went ahead and had sex without using birth control. Despite Lee's prediction about stopping in time and being lucky, Lee did get pregnant and had the baby the night of the sophomore dance. Neither Lee nor Lee went to the dance. Lee and Lee became loving and dedicated parents to their new baby.

## Lee and Lee #2A

**NARRATOR:** Lee and Lee have been going out for 3 months, and, although taking it slow, they've been getting closer to having sex. They're sitting on the sofa together, kissing and touching.

**Lee:** No, Lee. Stop.

**Lee:** Why?

**Lee:** I'm not ready for this. And besides, if we do it we need to—you know—use something for protection.

**Lee:** Being ready just means we love each other. You do still love me, don't you?

**Lee:** Yes, but being ready means more than that. We're not ready if we don't have protection. I'm saying no to becoming a parent and to HIV.

**Lee:** Nothing's going to happen, Lee.

**Lee:** I know, because we're not going to do anything without using something—no matter how much I love you.

**Lee:** We could handle having a baby. It would look just like you—we could name it Lee. I think that'd be great.

**Lee:** (Laughs) Stop joking, Lee. I'm serious. I have NO plans to become a parent while I'm in high school.

**Lee:** Listen, don't worry about it. We can stop before anything happens.

**Lee:** That doesn't work. That's not protection.

**Lee:** What do you mean? Tammy's not pregnant, is she? What do you think they use? Besides, we're the lucky types. We found each other, didn't we? How else would two people named Lee get together if somebody wasn't looking out for us?

**Lee:** (Laughs) Well, I traded lockers with Daryl, for one thing, so we'd see each other every day.

**Lee:** You did?

**Lee:** Sure. And I learned your schedule so I'd run into you a lot. I believe in helping luck along.

**Lee:** You're really something, Lee. You're right about the protection—and besides, I don't want to do it till it's right for both of us.

**Lee:** C'mon, let's go out and get something to eat.

**NARRATOR:** Lee and Lee leave to get something to eat. Lee learned a lot about luck from Lee. That was the year Lee got a great after-school job and Lee made the track team.

Hoja de trabajo 1.2A

**Mis riesgos**

My number is \_\_\_\_\_.

Part A. If my partner and I had sex just after I had my last period, we would have a baby in the month of \_\_\_\_\_ if we didn't use protection. We would have a baby in the month of \_\_\_\_\_ if we didn't use protection.

1. If I had sex just after I had my last period, I would have to \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. The pregnancy would change the next year of my life by \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Part B. I don't want to be a teenage parent because I want to \_\_\_\_\_

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Reducing the Risk ■ Cuaderno del alumno

Worksheet 1.2A

**My Risks**

My number is \_\_\_\_\_.

Part A. If my partner and I had sex just after I had my last period, we would have a baby in the month of \_\_\_\_\_ if we didn't use protection. We would have a baby in the month of \_\_\_\_\_ if we didn't use protection.

1. Within a few days of finding out about the pregnancy, I would have to \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. The pregnancy would change the next year of my life by \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Part B. I don't want to be a teenage parent because I want to \_\_\_\_\_

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Reducing the Risk ■ Student Workbook

1

CLASS

2

# Abstinence: Not Having Sex

## Synopsis

Class 2 reminds students that there are only two ways to avoid pregnancy and STI/HIV—not having sexual intercourse (abstaining), or consistently using protection. This session focuses on the advantages of abstinence. Additionally, challenges to abstaining or using protection are considered. Students also discuss elements of successful communication about abstinence. They practice identifying successful elements of communication in the roleplay from Class 1.

## Preparation and Materials

- ▶ Write the Facts About Abstinence (p. 46) on the board or chart paper. Leave blanks for the percentages.
- ▶ Review **Lee and Lee #2** (Teacher Key 2.2).
- ▶ Refer to Student Workbook for **Lee and Lee #2** (Worksheet 2.1) and **What Abstinence Means to Me** (Worksheet 2.3).

## Outline of Activities

Activity	Time	Materials
Review Previous Lesson	5 min.	□ None
Communicating About Abstinence	15–20 min.	□ <b>Lee and Lee #2</b> (Worksheet 2.1) □ <b>Lee and Lee #2</b> (Teacher Key 2.2)
Facts About Abstinence	10 min.	□ Facts About Abstinence on the board
Reasons That Many Teens Don't Have Sex	10 min.	□ <b>What Abstinence Means to Me</b> (Worksheet 2.3)
Lesson Summary	2 min.	□ None

## Activities

### Review Previous Lesson

Ask students what they have learned from the previous lesson(s) about the risk of getting pregnant and/or the risk of HIV. (Having sex without protection increases the risk of pregnancy or STI. Students don't have to rely on luck to avoid pregnancy and HIV but can learn skills to protect themselves.)

### Communicating About Abstinence

1. Acknowledge the importance of meaningful connections with other people and healthy romantic relationships. Note that one important quality of healthy relationships is communication, including talking about sexual health.

Tell students that in this unit the class will be talking about how to avoid pregnancy and STI and still have successful relationships.

2. Explain to students that there are 3 basic elements that provide a foundation for successful romantic relationships. Write the elements on the board, and briefly explain each:
  - *Communication (C)*: being honest and saying what you want so there is no doubt you mean it.
  - *Relationship building (R)*: talking and acting in a way that shows you want to keep a good relationship going.

- **Planning (P):** talking and acting to make your future healthy and happy. Planning shows knowledge of what you want and how to get it.

Note that today teens often communicate through social media as well as in person. It's just as important to pay attention to how you communicate and build relationships when texting, messaging and posting on social media sites.

3. Have students turn to **Lee and Lee #2** (Worksheet 2.1) in their workbooks. Ask students to read the worksheet and underline and identify the places in the dialogue that demonstrate strong communication (C), relationship building (R), and planning (P). Using **Lee and Lee #2** (Teacher Key 2.2) lead the class through the identification process for the first few lines of dialogue. Then let students work on their own. Explain that there may be some lines of dialogue that represent more than one element for building successful relationships. Allow 5 minutes to complete the worksheet. (Optional: Have students work in pairs to identify these elements.)
4. In the full group, briefly discuss student responses. Discourage them from thinking only about "right" and "wrong" answers. There should be considerable latitude around students' perceptions. The point is for students to understand that you can be strong in your words and actions and still maintain a healthy relationship.
5. Summarize that talking about love, sex, protection and relationships is critical to getting what you want and avoiding what you don't want. Talking about these things can be difficult, so it is tempting to just hope that your partner will understand what you want and do it. Not talking about it will increase your risk for pregnancy, HIV or other STIs.

Tell students that in the next few weeks they will spend a lot of time talking about and practicing what to say and do to avoid pregnancy or HIV and other STIs. Abstaining, or not having sex, is one way to keep from getting pregnant or getting a sexually transmitted infection. Next, the class will look at some reasons not to have sex.

(continued)

## Facts About Abstinence

1. Some teens believe “everyone” is having sex. Most overestimate the number of their peers who are sexually active (USDHHS, 2018). In fact, rates of teen sexual activity have been declining for years, and most students your age are not sexually active (CDC, 2017). Many teens are making clear decisions not to have sex (Byers, O’Sullivan & Brotto, 2016). Their reasons may have to do with personal values, staying healthy, wanting to focus on school, building their relationships, or something else (Planned Parenthood, 2020). Let’s look at the statistics and see the percentage of teens who are saying no to having sex.
2. Refer to the Facts About Abstinence statements on the board. For each statement, ask the class for their estimates of the percentages of teens not having sex. Then fill in the blanks with the correct figures.

### Note to the Teacher:

You can check the CDC website for the most recent statistics on teen sexual activity. The Youth Risk Behavior Survey (YRBS) is done every 2 years. Change the percentages in your presentation when you have updated information: [www.cdc.gov/healthyyouth/yrbbs](http://www.cdc.gov/healthyyouth/yrbbs).

## Reasons That Many Teens Don’t Have Sex

Tell students that, as they know, some young people do have sex. Ask them to think about likely outcomes of having sex. List their results on the board, adding any important factors they miss. Students may include some positive outcomes (e.g., “It’s fun” or “It makes us feel close”). Acknowledge both positive and negative outcomes. Indicate in this discussion that the positive reasons can make it difficult for young people who choose not to have sex to stick with their choice.

2. Remind students that if they have sex they should always use protection to protect themselves from an unintended pregnancy and/or from STIs including HIV.
3. Next, ask students to help you brainstorm a list of personal, psychological and medical reasons abstaining from sex is a valid option. As each reason is identified, write it on the board or chart paper. Encourage students to identify reasons to abstain from sex for now or for the next few years, perhaps until

### Facts About Abstinence

- In 10th grade, \_\_\_\_% (65.6%) of girls and \_\_\_\_% (62%) of boys have not had sex.
- In 12th grade, \_\_\_\_% (44.2%) of girls and \_\_\_\_% (41.1%) of boys have not had sex.
- Among all high school students, \_\_\_\_% (71.3%) are *not currently sexually active*. This means about (7) out of 10 students have either never had sex, or have had sex before but are choosing to be abstinent now.

(Kann et al., 2018)

marriage or until they are with a life partner. A nearly comprehensive list of reasons follows. Use it to add to or embellish the reasons students suggest.

- Many young people believe in and practice abstinence for *religious* reasons and personal moral beliefs.
- Abstinence can be a sign of *emotional maturity and integrity*. Many young people report feeling pressured about sex. It requires maturity and honesty to stick to a decision that is consistent with personal values, morals and needs.
- It also takes emotional maturity and integrity to respect someone's choice to be abstinent and not add to the pressures teens can feel around sex. Talking about abstinence can help all teens build communication skills and establish healthy, respectful relationships.
- Abstinence *reduces* the risk of getting most sexually transmitted infections such as herpes, chlamydia, gonorrhea and HIV. We'll discuss these more in a later session.
- Abstinence is the only method of birth control that is *100% effective, 100% safe and 100% free of side effects*.
- Abstinence from vaginal sex reduces the risk of cervical cancer, which is linked to HPV infection. Research suggests there is a connection between early sexual activity, multiple sexual partners and increased risk of cervical cancer in women (Plummer, Peto & Franceschi, 2012; Lui et al., 2015).
- Abstinence shows that you're stronger than peer pressure.
- A couple may find that delaying sexual intercourse contributes in a positive way to their relationship. Abstaining may allow them time to *develop a deeper friendship*. They may spend more time talking, building mutual interests, sharing good times with other friends and establishing an intimacy that is other than sexual.
- Abstaining may ultimately help people be *better lovers*; it allows them to explore a wide range of ways to express love and sexual feelings.

4. To personalize this information, have students turn to **What Abstinence Means to Me** (Worksheet 2.3) in their workbooks. Ask students to think about the likely results of not having sex and to complete question 1. Ask volunteers to read their responses. (If appropriate, add new ones to the list on the board.) Ask them to add to their list when they hear new ideas from other students or from you. When students identify negative outcomes, acknowledge that there are strong pulls away from abstaining that will be considered throughout the unit. Students should then complete question 2.

(continued)

## Class 2 • Abstinence: Not Having Sex

### Lesson Summary

Acknowledge that it's sometimes hard to practice abstinence. A good way to respond to the "It's hard to remain abstinent" message is to return to the advantages of delaying intercourse, and to note that abstinence is the most effective way to prevent pregnancy or STI/HIV.



## Lee and Lee #2

**Directions:** Write **C** when you see strong *Communication* statements and underline them. Write **R** when you see *Relationship-Building* statements and underline them. Write **P** when you see *Planning* statements and underline them.

**Lee:** No, Lee, Stop. (**C**)

**Lee:** Why?

**Lee:** I'm not ready for this. (**P**) And besides, we would need to use something for protection and we don't have it. (**C & P**)

**Lee:** Being ready just means we love each other. You do still love me, don't you?

**Lee:** Yes, but being ready means more than love. We're not ready if we don't have protection! (**C**) I'm saying no to getting pregnant and to HIV. (**P**)

**Lee:** Nothing's going to happen, Lee.

**Lee:** I know, because we're not going to do anything without using something—no matter how much I love you. (**C & R**)

**Lee:** We could handle having a baby. It would look just like you—we could name it Lee. I think that'd be great.

**Lee:** (Laughs) Stop joking, Lee. I'm serious. I have no plans to become a parent while I'm still in high school. (**P**)

**Lee:** Listen, don't worry about it. We can stop before anything happens.

**Lee:** That doesn't work. That's not protection. (**C**)

**Lee:** What do you mean? Tammy's not pregnant, is she? What do you think they use? Besides, we're the lucky types. We found each other, didn't we? How else would we have gotten together if somebody wasn't looking out for us?

**Lee:** (Laughs) Well, I traded lockers with Daryl, for one thing, so we'd see each other every day. (**R**)

**Lee:** You did?

**Lee:** Sure. And I learned your schedule so I'd run into you a lot. I believe in helping luck along. (**R**)

**Lee:** You're really something, Lee. You're right about the protection—and besides, I don't want to do it till it's right for both of us.

**Lee:** C'mon, let's go out and get something to eat. (**R**)

**NARRATOR:** Lee and Lee leave to get something to eat. Lee learned a lot about luck from Lee. That was the year Lee got a great after-school job and Lee made the track team.

**Worksheet 2.3**  
(for teacher reference)

**Class 2 • Abstinence: Not Having Sex**

Hoja de trabajo 2.3

**Qué quiere decir para mí la abstinencia**

1. ¿Cuáles son las ventajas de no tener relaciones sexuales en este momento de mi vida?

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

2. ¿Por qué es difícil no tener relaciones sexuales?

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

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Worksheet 2.3

**What Abstinence Means to Me**

1. What are the advantages to me if I don't have sex at this time in my life?

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

2. What could make it difficult not to have sex?

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

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# CLASS 3 Refusals

## Synopsis

Class 3 includes a discussion of the student/parent homework assignment. The teacher introduces verbal and nonverbal communication skills. Students are provided with a demonstration of the social skills important to abstaining and using protection. They're also given the chance to practice and examine the 5 characteristics of effective refusals.

## Preparation and Materials

- ▶ Review Appendix A, "How to Use Roleplays."
- ▶ Review Appendix B, "Skills Overview."
- ▶ Have ready the *Refusals* poster from the Activity Kit or write the *Refusals* (p. 55) on the board.
- ▶ Make 2 copies of the roleplays:
  - Your Friend's Ex-Partner**, Ineffective Version (Roleplay 3.2),
  - Your Friend's Ex-Partner**, Effective Version (Roleplay 3.3),
  - Trying to Slow Down**, Ineffective Version (Roleplay 3.4),
  - Trying to Slow Down**, Effective Version (Roleplay 3.5).
- ▶ Refer to Student Workbook for **Talk to Your Parent/Trusted Adult** (Homework 3.1) (2 pages), and **Observer Checklist** (Form 3.6).

## Outline of Activities

Activity	Time	Materials
Review Previous Lesson	5 min.	<input type="checkbox"/> None
Talk to Your Parent/ Trusted Adult	15 min.	<input type="checkbox"/> <b>Talk to Your Parent/Trusted Adult</b> , Part A <input type="checkbox"/> <b>Talk to Your Parent/Trusted Adult</b> , Parts B and C (Homework 3.1)
Introduce Refusals	10–15 min.	<input type="checkbox"/> <i>Refusals</i> poster
Demonstrate Roleplays	10–15 min.	<input type="checkbox"/> <b>Your Friend's Ex-Partner</b> (Roleplays 3.2 and 3.3) <input type="checkbox"/> <b>Trying to Slow Down</b> (Roleplays 3.4 and 3.5) <input type="checkbox"/> <b>Observer Checklist</b> (Form 3.6)
Lesson Summary	2 min.	<input type="checkbox"/> None

## Activities

### Review Previous Lesson

Review the following from the previous lesson:

- Abstinence is the most common choice among people their age.
- Reasons for abstinence.
- The 3 parts of a successful relationship.

