

# LESSON 8

## Someday, But Not Now

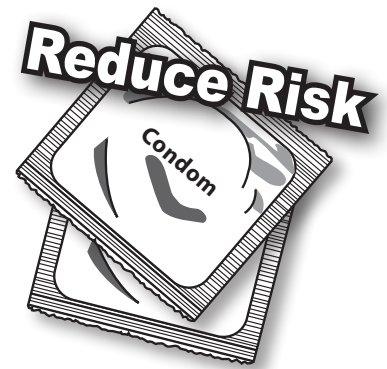
Student Learning Objectives:	National Health Education Standards:
<ul style="list-style-type: none"> <li>Describe the potential negative consequences of having sexual intercourse and ways to reduce risks, including abstinence and condom use.</li> </ul>	<ul style="list-style-type: none"> <li>Core Concepts</li> </ul>
<ul style="list-style-type: none"> <li>Create a plan to reduce the risks of having sex in the future.</li> </ul>	<ul style="list-style-type: none"> <li>Goal Setting</li> </ul>

### Note to Teachers:

- This lesson is on the correct use of condoms.
- The student learning objectives for this lesson are not a part of Michigan's Grade Level Content Expectations. They are added to accommodate schools wanting to address risk reduction.

### Lesson Synopsis

Review skills that can be used to avoid or escape risky situations. Introduce this lesson on reducing risks associated with having sexual intercourse. Identify and discuss potential positive and negative consequences of sexual intercourse and alternative ways to experience the positive consequences without sex. Identify and discuss ways to reduce the negative consequences. Review steps for goal setting related to avoiding STIs. Describe steps for correct condom use and why each is important. Identify tasks young people can accomplish to reach their goal of avoiding HIV and STIs in the future. Summarize the importance of being prepared for the future. Assign individual goal setting and discussion with parent or other adult as homework.



Activity	Time	Materials Needed
Introduction	10 minutes,	Teacher Manual Resources <ul style="list-style-type: none"> <li>Slide Master: "Reality Check"</li> </ul> Supplied by the Teacher <ul style="list-style-type: none"> <li>Writing paper</li> <li>Pens or pencils</li> <li>Slide</li> <li>Projector</li> </ul>
Input	10 minutes	Teacher Manual Resources <ul style="list-style-type: none"> <li>Teacher Reference: "Things to Consider"</li> <li>Teacher Reference: "Reducing the Risk With Correct Condom Use"</li> <li>Slide Master: "Before Condom Use"</li> <li>Slide Master: "Correct Condom Use"</li> <li>Slide Master: "After Condom Use"</li> <li>Slide Master: "Before Tooth Brushing"</li> <li>Slide Master: "Correct Tooth Brushing"</li> </ul>

<b>Input (continued)</b>		<ul style="list-style-type: none"> <li>• Slide Master: “After Tooth Brushing”</li> <li>• Appendix K: “Rubber Dams”</li> <li>• Appendix L: “Condoms and STDs: Fact Sheet for Public Health Personnel”</li> <li>• Appendix P: “Overview of Laws Related to Minors in Michigan”</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>• Writing paper</li> <li>• Pens or pencils</li> <li>• Chart paper</li> <li>• Markers, four or more colors</li> <li>• Tape or tacks</li> <li>• Slides</li> <li>• Projector</li> </ul>
<b>Application</b>	15 minutes	<p>Health Education Resources</p> <ul style="list-style-type: none"> <li>• Poster: “Setting Goals for Health,” MMHC</li> </ul> <p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>• Slide Master: “Steps for Goal Setting”</li> <li>• Student Worksheet: “Condoms: Use Correctly and Consistently”</li> <li>• Teacher Key: “Condoms: Use Correctly and Consistently”</li> <li>• Student Handout: “A Method for Goal Setting” (from Lesson 4)</li> <li>• Student Worksheet: “Setting My Goal, Reducing My Risks”</li> <li>• Teacher Reference–Assessment: “Assessment Rubric: Setting My Goal, Reducing My Risks”</li> <li>• Student Self-Assessment Rubric: “Setting My Goal, Reducing My Risks”</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>• Slide</li> <li>• Projector</li> <li>• Writing paper</li> <li>• Pens or pencils</li> </ul>
<b>Closure</b>	5 minutes	<p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>• Student Worksheet: “Setting My Goal, Reducing My Risks”</li> <li>• Student Handout: “Keys for a Future Free of HIV and STIs: Abstinence and Condom Use”</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>• Student folders from Lesson 1</li> </ul>
<b>TOTAL</b>	<b>40 minutes</b>	

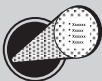
## Preparation

<b>Prior to the Lesson</b>	<ul style="list-style-type: none"><li>• <b>Determine</b> whether or not this abstinence-based lesson has been approved by your Board of Education to be taught in your class. If it has not been approved, skip it and teach Lesson 9 next.</li><li>• <b>Decide if you want to assess</b> student progress. A rubric is provided for your use at the end of this lesson, “Assessment Rubric: Setting My Goal, Reducing My Risks.”</li><li>• <b>Decide if you want students to assess</b> their own progress. <b>Duplicate</b> the rubric, “Setting My Goal, Reducing My Risks.” for students if you plan to have them use it.</li></ul>
<b>For Introduction</b>	<ul style="list-style-type: none"><li>• <b>Prepare a slide</b> of the slide master, “Reality Check.”</li></ul>
<b>For Input</b>	<ul style="list-style-type: none"><li>• <b>Decide</b> how you will divide your class into small groups of five or six students.</li><li>• <b>Read</b> the teacher references, “Things to Consider,” and “Reducing the Risk With Correct Condom Use,” and appendices K, L, and P, “Condoms and STDs: Fact Sheet for Public Health Personnel,” “Rubber Dams,” and “Overview of Laws Related to Minors in Michigan.