### Talk to Your Parents

1. Have students turn to **Talk to Your Parent/Trusted Adult**, Part A (Homework 3.1) in their workbooks. Explain that this homework involves two distinct sections. Part A is for students to complete and asks for their ideas about sex and protection. In addition, Part A asks students to indicate what they *think* their parent or a trusted adult believes about the same things. Have students complete Part A in class.
2. Tell students that Part B should be completed by Class 6. Let students know that the benefit of the homework comes from talking and listening to parents and trusted adults; therefore, they should not just give the sheet to their parent or other trusted adult to fill out. Tell students that their parent/trusted adult

interview is completely confidential and they will not turn in the homework. Instead, to verify that the homework was completed, the student and parent/trusted adult will sign the form in Part C stating that they did the assignment. This form is the only thing the student will turn in.

## Introduce Refusals

### Note to the Teacher

*The class will briefly discuss verbal and nonverbal aspects of effective refusals and then see how the skill can be put into practice. This class demonstrates the skill of refusals and also familiarizes students with the routine of roleplaying and using observer checklist forms to note how the skill was used.*

*When teaching refusal skills and evaluating the effectiveness of students' demonstration of those skills, it is important to affirm the value that no person who experiences sexual pressure, harassment or assault is to blame for being the target of those behaviors. Clear, assertive refusals can be encouraged, while also making sure youth understand that no one "deserves" to be pressured if their NO is unclear.*

*Instruction on boundaries and respecting another person's NO—both verbal and nonverbal—regardless of perceived clarity can be included to help young people understand the two-way nature of consent, and the importance of honest and respectful communication between friends and potential partners. This would be considered a "green-light" adaptation and can help optimize the success of the skill-building around refusals.*

### Verbal Refusals

1. It's sometimes hard to say no—especially to someone we care about—and to stick with it. Sometimes we're saying no, but it doesn't come across as NO. This is true both when you're talking face to face, and when you're texting, chatting, tweeting or using any form of social media.

Tell students they'll use a series of roleplays to learn about, and then practice, ways to say no when they don't want to have sex. The ability/skill to say no effectively gives us a lot of power over our lives.

2. Provide a quick overview of the Refusals model students will be using. List the 5 behaviors on the board or display the Refusals Poster from the Activity Kit. (See Appendix B, "Skills Overview," for specific examples of each refusal behavior.)

### Refusals

1. Say "No!"
2. Use body language that says "No!"
3. Repeat the refusal.
4. Suggest an alternative.
5. Build the relationship (if appropriate).

(continued)

3. Refer to the 3 elements of successful relationships (communication, relationship building, planning) and point out how refusal statements can fit with these elements. Emphasize that the verbal aspect of effective refusals involves saying the word *no* in a tone of voice that shows you mean it, repeating the refusal if necessary, and suggesting an alternative. You can also reinforce the verbal refusal in nonverbal ways.

### Nonverbal Refusals

4. Explain that “body language” (such as tone of voice, gestures, the look on your face, the way you sit or stand) is an important way to communicate with or without talking. Ask the class to describe body language that says *no* to sex. Generate a list like the one below. Write the list on the board and demonstrate each behavior to reinforce the concept of nonverbal communication.
  - **Hands off**—throwing hands up in a “get off of me” gesture or using hands for emphasis.
  - **Stiff body**—sit up or stand up, holding your body stiffly. March away from the other person if you need to.
  - **Firm voice**—strong and business-like voice.
  - **Serious expression**—best “I mean it” face.
  - **Gestures**—hand and arm movements that emphasize your point.
  - **Move away**—at times, if everything else fails, you might have to move or push away to emphasize your point and protect yourself.

### Demonstrate Roleplays

1. Have students locate the roleplays **Your Friend’s Ex-Partner** (Roleplays 3.2 and 3.3) and **Trying to Slow Down** (Roleplays 3.4 and 3.5) in their workbooks. These roleplays demonstrate some of the ways that *not clearly saying no* can work against getting what you want. Have them use the **Observer Checklist** (Form 3.6) as they listen and watch the roleplays. They should check off the behaviors that are used during each roleplay. Or, assign observers a specific behavior to watch for in the roleplay. For example, one group of observers looks for “Said No,” another for “Repeated Refusal,” etc.
2. Preselect two students to read the roleplays. Begin with **Your Friend’s Ex-Partner, Ineffective Version** (Roleplay 3.2). You should read the “Setting the Stage” section of the roleplay. After the roleplay is read, conduct a discussion. Ask roleplayers to comment on how they felt in the role and how they’d feel if this were a real situation. Ask students to identify what the person who was responding did or did not do that led to ineffectiveness. Pull for ideas such as:
  - Never said *no*.

- Never repeated first objection.
- Was trying not to upset the ex-partner and didn't use clear communication.
- Expressed doubt and left the person thinking it might work out.

Ask the students to identify ways that the person playing Friend's Ex did not listen to or respect the other person's no.

3. Then have the same two students read **Your Friend's Ex-Partner**, Effective Version (Roleplay 3.3), keeping the same roles. Again, the teacher should read the "Setting the Stage" section of the play. After the roleplay, thank the participating students and ask them to sit.
4. Have two new students read the ineffective version of **Trying to Slow Down** (Roleplay 3.4). Have students use the checklist to record the use of effective refusals after the roleplay. Review the use of refusals with students. Help them recognize that Person 2:

- never said no
- never restated the first objection
- asked questions ("Do you love me?") rather than stating their view
- expressed doubt
- failed to offer any alternative actions
- failed to use "hands off" or other body language
- gave up

Ask the students to identify ways that the person playing Person 1 did or did not listen to or respect the other person's no.

5. Now have the same students read the effective version of **Trying to Slow Down** (Roleplay 3.5), keeping the same roles. Have students use the checklist. Discuss the elements of Person 2's effective refusal.

## Lesson Summary

Conclude by reminding students that today they practiced and observed clear refusal statements that tell a person they mean *no* without losing a friendship. Remind students that the skills they're learning can be used in a variety of situations.

This role play will be **REVISED** to be more about friends hanging out vs a dating relationship

## **Your Friend's Ex-Partner Ineffective Version**

### **Setting the Stage:**

Your best friend's partner ended their relationship. Now your friend's ex-partner seems very interested in going out with you. You like this person, but you really don't want to go out with them because you've been seeing someone else and don't want to mess it up. Your friend's ex speaks first.

**Friend's Ex:** I haven't seen you for a while. Let's go out some night.

**You:** Well, I don't know.

**Friend's Ex:** I just want to talk to you about some things.

**You:** Text me sometime, it gets boring at home.

**Friend's Ex:** Let's go check out a movie. We could go this weekend.

**You:** I may be busy.

**Friend's Ex:** I know we'd have fun together.

**You:** I suppose.

**Friend's Ex:** I'll text you this weekend. Maybe we can do something? OK?

**You:** I guess so. See ya.



## Your Friend's Ex-Partner Effective Version

### Setting the Stage:

Your best friend's partner ended their relationship. Now your friend's ex-partner seems very interested in going out with you. You like this person, but you really don't want to go out with them because you've been seeing someone else and don't want to mess it up. Your friend's ex speaks first.

**Friend's Ex:** I haven't seen you for a while. Let's go out some night and do something fun.

**You:** I miss you, too, but I'm interested in someone else right now.

**Friend's Ex:** I just want to talk to you about some things.

**You:** I don't want to lead you on, but I'd be glad to talk. Text me sometime.

**Friend's Ex:** Let's go check out a movie. We could go this weekend.

**You:** Sorry. I've already got plans to go out.

**Friend's Ex:** What about next Saturday night?

**You:** No, I really don't want to go out.

**Friend's Ex:** I guess we're not going to be friends, huh?

**You:** Well, I'd like to be friends, I just don't want to go out.

Hoja de trabajo 3.1

**Habla con tus padres/un adulto de confianza**  
Parte A

**Instrucciones:** Completa los renglones de la Parte A con tus propias ideas, incluyendo lo que piensas que tus padres o un adulto de confianza responderían. Luego habla con tus padres (un adulto de confianza) y obsérvalos con acordados vestíbulos. Escribe sus respuestas en la Parte B de esta hoja de trabajo. Firma y pide que tus padres o adulto de confianza firmen la Parte C después de que ustedes conversen.

- ¿Cómo pueden los adolescentes mostrar afecto a alguien que aman?  
Lo que yo pienso: \_\_\_\_\_  
Lo que creo que piensa mi padre, madre o adulto de confianza: \_\_\_\_\_
- ¿Está bien que los adolescentes manden mensajes de texto o fotos sexy a alguien que les gusta?  
Lo que yo pienso: \_\_\_\_\_  
Lo que creo que piensa mi padre, madre o adulto de confianza: \_\_\_\_\_
- ¿Deberían los adolescentes tener relaciones sexuales con la persona a la que planean casarse con ella?  
Lo que yo pienso: \_\_\_\_\_  
Lo que creo que piensa mi padre, madre o adulto de confianza: \_\_\_\_\_
- ¿Cuáles son los mejores métodos de protección para los adolescentes sexualmente activos?  
Lo que yo pienso: \_\_\_\_\_  
Lo que creo que piensa mi padre, madre o adulto de confianza: \_\_\_\_\_
- ¿Qué deberían hacer los padres/tutores para ayudar a sus hijos a evitar el embarazo?  
Lo que yo pienso: \_\_\_\_\_  
Lo que creo que piensa mi padre, madre o adulto de confianza: \_\_\_\_\_

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Homework 3.1

**Talk to Your Parent/Trusted Adult** Part A

**Directions:** Fill in the blanks on Part A with your own ideas, including how you think your parent/trusted adult would answer. Then talk to your parent/trusted adult and see how close you are. Record their answers on Part B. Sign and have your parent/trusted adult sign Part C after you talk.

- How should teens show affection to someone they love?  
What I think: \_\_\_\_\_  
What I think my parent/trusted adult thinks: \_\_\_\_\_
- Is it OK for teens to send sexy pictures or text messages to someone they're attracted to?  
What I think: \_\_\_\_\_  
What I think my parent/trusted adult thinks: \_\_\_\_\_
- Should adolescents have sex with someone they love if they plan to marry them?  
What I think: \_\_\_\_\_  
What I think my parent/trusted adult thinks: \_\_\_\_\_
- What are the best kinds of protection for teens who are sexually active?  
What I think: \_\_\_\_\_  
What I think my parent/trusted adult thinks: \_\_\_\_\_
- What should parents/guardians do to help their teen avoid pregnancy or HIV?  
What I think: \_\_\_\_\_  
What I think my parent/trusted adult thinks: \_\_\_\_\_

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## CLASS

## 4

## Using Refusal Skills

## Synopsis

Class 4 quizzes students on refusal skills and uses roleplays to practice using these new skills in difficult situations.

## Preparation and Materials

- ▶ Review Appendix A, "How to Use Roleplays."
- ▶ Review Appendix B, "Skills Overview."
- ▶ Make 2 copies of the scripted version of **At a Party** (Scripted Roleplay 4.2).
- ▶ Refer to Student Workbook for **Refusals** (Quiz 4.1), **At a Party** (Roleplay 4.3), and **Observer Checklist** (Form 4.4).
- ▶ Optional: Have ready Roleplay cards from the Activity Kit.

## Outline of Activities

Activity	Time	Materials
Refusals Quiz	10 min.	<input type="checkbox"/> <b>Refusals</b> (Quiz 4.1)
Difficult Refusals	5 min.	<input type="checkbox"/> None
Demonstrate Roleplay	5 min.	<input type="checkbox"/> <b>At a Party</b> (Scripted Roleplay 4.2) <input type="checkbox"/> <b>Observer Checklist</b> (Form 4.4)
Roleplay in Small Groups	15–30 min.	<input type="checkbox"/> <b>At a Party</b> (Roleplay 4.3) <input type="checkbox"/> <b>Observer Checklist</b> (Form 4.4) <input type="checkbox"/> Roleplay cards (optional)
Lesson Summary	3 min.	<input type="checkbox"/> None

## Activities

### Refusals Quiz

1. Have students turn to **Refusals** (Quiz 4.1) in their workbooks. Allow 5 minutes for students to complete.
2. Have students correct their own papers. Discuss each statement, asking volunteers to describe why it does or does not meet the guidelines for a clear refusal statement.
3. Ask students to recall the 5 characteristics of an effective refusal statement. List them on the board.

### Difficult Refusals

1. Tell students that you want their ideas about things their friends might say to them that make saying no more difficult. Ask them to get out a piece of paper and write 1 or 2 “lines” that friends or others they know might use to convince them to do something they don’t want to do—cut a class, lend their nicest clothes, send a nude or “sexy” picture, go out somewhere, have sex or have unprotected sex. Suggest a couple of lines. For example, “You would if you loved me” or “Try it, you’ll like it!” Give them a few minutes to complete responses to the lines.
2. In the full group, read the lines. Have volunteers share effective responses to each statement. Use several lines on the same student to show how they can just repeat the refusal over and over without having to think up new ways to say no.

### Demonstrate Roleplay

1. Recruit two students to act out both parts of the script **At a Party** (Scripted Roleplay 4.2). Explain to the class that they will need to pay attention to the verbal and nonverbal skills as they watch the actors. Have them use the **Observer Checklist** (Form 4.4) in their workbooks to indicate which behaviors the actors used. Or, assign observers a specific behavior to watch for in the roleplay.
2. After actors have read and demonstrated the roleplay, ask them how they felt about their roles. Review the skills that were used. Ask observers for examples of:
  - saying no
  - suggesting an alternative
  - body language that said “no”
  - relationship building
  - repeated refusals

## Roleplay in Small Groups

### Note to the Teacher

*Over the course of the roleplay activities, students will be in a position where they must roleplay sexual pressure situations with classmates of both a different and the same gender. This may be awkward for teens who are sensitive to the suggestion of same-sex romance, for teens who identify as gay or lesbian, or for teens who are transgender or gender nonconforming. It's important to address this situation directly and proactively.*

*Here are some tips:*

- *Explain the situation in a matter-of-fact way. Let students know that every student in the class will, at some point, be doing a roleplay with a classmate of a different gender and with a classmate of the same gender. Most likely, they will do this several times.*
- *Emphasize that they are playing roles. Doing the roleplay to practice the skill doesn't say anything about the sexual orientation of the people doing the roleplay or mean that anyone is expressing a real-life attraction toward the other person in the roleplay.*
- *Explain that they need to take their roles seriously because teens of all sexual orientations and gender identities need to learn how to resist sexual pressure and protect themselves. This will help ensure that they and their classmates get the most out of the roleplay activities.*

1. Explain to students that they will be working in small groups on roleplays. In their group they will be rotating through various roles. Each student will have the opportunity to read a script (scripted role), respond to a script (unscripted role) and watch (observer).

Have students turn to **At a Party** (Roleplay 4.3) in their workbooks. Give students no more than 5 minutes to write down what they might say in the roleplay to avoid unprotected sex when they have the unscripted part. They can use these responses to help prepare for the roleplay, although they shouldn't just read when they do the roleplay. They should act as if this is a real scene and they have no script to rely on—they have to rely on themselves.

2. Have students divide into groups. Students should bring their roleplays and ideas for responses to the group.

*Optional:* Hand out a set of **Roleplay** cards to each group. Ask each member to take 1 card. Review each role with the whole group. Write key words on the board:

- Student Roleplayer #1: Read lines.
- Student Roleplayer #2: Respond to lines.
- Student Observer #1: Set the stage for the roleplay, and use **Observer Checklist** (Form 4.4).
- Student Observer #2: Use **Observer Checklist** (Form 4.4) and lead small-group discussion using the guidelines on the back of the card.

*(continued)*

3. Make sure students are still using the **Observer Checklist** (Form 4.4). Instruct students to alternate within the group, reading the script and playing in the unscripted role. After a student reads the script, that student takes the unscripted role. Make sure each student has the chance to participate in both the scripted and the unscripted roles and to provide observer comments. The observer is the person who is next in order to read the script.

If there is time to go around a second time, the script readers can repeat the script or choose to ad-lib and make up their own lines.

### **Note to the Teacher**

*It is important to help groups “get going” with the roleplays. It may be necessary for the teacher to designate who in each group will start the scripted and unscripted roles and to guide the roleplay process.*

*During the roleplays, walk around the room to assess how students are using the skill. You may offer coaching if students are stuck or are using the skill incorrectly.*

*Time each round of practice and tell students when to pass their cards for the next round. Once students become more familiar with this type of practice, you can allow each group to monitor the rounds.*

4. When groups are finished, have students return to the full group and discuss the experience. Explain that their comfort working like this in small groups will increase each day as the process is repeated throughout the unit.

### **Use the following points to guide discussion:**

- Identify feelings that came up about using the skill during the practice. What was easy? What was difficult?
- Discuss how this situation was or wasn't similar to real life.
- Discuss any barriers to using the skill. Have students identify ways to overcome these barriers.
- Ask what left the biggest impression as a result of the roleplay.
- Ask students to identify how they'll use the skill in the next week with their friends.

## **Lesson Summary**

Conclude this class by reminding students that effective refusals involve both nonverbal and verbal skills. With practice, they can become more comfortable with using these skills. Suggest that during the next week, they notice situations in which they're using refusals skills.

Suggest that they also notice situations where other people are using refusal skills and note how they themselves can better listen and respond to other people's refusals.

## At a Party

### Setting the Stage:

You are at a party with someone you have gone out with a few times. The party is at somebody's home and the parents are gone. A lot of kids are getting high and some couples are leaving—maybe to have sex. You don't want to have sex and don't want to leave the party.

**Person 1:** Let's get out of here so we can talk—it's too crowded.

**Person 2:** Yes, it is crowded in here—but the porch is empty.

**Person 1:** I just want to be with you. This is our chance.

**Person 2:** I want to be with you, too, but the party's fun.

**Person 1:** C'mon, I just want to be alone with you.

**Person 2:** No, I like this party—I'm glad we came.

**Person 1:** I've been looking forward to this night with you—please don't spoil it.

**Person 2:** I hope the night won't be spoiled.

**Person 1:** If I'd known you'd be like this, I wouldn't have come here with you.

**Person 2:** I guess not, but I know we can have fun. Let's get something to eat in the kitchen.

**Person 1:** I guess I don't have much choice.

**Person 2:** Yes, I suppose so. But I'll give you the choice of the next movie we go to.

Cuestionario 4.1

**Rechazos**

1. Para cada uno de los siguientes puntos, escribe una oración que incluya por lo menos dos elementos de un rechazo eficaz.

No seas ser. Todavía no tienes que irte a tu casa. Es temprano. Tu mamá no dirá nada.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Dices que me amas. Ahora yo quiero demostrarte cuánto te amo: hagámos el amor.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Marca las frases que cumplen con por lo menos uno de los elementos de un rechazo eficaz.

\_\_\_\_\_ No, no tengo confianza en ti.

\_\_\_\_\_ Pues, no sé. Probablemente no.

\_\_\_\_\_ No, gracias. No quiero ir a esa fiesta. ¿Por qué no mejor vamos al cine?

\_\_\_\_\_ ¿Por qué no invitaste a otro/a?

\_\_\_\_\_ Pero que no debíamos de hacer esto.

\_\_\_\_\_ No, ahora no. Miramos mejor la televisión.

\_\_\_\_\_ Pero me prometiste que no me pedirías eso.

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Quiz 4.1

**Refusals**

1. Write 1 statement for each of the following that includes at least 2 elements of an effective refusal.

Cmon, you don't have to go home yet. It's not that late. Your mom will understand.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

You've said you love me. Now I want to show you that I love you—let's make love.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Put a check mark beside statements that follow at least 1 guideline for effectively saying no.

\_\_\_\_\_ No, I don't trust you.

\_\_\_\_\_ Well, I don't know. Probably not.

\_\_\_\_\_ No, thanks. I don't want to go to that party. Why don't we go to the movie instead?

\_\_\_\_\_ Why don't you go ask someone else?

\_\_\_\_\_ I don't think we should be doing this.

\_\_\_\_\_ No, not now. Let's watch TV instead.

\_\_\_\_\_ But you promised you wouldn't ask me that.

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## Roleplay 4.3 (for teacher reference)

## Class 4 • Using Refusal Skills

Actuación 4.3

### En una fiesta

Preparando la escena:  
Estás en una fiesta con alguien que te gusta y con quien has salido unas pocas veces. La fiesta es en casa de un amigo y tus padres no están. La mayoría de la gente está bailando en la sala. Algunas de las parejas ya se van, quizá a hacer el amor. Tú no quieres hacer el amor y no deseas irte de la fiesta. Tú pones la regla primero.

Persona 1: Salgamos de aquí y vayamos a algún lugar donde podamos hablar. Hay mucha gente aquí.

Persona 2:

Persona 1: Simplemente quiero estar contigo. Esta es nuestra oportunidad.

Persona 2:

Persona 1: Esperaba ansioso disfrutar esta noche contigo, no la arruines, por favor.

Persona 2:

Persona 1: Si hubiera sabido que ibas a ser así no habría venido aquí contigo.

Persona 2:

Persona 1: Yo verdaderamente pensaba que lo ibamos a pasar magníficamente juntos.

Persona 2:

Persona 1: No te preocupes. No voy a hacer nada. Vámonos.

Persona 2:

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Roleplay 4.3

### At a Party

Setting the Stage  
You are at a party with someone you like and have gone out with a few times. The party is at a friend's house and the parents are gone. A lot of kids are getting high and some couples are leaving—maybe to have sex. You don't want to have sex and don't want to leave the party. Your date speaks first.

Person 1: Let's get out of here so we can talk—it's too crowded.

Person 2:

Person 1: I just want to be with you. This is our chance.

Person 2:

Person 1: I've been looking forward to this night with you—please don't spoil it.

Person 2:

Person 1: If I'd known you'd be like this, I wouldn't have come here with you.

Person 2:

Person 1: I really thought you were going to be a lot of fun.

Person 2:

Person 1: Don't worry I'm not going to do anything. Come, let's go.

Person 2:

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Lista 4.4

Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

**Lista del observador  
Rechazos**

ACTUACION #

CONDUCTA	1	2	3	4	5	6
Dice "NO"						
El lenguaje corporal dice "NO"						
Repitió el rechazo						
Alternativa sugerida						
Fortaleció la relación						

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Form 4.4

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Observer Checklist  
Refusals**

ROLERPLAY #

BEHAVIOR	1	2	3	4	5	6
Said "NO"						
Body Language Said "NO"						
Repeated Refusal						
Suggested Alternative						
Built the Relationship						

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CLASS

5

# Delay Tactics

## Synopsis

Class 5 introduces delay tactics. Students observe the teacher demonstrate and practice the skills in roleplay situations. A short quiz at the end of the lesson reviews delay tactics.

## Preparation and Materials

- ▶ Review Appendix A, "How to Use Roleplays."
- ▶ Review Appendix B, "Skills Overview."
- ▶ Post the **Delay Tactics** poster from the Activity Kit or write the Delay Tactics (p. 80) on the board.
- ▶ Refer to Student Workbook for **Possible Delay Tactics** (Worksheet 5.1), **Presents and Flowers** (Roleplay 5.2), **Observer Checklist** (Form 5.3), and **Refusal or Delay Quiz** (Quiz 5.4).
- ▶ *Optional:* Have ready Roleplay cards from the Activity Kit.

## Outline of Activities

Activity	Time	Materials
Review Class 4	5 min.	<input type="checkbox"/> None
Introduce Delay Tactics	20–40 min.	<input type="checkbox"/> <b>Possible Delay Tactics</b> (Worksheet 5.1) <input type="checkbox"/> <i>Delay Tactics</i> poster
Demonstrate and Practice Roleplay	5–15 min.	<input type="checkbox"/> <b>Presents and Flowers</b> (Roleplay 5.2) <input type="checkbox"/> <b>Observer Checklist</b> (Form 5.3) <input type="checkbox"/> <i>Roleplay cards (optional)</i>
Quiz and Skills Review	10–20 min.	<input type="checkbox"/> <b>Refusal or Delay Quiz</b> (Quiz 5.4)
Lesson Summary	2 min.	<input type="checkbox"/> None

## Activities

### Review Class 4

Review the elements of an effective refusal.

### Introduce Delay Tactics

1. Explain that *delay tactics* are another way to handle difficult situations and avoid unwanted and unprotected sex. For many reasons, it's usually better to simply say no to offers you don't like. But people often feel confused about how to say no. Others may not have the courage to say no to their friends. Without time to think of what to do, they can impulsively make a poor decision. In such cases people might use a delay tactic to gain time to think about what they really want. Remember, sooner or later you have to give a clear "no" message.

#### Delay Tactics

1. Make a delay statement.
2. Take a delay action.
3. Create space.
4. End the situation quickly.
5. Build the relationship (if appropriate).

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2. Provide an overview of the delay model students will be using. List the 5 behaviors on the board or display the *Delay Tactics* poster from the Activity Kit. It's important to point out that an effective delay doesn't need to use all these behaviors. The goal is to end the interaction as quickly as possible and not let it drag on. (See Appendix B, Skills Overview, for specific examples of each delay tactic.)
3. Have students turn to **Possible Delay Tactics** (Worksheet 5.1) in their workbooks. Briefly review the examples and ask students to add additional statements and actions.

## Demonstrate and Practice Roleplay

Use the same format for roleplay as described in Class 4. Have students locate **Presents and Flowers** (Roleplay 5.2) and the **Observer Checklist** (Form 5.3) in their workbooks.

- Allow the students to write responses that Person 2 could use. Ask them to try to apply 1 or 2 of the delay tactics.
- Have 2 students demonstrate the roleplay.
- Divide into groups.
- Students should count off in the groups and rotate scripted, unscripted and observer roles. Tell students they don't have to repeat *Setting the Stage* each time they enact the roleplay. Once they understand the setting they can go directly to the dialogue. The observers should look for behaviors that show delay tactics. It is not necessary to use all the tactics to be effective.

Optional: Hand out a set of *Roleplay* cards to each group. Ask each member to take 1 card. Review each role with the whole group.

- Student Roleplayer #1: Read lines.
- Student Roleplayer #2: Respond to lines.
- Student Observer #1: Set the stage for the roleplay, and use **Observer Checklist**.
- Student Observer #2: Use **Observer Checklist** and lead small-group discussion using the guidelines on the back of the card.

(continued)

## Quiz and Skills Review

Have students turn to the **Refusal or Delay Quiz** (Quiz 5.4) in their workbooks. After students complete it, have them exchange papers with the student next to them. Go over the content to review the skills.

## Lesson Summary

Remind students that this class introduced delay tactics and refusals to help them in situations in which they feel pressured to have sex or do something else they may not want to do. Students probably already use these skills to manage situations with friends and family. Using them to avoid pregnancy, HIV and other STIs may be the most important of all.

Hoja de trabajo 5.1

### Posibles tácticas dilatorias

Instrucciones: Repasa las tácticas dilatorias que aparecen a continuación. Añade otras que se te ocurran en los espacios en blanco.

- Frases dilatorias**  
Cosas que puedes decir:  
«No estoy listo/a».  
«No estoy/a».  
«Lo siento, pero me tengo que ir».  
«Es el momento adecuado».  
«Este noche no me da la gana».  
«Tengo que llamar a mi casa».
- Acciones dilatorias**  
Cosas que puedes hacer:  
Hacer una pausa para ir al baño.  
Reírse o reírse.  
Tirar algo.  
Dejar de besar a la otra persona.  
Ir al baño.  
Preguntar qué pasa algo.
- Como crear espacio**  
Cosas que puedes decir o hacer:  
«Vas a ir a pensar acerca de esto».  
«Buenos días».  
«Volvete hacia el lado opuesto».
- Como poner fin a la situación rápidamente**  
Cosas que puedes decir o hacer:  
«Tengo que ir».  
«¡Ay, mira qué cosa es!».  
«¡Ay, mira qué cosa es!».
- Como terminar la relación**  
Cosas que puedes decir:  
«Este no es el tipo de persona que quiero».  
«Este no es el tipo de persona que quiero».  
«Este no es el tipo de persona que quiero».

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Worksheet 5.1

### Possible Delay Tactics

Directions: Review the delay tactics listed below. In the space provided, add additional ones you think of.

- Delay Statements**  
Things you could say:  
"I'm not ready."  
"Not now."  
"Sorry, I have to go."  
"It's not the right time."  
"Not tonight—I've got a sore throat."  
"I have to call home."
- Delay Actions**  
Things you could do:  
Chew a cough drop.  
Check your phone.  
Drop something.  
Stop kissing.  
Go to the restroom.  
Pretend you're something.
- Creating Space**  
Things you could say or do:  
"I need to go think about this."  
"Aww, I'm not of body."  
"Take a step back."  
"Turn away."
- Ending the Situation Quickly**  
Things you could say or do:  
"I've got to go now."  
"Wow, look at the time!"  
"Walk away."
- Building the Relationship**  
Things you could say:  
"I know this isn't easy for you."  
"I like you too."  
"I'll text you tomorrow."  
"I like you, but I want you to stop."

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Lista 5.3

Nombre \_\_\_\_\_ Fecha \_\_\_\_\_

**Lista del observador  
Tácticas para posponer el acto sexual**

ACTUACION #

CONDUCTA	1	2	3	4	5	6
Dijo no sexual						
Actuó correctamente						
Puso espacio entre ambos						
Terminó la situación rápidamente						
Fomentó la relación						

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Form 5.3

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Observer Checklist  
Delay Tactics**

ROLEPLAY #

BEHAVIOR	1	2	3	4	5	6
Used Delay Statement						
Used Delay Action						
Created Space						
Ended the Situation Quickly						
Built the Relationship						

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## Quiz 5.4 (for teacher reference)

## Class 5 • Delay Tactics

Cuestionario 5.4

Nombre: \_\_\_\_\_

### Cuestionario sobre rechazar o dilatar el acto sexual

1. Escribe tres acciones de rechazo o alternativas que podrías sugerir si estuvieras a solas con alguien que sale contigo y quisiera evitar el acto sexual.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Lee las situaciones a continuación y escribe la respuesta que tú dases para rechazar o dilatar el acto sexual. Debes d usar una frase que lo rechaza o lo atrasa e incluye una acción como alternativa.

2. Tu pareja ha estado bebiendo y trata de convencerte de ir a dar una vuelta en carro. Tú no quieres que duerman contigo pero no quieres comenzar una discusión. ¿Que dices y que haces?

Para rechazar o dilatar: \_\_\_\_\_

Acción como alternativa: \_\_\_\_\_

3. Eres en casa con tu pareja. Nadie más estará durante varias horas. Tú no deseas hacer el acto sexual pero tu pareja comienza a besarte y trata de desvestirse. ¿Que dices y que haces?

Para rechazar o dilatar: \_\_\_\_\_

Acción como alternativa: \_\_\_\_\_

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Quiz 5.4

Name: \_\_\_\_\_

### Refusal or Delay Quiz

1. Write 3 delay actions you could use or alternatives you could suggest if you were alone with someone you were dating and wanted to avoid sex.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Read the situations below and write the refusal or delay response you would use to handle the situation. Decide whether to use a refusal or a delay statement and include an alternative action.

2. Your partner has been drinking and tries to talk you into going for a ride. You don't think you should go but you don't want to get into an argument. You say and do:

Refusal or delay: \_\_\_\_\_

Alternative action: \_\_\_\_\_

3. You're at home with your partner. Nobody else will be home for several hours. You don't want to have sex, but your partner begins to kiss you and tries to take off your clothes. You say and do:

Refusal or delay: \_\_\_\_\_

Alternative action: \_\_\_\_\_

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# CLASS 6 Avoiding High-Risk Situations

## Synopsis

Through a class discussion and a mini-lecture, students identify situations termed “yellow alert” and “red alert,” situations that can lead to unwanted or unprotected sex. Students practice dealing with the two types of alerts in the activity **Handling Risky Situations**. Then, using the worksheet **Protection: True or False?** they begin activities related to protecting themselves from pregnancy or HIV and other STIs.

## Preparation and Materials

- ▶ Review **Signs of Sex, Signs of Caution** (Teacher Reference 6.1).
- ▶ Refer to Student Workbook for **Handling Risky Situations** (Worksheet 6.2) and **Protection: True or False?** (Worksheet 6.3).
- ▶ Have ready *Signs of Sex, Signs of Caution* posters from the Activity Kit.

## Outline of Activities

Activity	Time	Materials
Discuss Homework	15 min.	<input type="checkbox"/> Completed <b>Talk to Your Parent/Trusted Adult</b> (Homework 3.1)
Signs of Sex and Caution Mini-Lecture	10 min.	<input type="checkbox"/> <b>Signs of Sex, Signs of Caution</b> (Teacher Reference 6.1) <input type="checkbox"/> <i>Signs of Sex, Signs of Caution</i> posters
Handling Risky Situations	10 min.	<input type="checkbox"/> <b>Handling Risky Situations</b> (Worksheet 6.2)
Protection: True or False? Round 1	10 min.	<input type="checkbox"/> <b>Protection: True or False?</b> (Worksheet 6.3)
Lesson Summary	5 min.	<input type="checkbox"/> None

## Activities

### Discuss Homework

1. Discuss **Talk to Your Parent/Trusted Adult** (Part B), from Class 3. Remind students that you don't want them to repeat what the person they talked with said about any question and that they should keep in mind their privacy. Ask them what they learned from each question regarding the following issues:
  - When talking to your parent or other trusted adult, what, if anything, surprised you?
  - How do you think parents' or trusted adults' ideas impact the way you think and feel about relationships and sex? How might your ideas impact their views?
  - How would it feel to talk to your parent or a trusted adult again? How could continuing to talk with them help you make important decisions about relationships and sex?
2. As you guide the discussion, keep in mind that the purpose is to encourage students and their parents or other trusted adults to talk. Help students listen to the point of view of their parents or other trusted adults. Ask them to report what they learned rather than to evaluate whether they agree with the parent or other trusted adult. Ask them to turn in the signed sheet to show they completed the assignment.

## Signs of Sex and Caution Mini-Lecture

1. Remind students that there are two ways to avoid pregnancy and STIs, including HIV: say no to sex or use protection. To be successful at either, you have to be prepared. Many teens who get pregnant or infected with an STI say they didn't protect themselves because they didn't expect to have sex. Explain that there are often signs they can watch for that will alert them that sex could happen.

Ask students to think of the signs in two categories: *yellow alert* and *red alert*.

2. *Yellow alerts* are signals that there may be a risk of unprotected sex in the future and that you should slow down and prepare yourself to avoid pregnancy or infection. *Yellow alert* signals occur when:
  - You or your partner might be thinking about sex or talking about it.
  - You think that there will be a chance for sex because you will be alone or are planning to be alone.

*Yellow alert* signals tell you that you need a sound plan for avoiding having sex or protecting yourselves from unintended pregnancy and STIs, including HIV.

*Red alert* signs show that there's a more immediate risk of unprotected sex, and you have to act fast to protect yourself. *Red alert* signs usually occur about 20 minutes to an hour before the high-risk moment when:

- You're alone with the other person.
- You may have done a lot of touching and are feeling close.
- You or your partner have been drinking or using other drugs and may not be able to respect each other's boundaries/wishes.

You can still stop and decide not to have sex or you can still use protection. But if you go past a red alert signal without stopping and/or preparing first, you put yourself at risk for pregnancy, HIV and other STIs.

3. List *Yellow Alert* and *Red Alert* headings on the board and offer a few examples of signs (see Teacher Reference 6.1). Then add signs that the students suggest.

*Optional:* Display the *Signs of Sex*, *Signs of Caution* posters from the Activity Kit. Discuss the signs listed. You may want to add student suggestions to the posters or on a separate chart paper.

4. Lead students in a discussion that focuses on what to do to abstain from sex or avoid unprotected sex. Use signs offered by students to shape the discussion.

(continued)

## Handling Risky Situations

1. Explain to students that they now have had the opportunity to clearly identify sex alert situations. The next step is to learn to deal effectively with those situations. That is, they need to think about possible ways to get out of a risky situation.
2. Have students turn to **Handling Risky Situations** (Worksheet 6.2) in their workbooks. Students should name 2 yellow alert signs and 2 red alert signs and identify an alternative action plan for each. Tell students that red alert situations usually require *alternative actions, delaying or refusal* until the risky moment passes or until you're able to get protection. In yellow alert situations, students can avoid the situation entirely or get protection so that a red alert situation doesn't occur.
3. Discuss an example: If the student wrote "I'm going to a party where there's drinking and no adults will be there" as a yellow alert sign, they might generate an alternative action plan such as:
  - I'm going to think through what I will do to stop if I get close to having sex.
  - I'll plan something to do that will keep us away from having sex.
  - I'll stop and get protection at the drugstore before I get to the party.

Allow students to work alone or with one other person to finish the worksheet.

### Note to the Teacher

*Teens usually find this level of specificity and planning difficult at first. But the exercise does get students started in planning to avoid an unwanted pregnancy or HIV.*

4. When students have finished, review each statement and have several volunteers share their suggestions for ways to handle the situation. Remind students that because we're all individuals, some approaches will feel more personally comfortable than others.

## Protection: True or False? Round 1

1. At some time in their lives, most people decide they're ready to have sex but not to become pregnant. To have sex but avoid pregnancy and STIs, people must consistently and effectively use protection. To do that, they must know what they're doing. This activity helps students learn how much they know and how much they need to know to avoid pregnancy or HIV and other STIs.
2. Introduce this activity by explaining there are many falsehoods or nontruths about protection. Tell students they will be involved in a 2-part activity designed to help them get the facts about protection.
3. Have students turn to **Protection: True or False?** (Worksheet 6.3) in their workbooks. Have them complete only the Round 1 section. Explain that they'll be completing the Round 2 section after a discussion about protection in a future class. At that time each statement will be reviewed and discussed. If using individual worksheets instead of workbooks, ask students to hand in their worksheets with their names on them, to be handed out again for Round 2, which will be done in Class 9. The Teacher Key for **Protection: True or False?** is provided for Round 2.

### Note to the Teacher

*Depending on the emphasis you bring to teaching this curriculum, your students may not have covered all the material in the **Protection: True or False?** activity. Items related to pregnancy prevention and HIV prevention are all, nonetheless, included in this exercise because all of this material is of interest to youth and relevant to the goals of the curriculum.*

## Lesson Summary

Conclude the class by reviewing each activity. First students discussed the conversations they had with their parent(s) or a trusted adult. Then they looked at yellow alert or red alert situations and practiced dealing with these types of situations to avoid unprotected sex. Finally, they had the chance to write down what they think about protection facts.

## Signs of Sex, Signs of Caution

### Yellow Alert Signs

- 7 I think about ways to be alone with this person.
- I think about touching and getting more intimate with this person.
- I think about having sex with this person.
- We talk about having sex with each other.
- We touch “by accident.”
- We talk about being alone at home.

### Red Alert Signs

- s We make and take opportunities to touch.
- We touch each other in more ways and are getting excited.
- We go to a place to “get away from everybody.”
- We’re drinking or using other drugs.
- We’re alone at home.

Hoja de trabajo 6.2

Nombre: \_\_\_\_\_

### Comportamiento en situaciones riesgosas

**Instrucciones:** Escribe a continuación dos señales amarillas de precaución. Luego describe un plan para prevenir o controlar una crisis. Luego haz lo mismo para las señales rojas de precaución.

**AMARILLA 1.** \_\_\_\_\_  
 Plan de acción como alternativa: \_\_\_\_\_

**AMARILLA 2.** \_\_\_\_\_  
 Plan de acción como alternativa: \_\_\_\_\_

**ROJA 1.** \_\_\_\_\_  
 Plan de acción como alternativa: \_\_\_\_\_

**ROJA 2.** \_\_\_\_\_  
 Plan de acción como alternativa: \_\_\_\_\_

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Worksheet 6.2

Name: \_\_\_\_\_

### Handling Risky Situations

**Directions:** Write down 2 yellow alert signs. Then describe a plan to prevent or manage the crisis. Then do the same for red alerts.

**YELLOW 1.** \_\_\_\_\_  
 Alternative Action Plan: \_\_\_\_\_

**YELLOW 2.** \_\_\_\_\_  
 Alternative Action Plan: \_\_\_\_\_

**RED 1.** \_\_\_\_\_  
 Alternative Action Plan: \_\_\_\_\_

**RED 2.** \_\_\_\_\_  
 Alternative Action Plan: \_\_\_\_\_

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## Worksheet 6.3 (for teacher reference)

## Class 6 • Avoiding High-Risk Situations

Hoja de trabajo 6.3

Nombre: \_\_\_\_\_

### Protección: ¿Ciento o falso?

Instrucciones: Lee cada situación y en la columna 1 haz un círculo alrededor de la C si piensas que es cierto o de la F si piensas que es falso. No marques nada en la columna 2 hasta que se te pida.

	Parte 1	Parte 2
1. La mejor manera de usar un condón es ponerlo bien apretado.	C o F	C o F
2. Los adolescentes pueden obtener píldoras anticonceptivas en centros de planificación familiar y en consultorios médicos, sin el permiso del padre o de la madre.	C o F	C o F
3. Las parejas de las personas que tienen VIH pueden usar medallas conocidas como PEP para protegerse.	C o F	C o F
4. Una mujer puede usar un DIU, aunque nunca haya tenido un bebé.	C o F	C o F
5. Usar un condón de látex correctamente cada vez que se tienen relaciones sexuales es muy eficaz para evitar el VIH.	C o F	C o F
6. Está bien usar Vaseline como lubricante cuando se usan condones de látex.	C o F	C o F
7. Las muchachas pueden quedar embarazadas si tienen relaciones sexuales durante su regla.	C o F	C o F
8. Los parches, anillos o píldoras anticonceptivas, si se usan sin otro método, son eficaces para evitar las enfermedades de transmisión sexual (ETS).	C o F	C o F
9. La ducha vaginal después de la relación sexual ayuda a los especialistas y protege contra el embarazo y las ETS.	C o F	
10. Cuando se usa un condón, es importante que el muchacho saque el peine de la vagina después de ejacular.	C o F	
11. Una mujer se le protege contra el embarazo al día que comienza a tomar la píldora.	C o F	

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Worksheet 6.3

Name: \_\_\_\_\_

### Protection: True or False?

Directions: Read each situation and circle T if you think it's true or F if you think it's false under the Round 1 column. Do not make any marks under Round 2 column until directed to do so.

	Round 1	Round 2
1. When putting on a condom, it's important to pinch the tip of the condom.	T or F	T or F
2. Teenagers can get birth control pills from family planning clinics and doctors without permission from a parent.	T or F	T or F
3. Partners of people who are living with HIV can use medicine known as PEP to protect themselves.	T or F	T or F
4. A person who's never had a child can use an IUD for birth control.	T or F	T or F
5. Using a latex condom correctly every time you have sexual intercourse is very effective in preventing HIV.	T or F	T or F
6. It's OK to use Vaseline or lotion when using latex condoms.	T or F	T or F
7. If a condom breaks or slips, there is nothing that someone can do to protect themselves from pregnancy or HIV.	T or F	T or F
8. Birth control pills, patches or rings used alone are effective in preventing sexually transmitted infections (STIs).	T or F	T or F
9. Douching after sex will wash out the sperm and protect against pregnancy and STIs.	T or F	T or F
10. When a person is using a condom, it's important to pull out right after ejaculation.	T or F	T or F
11. A person is protected from pregnancy the day they begin taking the pill.	T or F	T or F
12. Abstinence is the most effective method of avoiding HIV.	T or F	T or F

(continued)

Reducing the Risk ■ Student Workbook

CLASS

7

# Getting and Using Protection—1

Due to local School District policies we DO NOT do a condom demonstration.

05:27 PM

## Note to the Teacher

When making decisions about discussing and demonstrating methods of protection from pregnancy and STI, you must **adhere to district guidelines and policies** that may be in effect. Make sure parents/guardians have been informed if demonstrations of methods of protection will take place in class.

Throughout the discussion about protection, remind students that this information is for when they decide to have sex, which might not be for a long time. However, it is important information that they will need eventually.

## Synopsis

Chapter 7 uses lectures and visual aids to provide information on methods for protection against unplanned pregnancy or STI. As a homework assignment, students research prices and descriptions of nonprescription products.

## Preparation and Materials

- ▶ Review the information in **Ways to Prevent Pregnancy—Teacher Notes**.
- ▶ Refer to Student Workbook for **Shopping Information Form** (Homework 7.1).
- ▶ Have a classroom set of *Birth Control Facts for Teens* (included in the Activity Kit and available from ETR, [www.etr.org/store](http://www.etr.org/store)).
- ▶ For visual aids, obtain:
  - 2 condoms with different colors, shapes or styles
- ▶ As needed, review information in Appendix F, Reproductive Anatomy and Physiology.

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The Teacher Notes are for teacher review **ONLY**

Students do not do the shopping assignment as homework. Information is reviewed together as a class.

05:30 PM

## Outline of Activities

Activity	Time	Materials
Ways to Prevent Pregnancy—Lecture	30 min.	<input type="checkbox"/> <b>Ways to Prevent Pregnancy—Teacher Notes</b> <input type="checkbox"/> A classroom set of <i>Birth Control Facts for Teens</i> pamphlet
Shopping Information Homework	10 min.	<input type="checkbox"/> <b>Shopping Information Form</b> (Homework 7.1)
Lesson Summary	5 min.	<input type="checkbox"/> None

## Activities

### Ways to Prevent Pregnancy—Lecture

1. Tell students you're going to review different methods people use to keep from getting pregnant. Some of the following information will explain statements on the **Protection: True or False?** worksheet. Tell students they'll get a chance to use any new information when they do Round 2 of that activity. Remind students to listen and take notes, because there will be a quiz at the beginning of Class 9.
2. Tell students there are many ways to try to prevent pregnancy. Elicit from students the methods they are familiar with.

Explain that in this class they will discuss the methods they are most interested in and which are most effective if used correctly and consistently. Emphasize that some methods help prevent both pregnancy and STI, while other methods do not.

**Note to the Teacher**

The following lecture information is for you, the teacher. Be sure any information for students conforms to your district guidelines. Withdrawal is included in the lecture because it is a commonly used form of contraception among youth. Avoid shaming messages about this method, and offer it as one of many options. Withdrawal is a behavioral skill that can be developed and can be combined with other methods for increased effectiveness (Laris et al., 2020; Hatcher et al., 2018).

3. The *Birth Control Facts for Teens* pamphlet contains illustrations and descriptions of methods commonly used by teens. You may wish to provide a copy to each student to help identify the methods from the lecture.

**Shopping Information Homework**

1. Tell students that knowing the facts about protection is important. Protection takes more than *knowing* to avoid pregnancy and STI—it takes *action*. Have students locate the **Shopping Information Form** (Homework 7.1) in their workbooks. There are 2 copies of the form. **Explain that they don't have to buy condoms or lubricant**, but they do need to go to two stores (either online or in person) to get prices and descriptions of these items. If the students choose to look for condoms online, encourage them to also find a place near them that offers free condoms (such as a clinic) as well as a reputable store. The homework assignment, due in a later class, gives students the experience of preparing to obtain protection.
2. Tell students to fill in all information for 3 kinds of condoms and 1 type of lubricant. The brand name is the maker of the product. For condoms, also indicate the product's shape/style and color. Ask the students to make note of any other birth control options available to them in the store (Emergency Contraception, spermicides, etc.). After students leave the store, they should complete items 3 and 4 to indicate how comfortable they were there and whether they would recommend the store to a friend. Put down the store's hours, too, because it may be important to know where to get protection at any time.

**Lesson Summary**

Conclude this lesson by stating that there are different methods of protection, each with its own characteristics, disadvantages and advantages. Except for abstinence, there is no 100% safe and effective method. Certain methods that are used to prevent pregnancy still require the use of condoms to prevent STI. In the next lesson, Class 8, students will receive specific information on a number of ways to protect against HIV.

# Methods of Protection

**Directions:** The information below will be discussed in class. For each method of protection, mark the appropriate box or fill in the missing information.

## Methods of protection from pregnancy and/or STD

Method	Protects against Pregnancy	Protects against STDs	Percent Effectiveness	Where to get it	Cost
Withdrawal	<input type="checkbox"/>	<input type="checkbox"/>			
Rhythm	<input type="checkbox"/>	<input type="checkbox"/>			
Hormone Methods (Pill, Patch, Ring)	<input type="checkbox"/>	<input type="checkbox"/>			
Depo Provera	<input type="checkbox"/>	<input type="checkbox"/>			
Implanon (Arm Implant)	<input type="checkbox"/>	<input type="checkbox"/>			
IUD (Intrauterine device)	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
External Condoms	<input type="checkbox"/>	<input type="checkbox"/>			
Vasectomy	<input type="checkbox"/>	<input type="checkbox"/>			
Tubal Ligation	<input type="checkbox"/>	<input type="checkbox"/>			
Plan B	<input type="checkbox"/>	<input type="checkbox"/>			
Abstinence	<input type="checkbox"/>	<input type="checkbox"/>			

# Getting and Using Protection—II

## Note to the Teacher

When making decisions about discussing and demonstrating methods of protection from pregnancy and STIs, you must **adhere to district guidelines and policies** that may be in effect. Additionally, you must use your best judgment about the appropriateness of these activities in your individual school. Make sure parents have been informed if demonstrations of methods of protection will take place in class.

Throughout the discussion about protection, remind students that this information is for when they decide to have sex, which might not be for a long time. However, it is important information that they will need eventually.

## Synopsis

~~The first half of Class 8 concludes with a lecture and condom demonstration.~~

In the second part of Class 8, students prepare to locate clinics in their area and make plans for contacting one to get information about protection.

Students then apply their knowledge about protection to decide which method(s) might be best for them. Options for this class include a guest speaker from a local clinic or a field trip to a local clinic.

## Preparation and Materials

- ▶ ~~For demonstration purposes, obtain 1 external latex, polyurethane or polyisoprene condom. Be aware that students may have latex allergies.~~
- ▶ ~~Review information contained in this lesson in **Latex Barriers for Preventing HIV and STI—Teacher Notes**.~~
- ▶ ~~Practice unrolling a condom over 2 fingers or a condom demonstrator (available for purchase at <https://www.etr.org/store/product/condom-demonstrator>).~~
- ▶ Determine the activities to use in this class based on the most appropriate way to work with your local clinic(s).
- ▶ To facilitate the process of locating a clinic, teachers who have access to the Internet can bookmark pages for local clinics and either project the web pages onto a classroom screen or provide students with a website address.



Visit or Call a Clinic activity is completed together in class.

Tarea de deber 8.1

Nombre: \_\_\_\_\_

### Visita o llamada a una clínica

- Nombre de la clínica: \_\_\_\_\_
- Dirección y número de teléfono de la clínica: \_\_\_\_\_
- La clínica está abierta de las \_\_\_\_\_ de la mañana a las \_\_\_\_\_ de la tarde, \_\_\_\_\_ días por semana.
- Los siguientes servicios están disponibles en la clínica:
 

Planificación Familiar	Análisis de ITS	Vacuna del VIH
Pruebas de embarazo	Tratamiento de ITS	Prueba del VIH
Atención prenatal	Anticoncepción	Estérilización
Anticonceptivos de emergencia	Adopción de emergencia	
- Un examen de rutina o una consulta para información sobre Planificación Familiar cuesta \$ \_\_\_\_.
- La mayoría de los estados tienen leyes que exigen que las clínicas no pueden divulgar información sobre sus pacientes sin el consentimiento. Indiquen si los pacientes han visitado o no la clínica. A esto se le llama "confidencialidad del paciente". La reglamentación de confidencialidad de esta clínica es la siguiente: \_\_\_\_\_
- Además del inglés, se hablan los siguientes idiomas en esta clínica: \_\_\_\_\_
- ¿Hasta qué punto me sentí cómodo/a en esta clínica? Indique cosas como decoración, amabilidad del personal, revistas o folletos disponibles en la sala de espera, etc.
 

1	2	3	4
muy cómodo(a)	cómodo(a)	bastante cómodo(a)	poco cómodo(a)
- Recomendaría/recomendaría esta clínica a una amiga/o para una consulta para información sobre protección.
 

Responda 2: circule sí/indicando por qué sí o por qué no.

\_\_\_\_\_
- Algo que aprendí en esta clínica: \_\_\_\_\_

Responda 2: adjunte un folleto o broja de la clínica.

Reduciendo el riesgo ■ Cuaderno del alumno

Homework 8.1

Name: \_\_\_\_\_

### Visit or Call a Clinic

- Name of clinic: \_\_\_\_\_
- Address and phone number of clinic: \_\_\_\_\_
- Clinic is open from \_\_\_\_\_ a.m. to \_\_\_\_\_ p.m. \_\_\_\_\_ days a week.
- The following services are available at this clinic:
 

Birth control	STI test	HPV vaccine
Pregnancy test	STI treatment	HIV test
Prenatal care	Counseling	Sterilization
LARC	Emergency contraception	
- A routine examination or consultation about birth control information costs \$ \_\_\_\_.
- Most states have laws that clinics can't disclose information about clients without written consent. Indicate whether or not clients visit the clinic. This is called "client confidentiality." This clinic's confidentiality policy is as follows: \_\_\_\_\_
- Beside English, the following languages are spoken at this clinic: \_\_\_\_\_
- If you visited (rather than called) the clinic, answer this question: I felt the following level of comfort in this clinic (include such things as decor, staff, and lines or staff, reading material available in waiting room, etc.):
 

1	2	3	4
Very comfortable	Comfortable	Fairly comfortable	Uncomfortable
- Would you recommend this to a friend visit this clinic for an exam or to talk about protection?
 

Write 2 sentences telling why or why not.

\_\_\_\_\_
- Something I learned at this clinic: \_\_\_\_\_

Remember: Attach a card or brochure from the clinic.

Reducing the Risk ■ Student Workbook

## Homework 8.2 (for teacher reference)

## Class 8 • Getting and Using Protection—II

Tarea de deber 8.2

Nombre: \_\_\_\_\_

### Cómo llegar a la clínica

Autobús o tren desde la escuela a la clínica

¿Que autobús tomas? Número o nombre del autobús: \_\_\_\_\_

¿Dónde tomas el autobús? \_\_\_\_\_

¿Necesitas cambiar de autobús? Sí No

¿Que autobús tomas? \_\_\_\_\_

¿Dónde lo bajas? \_\_\_\_\_

¿Mas o menos cuanto tiempo que caminar desde la parada del autobús hasta la clínica? \_\_\_\_\_

\_\_\_\_\_

En carro, en bicicleta o caminando de la escuela a la clínica

Describe la ruta de tu casa o de la escuela a la clínica. Da el nombre de todas las calles y los números de las esquinas. Trata de recordar y escribe otros detalles de la ruta como un restaurante o un parque que te indiquen dónde volver.

En la hoja anexa adjunto has de esto marcado

\_\_\_\_\_ La ruta en carro

\_\_\_\_\_ La ruta en bicicleta

\_\_\_\_\_ La ruta caminando

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Homework 8.2

Name: \_\_\_\_\_

### The Way to the Clinic

Bus or Train Route from School to the Clinic

Which bus do you catch? Number or name of bus: \_\_\_\_\_

Where do you get on the bus? \_\_\_\_\_

Do you need to transfer? Yes No

What are the transfers? \_\_\_\_\_

Where do you get off? \_\_\_\_\_

About how far did you have to walk from the last bus to the clinic? \_\_\_\_\_

\_\_\_\_\_

Car, Bike or Walking Route from School to the Clinic

Describe the route from your house or the school to the clinic. Give all street names and freeway numbers. Try to remember and write down other landmarks such as a fast-food restaurant or a park that can help you when you turn.

On the attached sheet of paper or map, I have described the:

\_\_\_\_\_ Car Route

\_\_\_\_\_ Bike Route

\_\_\_\_\_ Walking Route

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Hoja de trabajo 8.3

### ¿Cómo puedes evitar el embarazo?

**Instrucciones:** Esta hoja de trabajo es para tu propio uso e información. No es para ser distribuida en la clase ni debe entregarse al maestro.

- ¿Qué método(s) para prevenir el embarazo te gustaría conocer en más detalle?
- ¿Qué haces para llegar a conclusiones?
- ¿Qué método te parece más conveniente?
- ¿Qué método tiene menos efectos secundarios que puedan preocuparte?
- ¿Qué métodos te parecen suficientemente eficaces para ti?
- ¿Tienes pareja? ¿Qué método piensas que tu pareja estaría más interesada en usar?
- ¿Qué método podrían aprobar más fácilmente tu madre y/o tu padre?
- Confirma los resultados de este examen personal haciendo un análisis alrededor del número que muestra los métodos que te parecen mejores para ti.

	Mejor	Peor
Abstinencia	1	2
DIU	1	2
Implante	1	2
Píldora anticonceptiva	1	2
Parche o anillo anticonceptivo	1	2
Diaphragma	1	2
Condón	1	2
Espermicida	1	2
Condón + otro método	1	2

Reduciendo el riesgo ■ Cuaderno del alumno

Worksheet 8.3

### How Will You Avoid Pregnancy?

**Directions:** This worksheet is for your own use and information. It is not for class distribution and will not be turned in to the teacher.

- Which method(s) for preventing pregnancy would you like to know more about?
- How will you find that out?
- Which method seems most convenient?
- Which method has the fewest side effects that worry you?
- Which methods are effective enough for you?
- Do you have a partner? Which method do you think your partner would be most interested in using?
- Of which method would your parents be most likely to approve?
- What are your conclusions? Circle the numbers that show which methods seem best for you.

	Best Choice	OK Choice	Worst Choice
Abstinence	1	2	3
IUD	1	2	3
Implant	1	2	3
Birth Control Pill	1	2	3
Birth Control Patch or Ring	1	2	3
The Shot (Depo-Provera)	1	2	3
Condom	1	2	3
Withdrawal	1	2	3
Condom + another method	1	2	3

Reducing the Risk ■ Student Workbook

CLASS

9

# Knowing and Talking About Protection: Skills Integration—I

## Synopsis

Class 9 is the first of three lessons that provide students the opportunity to practice the communication skills they've learned from earlier lessons on protection, birth control methods and clinic services. Students take a quiz on protection methods, then watch roleplays in which friends talk to each other about issues related to sex. A discussion follows about ways to handle similar situations.

## Preparation and Materials

- ▶ Review Appendix A, "How to Use Roleplays."
- ▶ Have each student's **Protection: True or False?** (Worksheet 6.3) with Round 1 previously completed.
- ▶ Review **Protection: True or False?** (Teacher Key 9.1).
- ▶ Refer to Student Workbook for **An Important Discussion** (Roleplay 9.2), and **An Afternoon Chat** (Roleplay 9.3).



These role plays are included if time permits

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## Outline of Activities

Activity	Time	Materials
Protection: True or False? Round 2	15 min.	□ <b>Protection: True or False?</b> (Teacher Key 9.1)
Demonstrate and Practice Roleplay	30 min.	□ <b>An Important Discussion</b> (Roleplay 9.2)
Demonstrate and Practice Roleplay	30 min.	□ <b>An Afternoon Chat</b> (Roleplay 9.3)
Lesson Summary	2 min.	□ None

## Activities

### Protection: True or False? Round 2

1. Have students return to **Protection: True or False?** (Worksheet 6.3) and complete Round 2, making use of the new information they've learned.
2. After students have completed the worksheet, review each answer using Teacher Key 9.1. Clarify answers as necessary. Ask students if they scored better on the Round 2 column. Discuss as time allows.

### Demonstrate and Practice Roleplay

1. Introduce the friend-to-friend roleplays **An Important Discussion** (Roleplay 9.2) and **An Afternoon Chat** (Roleplay 9.3) in the workbook. Tell students that judgments about sexuality and protection are often made by talking with friends and that it's important to talk to friends in a way that protects our decisions. Explain that if they change their minds about a particular decision (give up what they want) just by talking to a friend, they're more likely to give up what they want when talking to a partner. On the other hand, if they stick with what they want during talks with friends, they're more likely to be clear and firm when a potentially sexual situation with a partner comes up.
2. Use **An Important Discussion** and then **An Afternoon Chat** to demonstrate a discussion between friends with a student volunteer. After the roleplays, ask the class to provide input on other ways to talk about and handle similar situations. To encourage discussion, repeat each line in the roleplays and ask for possible responses from the class.

3. Have students divide into groups as usual and roleplay. There is no **Observer Checklist** for these roleplays.
4. Ask the class to provide examples of other situations that arise when friends talk to each other about things related to sex. Extract useful responses.

***Note to the Teacher***

*If time permits, and **How Will You Avoid Pregnancy?** (Worksheet 8.3) was not completed earlier, have students complete it now.*

**Lesson Summary**

Encourage students to think about how communication skills play an important role in avoiding pregnancy, STI and HIV. With practice, they can not only improve their friendships and relationships, but they can get a deeper understanding of their own feelings and opinions.

## Protection: True or False?

1. When putting on a condom, it is important to pinch the tip of the condom..

**TRUE.** This leaves space to catch the semen during ejaculation.

2. Teenagers can get birth control pills from family planning clinics and doctors without permission from a parent.

**TRUE.** You do not need a parent's permission to get birth control at a clinic. No one needs to know that you are going to a clinic. Depending on the state, online health care sites may offer birth control to young people.

3. Partners of people who are living with HIV can use medicine known as PrEP to protect themselves.

**TRUE.** Pre-exposure prophylaxis (or PrEP) is when people at risk for HIV take daily medicine to prevent HIV. Studies have shown that PrEP reduces the risk of getting HIV from sex by about 99% when taken daily (CDC, 2019a).

4. A person who's never had a child can use an IUD for birth control.

**TRUE.** The IUD is a very effective method of birth control for people who have never been pregnant. As with other methods that only protect against pregnancy, it's important for the person to also use protection against HIV and other STIs.

5. Using a latex condom correctly every time you have sexual intercourse is very effective in preventing HIV.

**TRUE.** Condoms are very effective at preventing HIV when they are used correctly every time a couple has sex. People who are allergic to or don't like latex can use condoms made of polyurethane or polyisoprene. Condoms are also very good protection against pregnancy and most sexually transmitted infections. However, some STIs can be spread by genital touching if infected areas are not covered by the condom. Herpes and HPV are two examples.

6. It's OK to use Vaseline or lotion when using latex condoms.

**FALSE.** Vaseline and other oil-based products can cause latex condoms to break down, which is risky. When using a condom, use only water-based or silicone-based lubricants.

(continued)

## Teacher Key 9.1 Class 9 • Knowing and Talking About Protection: Skills Integration I

7. If a condom breaks or slips, there is nothing that someone can do to protect themselves from pregnancy or HIV.

**FALSE.** To reduce the risk of pregnancy, people can use emergency contraception as soon as possible. Emergency contraception works best in the first 72 hours but can reduce risk of pregnancy for up to 5 days after unprotected sex. To reduce the risk of HIV, people can use PEP, or post-exposure prophylaxis. These medications may be able to prevent the virus from infecting the body if taken immediately after exposure (within 72 hours).

8. Birth control pills, patches or rings used alone are effective in preventing sexually transmitted infections (STIs).

**FALSE.** The birth control pill, patch and ring do not protect against HIV and other STI.

9. Douching after sex will wash out the sperm and protect against pregnancy and STIs.

**FALSE.** Douching may even increase the risk of pregnancy by moving the sperm to the fallopian tubes more quickly. Douching does not kill or wash out the microorganisms that cause STI.

10. When a person is using a condom, it's important to pull out right after ejaculation.

**TRUE.** To avoid pregnancy and STIs, the penis should be pulled out very soon after ejaculating, while it is still hard. Once the penis begins to lose its erection, ejaculate can leak out or the condom can slip off. The person should be sure to hold the condom against the base of the penis while pulling out to reduce slippage or leakage.

11. A person is protected from pregnancy the day they begin taking the pill.

**FALSE.** Most physicians recommend that people abstain or use an additional method of birth control for seven days after starting to use the pill. After this initial period, they will be protected every day, including during a menstrual period.

12. Abstinence is the most effective method of avoiding HIV.

**TRUE.** Not having sexual intercourse is the safest, simplest, most effective way to avoid pregnancy, HIV and most other STIs.

13. Condoms can be used more than once.

**FALSE.** A new latex, polyurethane or polyisoprene condom should be used for every act of sexual intercourse. Never reuse a condom.

14. Sharing needles to inject drugs is one way to get HIV.

**TRUE.** Blood with HIV in it may be left in the needle or syringe and passed on to the next user.

15. IUDs provide very effective protection against pregnancy for up to 10 years.  
**TRUE.** IUDs provide continuous protection against pregnancy. Depending on the type of IUD used, they last from 3 to 10 years.
16. The risk of pregnancy is further decreased by using a condom AND pulling out or withdrawing the penis from the vagina before ejaculation.  
**TRUE.** Using two methods at the same time, such as condoms along with withdrawal or the pill, increases the protection against unintended pregnancy. Withdrawal alone is 80% effective at preventing pregnancy (Hatcher et al., 2018).
17. There are methods of birth control people can use without having to plan ahead.  
**TRUE.** These methods are referred to as Long-Acting Reversible Contraception, and include IUDs and implants. These methods are more than 99% effective in preventing pregnancy, and, once they're in, there's nothing else to do and nothing to remember in terms of birth control. But LARCs don't protect people from HIV or other STIs, so it's still important to use condoms too.
18. A birth control implant provides protection against pregnancy for 3 years.  
**TRUE.** The implant is a tiny rod of plastic that releases hormones. It's inserted under the skin and lasts for 3 years.
19. You can get a vaccine to protect you from some kinds of STIs.  
**TRUE.** There is a vaccine that protects young people against many types of HPV (Human Papillomavirus). This virus can cause genital warts and cervical cancer. Two doses of the HPV vaccine, 6 to 12 months apart, are recommended for people of all genders at age 11–12; but the vaccine can be given as early as age 9. Teens age 15 and older may need three doses instead of two. People up to age 45 can get the vaccine, although it's recommended at younger ages because the vaccine works best when it's given before a person has had sex. There is also a vaccine that protects against hepatitis B, a virus that causes liver damage. Most people get the hepatitis B vaccine as infants, but young people and adults can also get vaccinated (CDC, 2019c).
20. Teens who identify as lesbian, gay or bisexual do not have to worry about preventing pregnancy.  
**FALSE.** Teens of all sexual orientations and gender identities need to know how to protect themselves from unintended pregnancy. Students who are lesbian, gay or bisexual (LGB) are all at risk of pregnancy if they have penis-in-vagina sex with a partner. Some studies have found that LGB youth are more likely to be involved in an unintended pregnancy than their straight peers (Saewyc, 2014).

Actuación 9.2

### Una plática importante

**Preparando la escena:**  
Dos amigos salen de la escuela después de clase, discutiendo sus opiniones sobre el uso de condones.

**Amigo:** Sabes, ¡tú debes usar preservativos!  
**Tú:** Shhhhh. Pueden oírnos.

**Amigo:** ¿Intentas que use la palabra "condón"?  
**Tú:** No, puedes decir "preservativo". Es que simplemente me da vergüenza hablar de esas cosas... Tampoco me gustan.

**Amigo:** A mí lo que no me gusta es que tienes que pasar la acción. Se pierde algo. Y además... me gusta cómo se siente al usarlo. Se siente más... más natural.  
**Tú:** Sí, ya lo creo. Pero véte lo que hemos aprendido en clase. Que si hacemos el sexo sexual, los condones son la mejor protección contra el embarazo y las ITS.

**Amigo:** Tienes razón. No tendría más remedio que cambiar de actitud y usarlos. Mi vida anda sobre ruedas en estos momentos y quiero que siga así.  
**Tú:** Eso es lo que yo creo también. De esa manera podremos hacer todo lo que pensamos hacer en la secundaria y en nuestro futuro.

Roleplay 9.2

### An Important Discussion

**Setting the Stage:**  
Two friends are leaving campus at the end of the day, discussing their feelings about using condoms.

**Friend:** You know, I just hate using condoms!  
**You:** Shhh. People can hear us.

**Friend:** Do you want me to use the word "rubber" instead?  
**You:** You can use the word "condom." I just get embarrassed talking about those things... I don't like them at all.

**Friend:** I just don't like to stop what's going on. You love something. And... I like the way it feels without it. It feels more... well, natural.  
**You:** Well, I know what you mean. But you know what we've learned in class. If you're having sex, condoms are the best protection against pregnancy and STI.

**Friend:** I guess you're right. I'll just have to change my attitude and be sure we use them. My life's pretty good now. I want to keep it that way.  
**You:** That's how I feel. This way, we can do everything we're planning to do in high school and then afterward.



## Roleplay 9.3 (for teacher reference)

## Class 9 • Knowing and Talking About Protection: Skills Integration I

Actuación 9.3

### Una charla por la tarde

**Preparando la escena:**  
 Estás conversando con una amiga después de salir de la escuela. Le dices que tú y tu pareja están pensando en ir a una clínica de planificación familiar para pedir la inyección. Tu amiga no cree que la inyección sea un buen método para ustedes y habla primero.

**Amigo/a:** Ten cuidado, la inyección puede hacer que tú (o tu pareja) aumenten de peso.  
**Tú:**

**Amigo/a:** Pero uno dice que la inyección puede causar cáncer?  
**Tú:**

**Amigo/a:** Bueno, de cualquier manera tendrán que demostrar a la mamá de uno/a de ustedes, ya que probablemente necesitarán permiso de uno de sus padres para conseguir la inyección, ¿no?  
**Tú:**

**Amigo/a:** Y ¿no es muy cara la inyección?  
**Tú:**

**Amigo/a:** Se que yo ni de chiste me acordaría de ir a por una inyección cada 3 meses.  
**Tú:**

**Amigo/a:** ¿Qué van a usar para evitar las ITS? (La inyección no da protección al VIH)  
**Tú:**

Roleplay 9.3

### An Afternoon Chat

**Setting the Stage:**  
 You are talking with a friend after school. You tell your friend that you and your partner are thinking about going to a family planning clinic and getting the shot. Your friend doesn't think the shot is a good method for you. Your friend speaks first.

**Friend:** Watch out, the shot might make you (your partner) gain weight.  
**You:**

**Friend:** But doesn't the shot give you (your partner) cancer?  
**You:**

**Friend:** Anyway, you'll have to tell your (your partner's) mother because you probably need a parent's permission to get the shot.  
**You:**

**Friend:** Isn't it really expensive to get the shot?  
**You:**

**Friend:** I know I'd never remember to go get a shot every 3 months.  
**You:**

**Friend:** What will you use to prevent STD? The shot won't protect you from getting HIV!  
**You:**

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# CLASS 10

## Skills Integration—II

### Synopsis

Class 10 provides students with further opportunities to practice the skills they are learning to help them say no and to make decisions about protection. In addition to partially scripted roleplays, students are presented with “situations” in which they must decide as a group how to handle difficult predicaments.

### Preparation and Materials

- ▶ Review Appendix A, “How to Use Roleplays.”
- ▶ Make 4 copies each of **Situation A** and **B** (Group Handouts 10.1 and 10.2).
- ▶ Refer to Student Workbook for **Two Hours to Kill** (Roleplay 10.3), **A Small Party** (Roleplay 10.4), and **Observer Checklist** (Form 10.5).
- ▶ Have ready *Refusals* and *Delay Tactics* posters.  
*Optional:* Have ready *Roleplay* cards from the Activity Kit.



These role plays are included  
if time permits

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## Outline of Activities

Activity	Time	Materials
Review Refusals	5–10 min.	□ <i>Refusals and Delay Tactics</i> posters
Generating Alternatives	15–25 min.	□ <b>Situation A</b> (Group Handout 10.1) □ <b>Situation B</b> (Group Handout 10.2)
Roleplay in Small Groups	15–25 min.	□ <b>Two Hours to Kill</b> (Roleplay 10.3) □ <b>A Small Party</b> (Roleplay 10.4) □ <b>Observer Checklist</b> (Form 10.5) □ <i>Refusals and Delay Tactics</i> posters □ <i>Roleplay cards (optional)</i>

## Activities

### Review Refusals

Review the skills students have learned, using the *Refusals and Delay Tactics* posters from the Activity Kit.

Have students recall behaviors of effective refusals: (1) use the word no, (2) use body language to send a nonverbal no, (3) repeat no, (4) suggest an alternative, and (5) build the relationship.

### Generating Alternatives

1. Tell students this activity will have them consider an important part of refusals—suggesting an alternative.
2. Divide class into 4 groups. Give **Situations A** and **B** (Group Handouts 10.1 and 10.2) to each group. Give 1 person in each group the situation sheet and ask him or her to record the alternatives the group discusses.
3. Give groups a couple of minutes to read the situations and then list as many alternatives as they can for each. Explain that the goal is to think of as many options as they can and to look at the situation from as many points of view as possible.
4. Have a volunteer from each group present their suggestions regarding **Situation A** to the class. Reinforce the number of options provided by the class—having a lot of options in mind will help them find ways to live up to their decisions not to have unprotected sex. If one idea doesn't work, they can always try another. When discussing **Situation B**, some youth may suggest

using something around the house such as plastic wrap as being similar to a condom. Ask students to reflect on the limitations of those types of barriers (are ineffective at preventing STI transmission, would not stay in place, etc). Encourage students to reflect on the opportunity for building the relationship by showing respect for each other's health.

## Roleplay in Small Groups

1. Suggest to students that the alternatives they have just suggested could be used in the next roleplays, **Two Hours to Kill** (Roleplay 10.3) and **A Small Party** (Roleplay 10.4).
2. Have the groups stay together and locate the roleplays in their workbooks. Again, instruct students to alternate the roles in the unscripted parts. Make sure each student has the chance to be in the unscripted role. Have students use the **Observer Checklist** (Form 10.5) in their workbooks. Walk around and facilitate student-to-student feedback.

*Optional:* Hand out a set of Roleplay cards to each group. Ask each member to take 1 card. Review each role with the whole group.

- Student Roleplayer #1: Read lines.
- Student Roleplayer #2: Respond to lines.
- Student Observer #1: Set the stage for the roleplay, and use **Observer Checklist**.
- Student Observer #2: Use **Observer Checklist** and lead small-group discussion using the guidelines on the back of the card.

## Lesson Summary

By now, students should be comfortable with the roleplaying format. They are ready to add other skills, such as “thinking on their feet” to generate options in various situations. They will have two more classes of roleplaying practice. It is important that they are moving toward mastery of roleplaying in the next class, which will include some new communication skills.

## Situation A

Taylor and Bobby have gone out for a long time but have never had sex. One day they go to Bobby's sister's apartment. She is in the bedroom with her boyfriend. In the living room, Taylor and Bobby start to kiss and warm up to each other.

What can Taylor or Bobby do to avoid sex or unprotected sex?

*List alternative actions below:*

### **Situation B**

Tony and Dylan have been to a party and then go to Tony's home to be alone. They start to kiss and undress each other. Dylan reaches into a jacket pocket, and realizes that the condom they planned to use is gone. Dylan says, "I think somebody stole the condom I had."

What can Tony and Dylan do to avoid unprotected sex?

*List alternative actions below:*

Actuación 10.3

**Dos horas a solas**

Preparando la escena:  
Eres en casa de tu pareja después de clase. Tu no estas preparado/a para tener relaciones sexuales y lo has dicho. Sabes que no va a haber nadie en la casa por dos horas. Se están besando y acariciando y tu pareja te dice que desea hacer el amor. Tu no lo deseas.

Persona 1: Es lógico hacer el amor cuando dos personas se aman.  
Persona 2:

Persona 1: No tenemos muchas oportunidades para estar solos.  
Persona 2:

Persona 1: No estoy preocupado/a por la posibilidad de un embarazo o una infección, ¿sí?  
Persona 2:

Persona 1: Pues entonces podemos usar un condón.  
Persona 2:

Persona 1: ¡Eh! ¡Estoy tan enamorado/a de ti! Por eso quiero que hagamos el amor.  
Persona 2:

Persona 1: Si me amaras tanto como yo te amo lo haré.  
Persona 2:

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Roleplay 10.3

**Two Hours to Kill**

Setting the Stage:  
You're at your partner's house after school. You aren't ready to have sex and you've said so. You know no one will be home for 2 hours. You're kissing and fondling and your partner lets you know they want to have sex. You don't want to.

Person 1: It's OK to have sex when you love each other.  
Person 2:

Person 1: We don't get many chances to be alone.  
Person 2:

Person 1: You're not worried about us getting pregnant or infected, are you?  
Person 2:

Person 1: OK then, we'll use a condom.  
Person 2:

Person 1: I just feel so close to you. That's why I want to have sex.  
Person 2:

Person 1: If you loved me as much as I love you, you'd do it.  
Person 2:

Person 1:  
Person 2:

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## Roleplay 10.4 (for teacher reference)

Class 10 • Skills Integration II

Activación 10.4

### En una pequeña fiesta

Preparando la escena:

Hace seis meses que sales con alguien a quien amas mucho. Habrá una pequeña fiesta en casa de un buen amigo, donde sabes que los dos van a poder estar solos. Antes de ir tu pareja te pide que lleves algo para protegerla. Tú no estás preparado para tener relaciones sexuales. Tu pareja te dice:

Persona 1: Lo que pasa es que realmente no me amas.

Persona 2:

Persona 1: Me sientas como una idiota pidiéndolo. Nunca me imagino que seas así.

Persona 2:

Persona 1: ¿Estás saliendo con alguien más?

Persona 2:

Persona 1: Pues, me quejas a estar contenta de poder hacerlo.

Persona 2:

Persona 1: ¿Y si uso algo para protegerlo?

Persona 2:

Persona 1: Ya se me pasan las ganas de ir a la fiesta.

Persona 2:

Persona 1: Bueno, quizás no sea tan importante en este momento.

Persona 2:

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Roleplay 10.4

### A Small Party

Setting the Stage:

You've been going out with someone for 6 months and care for this person very much. There's going to be a small party at a good friend's house where you can be alone. Your partner asks you to get something to protect before the party. You're not ready to have sex. Your partner says:

Partner 1: I guess you don't really care about me.

Partner 2:

Partner 1: I feel like a fool asking you. I never thought you'd act like this.

Partner 2:

Partner 1: Are you starting to see someone else?

Partner 2:

Partner 1: Well, I thought you'd really want to do it.

Partner 2:

Partner 1: What if I got the protection?

Partner 2:

Partner 1: This takes the fun out of going to the party.

Partner 2:

Partner 1: I guess it's not so important, right now.

Partner 2:

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Lista 10.5

Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

**Lista del observador**

ACTUACION #

RECHAZOS	1	2	3	4	5	6
Dijo "NO"						
El lenguaje corporal dijo "NO"						
Repitió el rechazo						
Alternativa sugerida						
Fomentó la relación						
TACTICAS PARA POSPONER						
Dijo lo necesario						
Actuó correctamente						
Puso espacio entre ambos						
Terminó la situación rápidamente						
Fomentó la relación						

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Form 10.5

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Observer Checklist**

ROLEPLAY #

REFUSALS	1	2	3	4	5	6
Said "NO"						
Body Language Said "NO"						
Repeated Refusal						
Suggested Alternative						
Built the Relationship						
DELAY TACTICS						
Used Delay Statement						
Used Delay Action						
Created Space						
Ended the Situation Quickly						
Built the Relationship						

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# CLASS 11

## Skills Integration—III

### Synopsis

Class 11 provides continued opportunities for students to practice handling situations that might otherwise lead to unprotected sex.

### Preparation and Materials

- ▶ Review Appendix A, "How to Use Roleplays."
- ▶ Refer to Student Workbook for **My Favorite Cousin** (Worksheet 11.1), ~~**Time for a Condom**~~ (Roleplay 11.2), and **Observer Checklist** (Form 11.3).
- ▶ *Optional:* Have ready Roleplay cards from the Activity Kit.

### Outline of Activities

Activity	Time	Materials
My Favorite Cousin	10–25 min.	<input type="checkbox"/> <b>My Favorite Cousin</b> (Worksheet 11.1)
Roleplay in Small Groups	20–30 min.	<input type="checkbox"/> <del><b>Time for a Condom</b></del> (Roleplay 11.2) <input type="checkbox"/> <b>Observer Checklist</b> (Form 11.3) <input type="checkbox"/> Roleplay cards ( <i>optional</i> )

## Activities

### My Favorite Cousin

Have students turn to **My Favorite Cousin** (Worksheet 11.1) in their workbooks. Tell students to complete the form according to the directions on the worksheet. Remind them of communication skills they might use (relationship building, suggesting an alternative or delay tactics). Allow approximately 10 minutes for students to complete the worksheet. When they are finished, discuss:

- reasons not to have sex
- reasons to have sex
- good ways to encourage others not to have sex
- important considerations when thinking about having sex for the first time
- how trust, communication and planning might play a role in encouraging a family member or close friend not to have sex

### Roleplay in Small Groups

As before, divide students into groups and have students roleplay **Time for a Condom** (Roleplay 11.2). Again, instruct students to alternate roles in the unscripted part. Make sure each student has the chance to be in the unscripted role. Have students use the **Observer Checklist** (Form 11.3). Walk around and facilitate student-to-student feedback. *This time*, tell students that they don't have to use the scripts. After reading the situation, they can create their own lines if they wish.

*Optional:* Hand out a set of Roleplay cards to each group. Ask each member to take 1 card. Review each role with the whole group. Write key words on the board:

- Student Roleplayer #1: Read lines.
- Student Roleplayer #2: Respond to lines.
- Student Observer #1: Set the stage for the roleplay, and use **Observer Checklist**.
- Student Observer #2: Use **Observer Checklist** and lead small-group discussion using the guidelines on the back of the card.

### Lesson Summary

Summarize by reminding students that they have learned skills that, when practiced, can have a positive effect on others. Trust, respect and communication play key roles in all healthy relationships. In the next class, they will learn about HIV and other STIs, and how to protect themselves and others.

Hoja de trabajo 11.1

### Mi primo/a favorito/a

**Instrucciones:** Imagina que tienes una primo/a muy allegada/a. Te dice que quiere empezar a tener relaciones sexuales con su pareja. Conociendo a tu primo/a, su pareja y su relación, tú opinas que es importante que esperen antes de tener relaciones. Escribe lo que dirías para animar a tu primo/a a retrasar su decisión de tener sexo.

**Tu primo/a:** Mi pareja tiene muchas ganas de que lo hagamos y yo le amo.  
**Tú:**

**Tu primo/a:** Mi pareja es la persona más guapa de la escuela.  
**Tú:**

**Tu primo/a:** Algun día lo voy a hacer. ¿Por qué no ahora?  
**Tú:**

**Tu primo/a:** Mi pareja dijo que podemos usar un condón.  
**Tú:**

**Tu primo/a:** ¿Pero realmente nos amamos?  
**Tú:**

**Tu primo/a:** Si me quedo sin esta relación, me muero.  
**Tú:**

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Worksheet 11.1

### My Favorite Cousin

**Directions:** Imagine that you have a cousin who you are really close to. They tell you they want to start having sex with their partner. Knowing your cousin, their partner and their relationship, you feel it is important for them to wait to start having sex. Write what you would say to encourage your cousin to delay having sex.

**Cousin:** My partner really wants me to and I love them.  
**You:**

**Cousin:** My partner is the cutest person in school.  
**You:**

**Cousin:** I'm going to do it someday, anyway. What's wrong with now?  
**You:**

**Cousin:** My partner said we could use a condom.  
**You:**

**Cousin:** We really love each other.  
**You:**

**Cousin:** If I lose this relationship, I'll just die.  
**You:**

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# **CLASS** **12** Preventing HIV and Other STIs

## Synopsis

Accurate information about STI, particularly how to prevent transmission, is the foundation for reducing risk behaviors. To help students understand the commonalities of STIs, including HIV, and how to protect themselves, they work in small groups to explore information about transmission and prevention of five specific STIs. Groups compare the ways these STIs are transmitted, how they are prevented, how to get treatment, and then make some conclusions about STI in general, including HIV.

## Preparation and Materials

- ▶ Classroom set of *STI Facts for Teens* and *HIV Facts for Teens* (included in the Activity Kit and available from ETR, [www.etr.org/store](http://www.etr.org/store)).
- ▶ Review **Background Information About HIV—Teacher Notes**.
- ▶ Refer to Student Workbook for **How HIV Would Change My Life** (Homework 12.1).

## Outline of Activities

Activity	Time	Materials
<b>Facts About STI, Including HIV</b>	40–80 min. (up to 2 classes)	<input type="checkbox"/> Classroom set of <i>STI Facts for Teens</i> and <i>HIV Facts for Teens</i> <input type="checkbox"/> <b>Background Information About HIV—Teacher Notes</b>
<b>Assign Homework</b>	5 min.	<input type="checkbox"/> <b>How HIV Would Change My Life</b> (Homework 12.1)
<b>Lesson Summary</b>	3 min.	<input type="checkbox"/> None

## Activities

### Facts About STI, Including HIV

1. Tell students that sexually transmitted infection (STI) is a broad term that describes a group of communicable infections that are spread through intimate (usually sexual) contact. About 1 in 4 sexually active females has an STI, and about half of all new STIs occur in people ages 15 to 24. Rates of some STIs, such as chlamydia and gonorrhea, are highest among teens and young adults (CDC, 2019b).
2. Write the names of five common STIs across the top of the board: HPV/genital warts, gonorrhea, herpes, chlamydia and HIV. Divide the class into five groups. Provide each student with an *STI Facts for Teens* pamphlet. Ask each group to pick one STI to study. On the board, cross out each STI as it is picked so it will be used only *once*. Instruct each group to identify the following five characteristics about the STI they've chosen and record them on paper.
  - how I could get it
  - how I can prevent it
  - how I would know I have it (symptoms)
  - how I would get treatment
  - how it would change my life

#### Note to the Teacher

One option is to give each group a piece of chart paper with the name of an STI at the top. Have them write in large letters. Then post all papers side by side.

3. Give groups about 10 minutes to research the STI. Then, ask each group to provide a summary statement for each of the five points on each STI.
4. After all groups have reported, point out five summary statements that are true about all these STIs on each point. *For example:*
  - You can get an STI, including HIV, from intimate sexual contact with someone who has an STI.
  - You can prevent STIs, including HIV, by abstaining; by having sex with only one, uninfected partner who only has sex with you; or you can reduce the risk by using latex, polyisoprene or polyurethane condoms or dental dams. You can reduce your risk of HIV by taking PrEP. There are vaccines that reduce the risk of hepatitis B and HPV.
  - A person with an STI may look and feel healthy but can still transmit the infection to others. Even if a person does not have symptoms, they can transmit the infection to others.
  - You should go to a clinic or see a health care provider if you see any symptoms. Because people often do not have symptoms even if they have an STI, it is important that a sexually active person get tested regularly. Young people should be tested at least once for HIV and yearly for gonorrhea and chlamydia. People who engage in higher risk activities may benefit from more frequent testing (e.g., 3-6 months) (CDC, 2019d).
  - STIs may have negative health outcomes. Some STIs, including HIV, can weaken your immune system. Some STIs can damage reproductive organs and cause sterility if left untreated. Getting tested and starting treatment (if necessary) is an important part of sexual health.
5. Ask students to identify facts about HIV that may set it apart from other STIs.
  - Most STI is spread during sex or other intimate sexual contact (such as touching genitals). HIV can be spread in other ways, such as sharing needles for drug use or tattooing. (This is true of hepatitis B as well)
  - Like some other STIs, HIV cannot be cured. However, although it is a chronic or lifelong infection, HIV can be managed with medication. People who get treatment soon after being tested can live long, healthy lives.
  - Stigma and discrimination against people who are living with HIV may make it harder for them to get the care and support they need.

### Assign Homework

1. Assign **How HIV Would Change My Life** (Homework 12.1).
2. Collect homework in the next class and discuss as time permits.

## Lesson Summary

Reinforce the message that all STIs can be treated. Left untreated, many STIs can have serious health outcomes. Students who would like more information on STIs may find the following hotline helpful:

**24-Hour Information Line** 800-CDC-INFO (800-232-4636)

## \*How would an STI Change My Life

### Class 12 • Preventing HIV and Other STIs

### Homework 12.1 (for teacher reference)

Tarea de deber 12.1

**Cómo el VIH cambiaría mi vida**

- Si tuviera el VIH tendría que hacer los siguientes cambios en mi manera de actuar con mi pareja:
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
- El tener el VIH me haría daño de estas maneras:
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
- Lo más difícil para mí, si tuviera el VIH, sería:
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
- Si tuviera el VIH mi vida cambiaría de las siguientes maneras:
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_

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Homework 12.1

**How HIV Would Change My Life**

- If I had HIV, I would have to make the following changes in the way I act with my romantic partners now and in the future:
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
- If I had HIV, it would harm me in these ways:
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
- The most difficult thing for me about having HIV would be:
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
- If I had HIV, my life would change in the following ways:
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_

Reducing the Risk ■ Student Workbook



# CLASS 13 HIV Risk Behaviors

## Synopsis

The purpose of this activity is to help students apply their knowledge about HIV transmission and identify which behaviors put them at greatest risk for exposure to HIV. Participants place behaviors on a continuum of risk, from no risk to risky, and discuss why some behaviors are more risky than others.

Adolescents need to understand that there is no cure when it comes to HIV, so any risk they take is a serious one.

### Help students understand:

- 21% of new diagnoses of HIV occur among young people ages 13 to 24 (CDC, 2020).
- Most young people become infected through sexual behaviors (CDC, 2020). HIV and other STIs can be passed through vaginal, anal and oral sex.
- People who become infected with HIV as teens usually have no symptoms until they're older. Most often, it is several years before they will experience illnesses.
- Young people are often reluctant to be tested. They may not believe they're at risk, they don't feel ill, or they're uncomfortable or anxious about testing. As a result, many young people with HIV are often unaware they have the virus.
- Abstinence is the best protection against HIV.
- When people do choose to be sexually active, they can protect themselves by having sex with only 1 partner, who does not have HIV, does not engage in any HIV risk behaviors, and has sex only with them. However, when people have several long-term relationships, one after the other, they and their partners should get tested for HIV.

(continued)

- Sexually active people can reduce their risks by using condoms correctly every time they have sex.
- Alcohol and other drugs can impair judgment and increase the chances someone will participate in risky behaviors. It is best to avoid combining sex with alcohol or drugs.

## Preparation and Materials

- ▶ Have ready the *Traffic Light* cards from the Activity Kit.
- ▶ Have ready the *Risk Behavior* cards from the Activity Kit. You may want to prepare rolled pieces of tape to stick on the back of the cards to facilitate their placement on the wall.
- ▶ Copy a classroom set of **HIV Risk Behaviors Answer Sheet** (Handout 13.2).

## Outline of Activities

Activity	Time	Materials
Risk Continuum	25 min.	<input type="checkbox"/> <b>Risk Behaviors</b> (Teacher Reference 13.1) <input type="checkbox"/> <i>Traffic Light</i> cards and <i>Risk Behavior</i> cards from Activity Kit
Personal Risks	5 min.	<input type="checkbox"/> <b>Risk Behaviors Answer Sheet</b> (Handout 13.2)
Lesson Summary	5 min.	<input type="checkbox"/> None

## Activities

### Risk Continuum

1. Explain to students that the 3 traffic lights on the cards taped to the wall represent points along a risk continuum:
  - Red is high risk.
  - Yellow is moderate risk.
  - Green is virtually no risk.

Ask students to indicate the level of risk for HIV transmission associated with various behaviors (from Teacher Reference 13.1).

For example:

"Vaginal sex without a condom" would go under the red light, "Reusing a needle that has been cleaned with bleach" would go under the yellow light and "Kissing" would go under the green light.

2. Organize students into groups of 5 to 7. Hand out the *Risk Behavior* cards. Give each student at least 1 card.
3. Ask students to decide within their groups the level of risk of the behaviors on their cards. Encourage groups to come to consensus about where each card belongs on the continuum. Ask students to tape their cards along the wall on the risk continuum.

### **Note to the Teacher**

- Sometimes students will want to know the exact placement of a behavior by its "percentage of risk." Such absolute levels of risk are unknown. However, we do know that some behaviors put us at more risk than others. The point of this activity is to develop skills in evaluating relative risk.
  - It is important to review the list of behaviors and add or delete any as appropriate for your classroom. An alternative to using a predeveloped list is to ask students to generate their own list of behaviors (after the basic facts are covered).
  - Be sure not to leave a card incorrectly placed along the continuum, as visual learners may memorize incorrect placement.
  - Heated discussion may emerge about the proper placement of a behavior along the risk continuum. Stress that any behavior not placed under the green light puts us at risk of HIV. End any discussion that becomes nonproductive.
  - When the students are evaluating a behavior, they may ask you whether the sex partner is living with HIV. Say that you do not know.
4. When all cards have been placed along the wall, review each behavior and its place along the continuum. Ask if any cards should be moved, discuss why, and do so, if appropriate. Ask for class consensus on where each card belongs. Remind students that the purpose of this activity is to identify the relative risk of behaviors, not to judge those who placed the cards.

(continued)

## Personal Risks

5. Distribute the **HIV Risk Behaviors Answer Sheet** (Handout 13.2). Explain that the answers are based on the latest scientific data. There may be different interpretations of what those behaviors imply, and discussion in groups may have led to a different rating. This is fine, as long as there's an accurate link between a behavior and its relative risk. It's easier to identify those behaviors that are clearly safe (green) than to place other behaviors on the continuum from moderate risk (yellow) to high risk (red).

Emphasize that it's difficult to know a person's risk status. There are many instances where a person with HIV or an HIV risk didn't inform a partner, either because the person didn't know about the risk, or was afraid to reveal it.

6. Once the whole class agrees about where each card should be placed along the continuum, ask students to look at the behaviors and privately consider whether they are doing any of these things. Ask them to look at all the behaviors in the green-light category and notice all the things they can do to enjoy intimacy with their partner without putting themselves at risk for HIV.

## Lesson Summary

Remind students that, as was discussed in the previous lesson, it is not who you are but what you do that puts you at risk for HIV. Making good decisions about sexual risks isn't always easy. But people need to make clear decisions about what they will do to avoid HIV before they get into a potentially risky situation.

## HIV Risk Behaviors

### Associated with sexual activity

- Massage
- Kissing
- ~~Mutual masturbation~~
- Abstaining from sex
- Vaginal sex without a condom
- Fantasizing
- Vaginal sex using a condom
- ~~Anal sex using a condom and water-based lubricant~~
- ~~Masturbation~~
- Hugging
- Maintaining a long-term, mutually monogamous relationship in which both partners have been tested, do not have STIs and do not use injection drugs
- Oral sex using a condom or dental dam
- Oral sex without a condom or dental dam
- Having sex while drunk or high
- ~~Anal sex without a condom~~

Behaviors marked in red are not included unless students have had specific questions about them

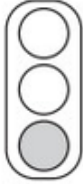
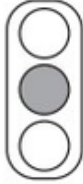



### Associated with use of needles

- Sharing needles for injecting drugs, steroids or vitamins
- Reusing a needle that has been cleaned with bleach
- Reusing a needle that has been cleaned with water
- Sharing needles for tattooing or piercing

### Associated with other modes of transmission

- Receiving a blood transfusion
- Donating blood
- Cleaning spilled blood without wearing gloves

HIV Risk Behaviors Answer Sheet				
No Risk	Some Risk		Risky	
				
Massage	<del>Mutual masturbation</del>	Reusing a needle that has been cleaned with bleach	Oral sex without a condom or a dental dam	Vaginal sex without a condom
Receiving a blood transfusion	Oral sex using a condom or dental dam		Having sex while drunk or high	<del>Anal sex without a condom</del>
Kissing		<del>Anal sex using a condom and water-based lubricant</del>		Sharing needles for injecting drugs, steroids or vitamins
Abstaining from sex				Sharing needles for tattooing or piercing
Fantasizing		Vaginal sex using a condom		Reusing a needle that has been cleaned with water
<del>Masturbation</del>				Cleaning spilled blood without wearing gloves
Hugging				
Donating blood				
Maintaining a long-term, mutually monogamous relationship in which both partners have been tested, do not have STIs and do not use injection drugs				
<p>Note: Anal sex is a higher risk activity for HIV specifically due to the possibility of rectal tearing and bleeding. When used correctly and consistently, condoms are highly effective in preventing HIV. If people are going to engage in anal sex, using a condom and water-based lubrication can reduce their risk (Aidsmap.com, 2014).</p>				
<p>Source: HIV/AIDS Resources and Community Health (ARCH). 2020. Levels of risk. <a href="https://archguelph.ca/levels-risk">https://archguelph.ca/levels-risk</a>. Accessed 6/22/2020.</p>				

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# **CLASS** **15** **Sticking with** **Abstinence and** **Protection**

## Synopsis

Class 15 provides the important opportunity for students to discuss their experiences with the two homework assignments that require them to find information about protection. Additionally, students discuss and practice the “self-talk” method to help them plan and then stick with the plan to avoid sex or unprotected sex.

## Preparation and Materials

- Refer to Student Workbook for **Sticking with Abstinence and Protection** (Worksheet 15.1).

## Outline of Activities

Activity	Time	Materials
<del>Review “Shopping Information” and “Visit or Call a Clinic” Homework</del>	<del>10–20 min.</del>	<del> <input type="checkbox"/> Completed <b>Shopping Information Form</b> (Homework 7.1)  <input type="checkbox"/> <b>Visit or Call a Clinic</b> (Homework 8.1)         </del>
<b>Sticking with Abstinence and Protection</b>	20–35 min.	<input type="checkbox"/> <b>Sticking with Abstinence and Protection</b> (Worksheet 15.1)



Shopping & Visit a Clinic are completed together in class

06:38 PM

## Activities

### Review “Shopping Information” and “Visit or Call a Clinic” Homework

1. Ask students what they learned from the trips to price methods of protection or to the family planning clinic and, especially, ask what helped them to complete the assignment despite possible embarrassment. Discuss the **Shopping Information** homework assigned in Class 7. Include the following questions in your discussion:
  - What did they learn about types and costs of protection?  
Be sure student answers include:
    - It's easily available.
    - It's inexpensive.
    - It wasn't too embarrassing to look at.
  - How did they feel about going into the store and looking at condoms and lubricants? How did it feel to look for condoms online?
  - What surprised them about looking for condoms and lube? How did the actual experience compare to what they expected it would be like?
  - Find out how many of them would recommend the stores they visited and what supports their recommendation. If a lot would recommend theirs, comment that it seems fairly easy to find a store that sells protection in a friendly way.
  - Find out the typical hours of operation for these stores. Ask who went to a store that they think stayed open the latest. Ask them where they could go to get protection even later than that (such as a 24-hour pharmacy or all-night convenience store).
2. Then proceed to discuss the **Visit or Call a Clinic** homework (first assigned in Class 8). In the discussion, help students to inform each other about:
  - The names and locations of the clinics they visited.
  - What they expected the clinic would be like and how it did or did not meet those expectations.
  - Ask if anyone had a negative experience visiting the clinic or has questions about the clinic experience.
  - Ask if anyone had a positive experience and any ideas to share with other people about visiting a clinic.
  - Ask about the confidentiality policies at the clinics and the importance of these policies. Why are these important? (Pull for the idea that sex and



sexuality are private and that people should and do have control over their choices to use birth control from clinics or drugstores.)

- Ask what languages were spoken at the clinics. Ask why so many languages were (or were not) spoken. (Pull for idea that clinics are trying to be sure that everyone feels comfortable and gets all the information they need to prevent unwanted pregnancies and infection with HIV or other STIs.)
- Ask if anyone found a clinic that is especially easy to get to from their home or high school without a car.

## Sticking with Abstinence and Protection

1. Use the following to introduce “self-talk” to students:

“By now, I hope you all have the goal to delay sex, or at least to avoid pregnancy, HIV and other STIs. Sometimes people may try to talk us out of sticking to our goals. At other times we may even talk ourselves out of being abstinent or using protection. You may have doubts about being able to accomplish your goals. You may wonder if you’ll know what to do when the time comes to avoid sex or use protection to prevent STIs or pregnancy. For example, imagine that you wanted to use a condom for the first time. What are some of your doubts or worries that would keep you from trying it out?”

Give them an idea such as, “It’s going to spoil it if we have to stop and put on a condom.” Have the class volunteer additional ideas. Generate 8 to 10 ideas for doubts that might get in the way of using a condom. Write the first 4 ideas on the board. Leave space for writing “doubt” and for writing “doubt busters.” These are things you can do or say to yourself to make using a condom easier. “Doubts” and “doubt busters” might include the following examples:

DOUBT: *I’ll look like a beginner if I don’t know what to do with the condom.*

DOUBT-BUSTER ACTION: *I’ll practice putting a condom on my fingers so I’m sure I’ll know how.*

DOUBT: *It will look as if I planned it if I have the condom ready.*

DOUBT-BUSTER ACTION: *I could tell my partner that we could go shopping for protection together.*

DOUBT: *It won’t feel as good if we use a condom.*

DOUBT-BUSTER ACTION: *Be sure we don’t rush so we can enjoy the whole time together before, during and after the condom.*

DOUBT: *My partner might think I have HIV or another STI if I suggest using a condom.*

DOUBT-BUSTER ACTION: *I can say that I know I don’t have anything infectious because I recently got tested, but this is good protection anyway and shows I respect my partner.*

(continued)

## Class 15 • Sticking with Abstinence and Protection

DOUBT: *It won't work if I don't do it right.*

DOUBT: *The condom might break.*

For the first 4 ideas, work with the class to generate the "doubt busters" that counter the "doubts" and then identify what can be said or done to improve the likelihood of success. Leave the rest of the ideas on the board.

2. Now repeat the exercise for abstinence. Ask students for doubts about their ability to stay abstinent in the face of the temptation to have sex. Many of the items may be similar to those you've already listed and will address issues such as: (1) I'll seem inexperienced or silly; (2) my partner will think that I don't love them enough if I say I want to wait; (3) it might start an argument and hurt our relationship. Add these ideas to the list of doubts that you generated before.
3. Have students turn to **Sticking with Abstinence and Protection** (Worksheet 15.1) in their workbooks. Explain that they are to choose 2 doubts about sticking with abstinence or protection and write them in the spaces on their worksheets. Have students work in pairs to help each other figure out ACTIONS to counter those doubts and strengthen their preparation for staying abstinent or using protection, and write these actions on their worksheets.

### Lesson Summary

This lesson is an opportunity to reinforce students' comfort levels with visiting a clinic and discussing protection with a health care provider. For many students, this is the most critical activity in the program. Paired with the concept of planning ahead for abstinence or protection, this works to give students the confidence to act in ways that will protect their health.

Hoja de trabajo 15.1

**Continuar con la abstinencia  
y la protección**

**Instrucciones:** Escribe algunas DUDAS que puedas tener que puedan dificultarte el continuar con la abstinencia o usando protección. Luego júntate con un compañero y escriban ACCIONES EXTERMINADORAS DE DUDAS para combatir las DUDAS y que los preparen aun más para lograr lo que desean.

DUDA: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

ACCION EXTERMINADORA DE DUDAS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

DUDA: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

ACCION EXTERMINADORA DE DUDAS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Reduciendo el riesgo ■ Cuadernodelalumno

Worksheet 15.1

**Sticking with Abstinence and Protection**

**Directions:** Write some DOUBTS that might make it harder for you to abstain or use protection. Then, pair up with a partner and write ACTIONS (DOUBT BUSTERS) that counter that DOUBT and make you even more prepared to get what you want.

DOUBT \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

DOUBT-BUSTER ACTION: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

DOUBT \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

DOUBT-BUSTER ACTION: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Reducing the Risk ■ Student Workbook

# CLASS 16 Skills Integration—IV

## Synopsis

Through a discussion about sticking with choices and practice with a final roleplaying situation, Class 16 provides an opportunity for students to extend skills learned for abstinence or avoiding unprotected intercourse.

## Preparation and Materials

- ▶ Review Appendix A, "How to Use Roleplays."
- ▶ Copy a classroom set of **A Love Story** (Handout 16.1).
- ▶ Refer to Student Workbook for **Chris and Pat** (Worksheet 16.2), **Being Careful on the Couch** (Roleplay 16.3), and **Observer Checklist** (Form 16.4).
- ▶ Write the incomplete "I Learned" statements (p. 186) on the board.
- ▶ Have ready *Refusals* and *Delay Tactics* posters from the Activity Kit.  
Optional: Have ready *Roleplay* cards from the Activity Kit.

# CLASS 16

## Skills Integration—IV

### Synopsis

Through a discussion about sticking with choices and practice with a final roleplaying situation, Class 16 provides an opportunity for students to extend skills learned for abstinence or avoiding unprotected intercourse.

### Preparation and Materials

- ▶ Review Appendix A, "How to Use Roleplays."
- ▶ Copy a classroom set of **A Love Story** (Handout 16.1).
- ▶ Refer to Student Workbook for **Chris and Pat** (Worksheet 16.2), ~~**Being Careful on the Couch**~~ (Roleplay 16.3), and ~~**Observer Checklist**~~ (Form 16.4).
- ▶ Write the incomplete "I Learned" statements (p. 186) on the board.
- ▶ Have ready *Refusals* and *Delay Tactics* posters from the Activity Kit.  
*Optional:* Have ready *Roleplay* cards from the Activity Kit.

## Outline of Activities

Activity	Time	Materials
Review HIV Homework	5–10 min.	<input type="checkbox"/> <b>How HIV Would Change My Life</b> (Homework 12.1) previously completed
Chris and Pat	15–25 min.	<input type="checkbox"/> <b>A Love Story</b> (Handout 16.1) <input type="checkbox"/> <b>Chris and Pat</b> (Worksheet 16.2)
<del>Roleplay in Small Groups</del>	<del>20–25 min.</del>	<del><input type="checkbox"/> <b>Being Careful on the Couch</b> (Roleplay 16.3) <input type="checkbox"/> <b>Observer Checklist</b> (Form 16.4) <input type="checkbox"/> <i>Refusals and Delay Tactics</i> posters <input type="checkbox"/> Roleplay cards (optional)</del>
"I Learned" Statements	5–15 min.	<input type="checkbox"/> Incomplete statements on the board.

## Activities

### Review HIV Homework

Using their completed homework **How HIV Would Change My Life** (from Class 12), ask students to volunteer any ways that HIV would (1) require them to act differently, (2) harm them, or (3) change their lives.

### Chris and Pat

1. Introduce this activity by explaining to students that they'll read a story about two young people who care about each other, then answer questions on a worksheet. Hand out **A Love Story** (Handout 16.1) and have students turn to **Chris and Pat** (Worksheet 16.2) in their workbooks. Tell students to think about the following as they listen to the story:
  - Chris and Pat's reasons for having sex
  - their reasons for not having sex
  - what Chris and Pat can do to make sure they don't have sex

2. Read the story aloud or have a student read it while the rest of the class follows along. Then have students answer questions 1 through 4 on **Chris and Pat**. After students have had a chance to answer the questions, review several answers to questions and write several students' responses on the board. Discuss responses as needed.
3. Explain to students that the last 2 questions on the worksheet are not about Chris and Pat, but about themselves. Have students complete these 2 questions based on what they think they would say or do. If time allows, ask students to share responses that may not have been discussed in class.

## Roleplay in Small Groups

1. Briefly describe the roleplay.  
Review the skills students have learned, using the *Refusals* and *Delay Tactics* posters from the Activity Kit.
2. Divide class into groups of no more than 6 with equal numbers of pairs. Have students use **Being Careful on the Couch** (Roleplay 16.3).
3. As usual, instruct students to alternate roles in the unscripted part and to use the **Observer Checklist** (Form 16.4). Move from group to group to help facilitate the discussion as needed.  
*Optional:* Hand out a set of Roleplay cards to each group. Ask each member to take 1 card. Review each role with the whole group.
  - Student Roleplayer #1: Read lines.
  - Student Roleplayer #2: Respond to lines.
  - Student Observer #1: Set the stage for the roleplay, and use **Observer Checklist**.
  - Student Observer #2: Use **Observer Checklist** and lead small-group discussion using the guidelines on the back of card.

## "I Learned" Statements

1. Explain that the purpose of the "I Learned" exercise is to help students focus on what has been most helpful or significant for them during this unit. Since they sometimes get a great deal of information at once, more than they can possibly remember, it can be advantageous to single out that which is most important.

(continued)

2. Put the following incomplete sentences on the board. Ask the students to think about what they've just learned or relearned about sexuality, or about themselves or their values. Read the sentence stems and ask students to pick three and finish them on their own paper.

I learned that...	I was surprised that I...
I noticed that I...	I was displeased that I...
I discovered that I...	I was pleased that I...

*Optional:* Have students write out the "I Learned" statements and turn them in. The teacher should then just check to see that they were thoughtfully completed, and return them to students.

## Lesson and Course Summary

**Chris and Pat** and "I Learned" provide an opportunity for students to review skills presented in the course and to think about what they've learned and what they may have discovered about themselves and their thoughts and actions on abstinence, sex and protection.



## A Love Story

Chris and Pat are sophomores. They've been going out for 8 months and have a very special relationship. They spend a lot of time together and trust each other. They tell each other everything. In many ways, they're best friends.

At the beginning, they decided they didn't want to have sex. They haven't talked about it a lot but Chris believes it's worth it to wait. Chris loves Pat a lot, but worries that their relationship would change if they have sex. Pat knows and respects Chris's feelings.

They haven't actually had sex, though they do kiss and touch each other a lot and have gotten close to going all the way. Lately, Pat has been hearing that many of their friends are having sex. Pat feels a little jealous. Pat worries about "falling behind" other people the same age.

So Pat has been putting some pressure on Chris to have sex, and they've started talking about it more. Pat is confused. On the one hand, Pat respects Chris's feelings and doesn't want to talk Chris into doing something Chris doesn't want to do. On the other hand, Pat doesn't think it's that important to wait. Their relationship has become a little tense. They argue more and Pat's talking more to other people and spending less time with Chris.

Chris worries about losing Pat and talked to a friend about these concerns. The friend said, "So what's the big deal? Having sex isn't that big a thing. You know everybody is doing it." Chris knows that isn't true but sometimes feels like the only one who isn't. "Maybe it isn't all that special," Chris thinks. "But, then again, maybe it is." Chris would like to talk to a parent about it, but doesn't know how Mom or Dad would react. So Chris feels pretty lost and doesn't know what to do.

Chris and Pat still spend some time together, and one Saturday night they go to the movies. After the movie, they decide to go back to Chris's house to talk. When they get there at around 10 o'clock, they find out that Chris's parents have gone to a party and won't be back till much later. So Chris and Pat are alone in the house.

Hoja de trabajo 16.2

**Cris y Pat**

**Instrucciones:** Después de oír la historia de Cris y Pat, responde las primeras cuatro preguntas. No responder las preguntas 5 y 6 hasta que el maestro te lo diga.

- Describe 1 razón importante que puede tener Cris para no desear hacer el amor.  
\_\_\_\_\_
- Describe 2 cosas que Cris puede decir o hacer para posponer las relaciones sexuales.  
\_\_\_\_\_  
\_\_\_\_\_
- Describe 1 razón por la que Pat se beneficiará si espera hasta que Cris lo desee.  
\_\_\_\_\_
- Describe 2 cosas que Pat podría hacer para ayudarse a esperar hasta que Cris lo desee.  
\_\_\_\_\_  
\_\_\_\_\_
- Describe 1 razón por la que tú puedes no desear hacer el amor. "Si no deseo hacer el amor puede ser porque..."  
\_\_\_\_\_
- Describe 2 cosas que tú puedes decir o hacer para posponer el hacer hasta que estes lista.  
\_\_\_\_\_  
\_\_\_\_\_

Reduciendo el riesgo ■ Cuaderno del alumno

Worksheet 16.2

**Chris and Pat**

**Directions:** After hearing the story of Chris and Pat, answer the first 4 questions. Don't answer questions 5 and 6 until the teacher tells you to.

- Describe 1 important reason why Chris might not want to have sex.  
\_\_\_\_\_
- Describe 2 things that Chris can say or do to delay having sex.  
\_\_\_\_\_  
\_\_\_\_\_
- Describe 1 reason why Pat would be better off waiting until Chris is ready.  
\_\_\_\_\_
- Describe 2 things Pat can do to help wait until Chris is ready.  
\_\_\_\_\_  
\_\_\_\_\_
- Describe 1 reason that you might not want to have sex. "I might not want to have sex because..."  
\_\_\_\_\_
- Describe 2 things that you can say or do to delay having sex until you are ready.  
\_\_\_\_\_  
\_\_\_\_\_

Reducing the Risk ■ Student Workbook

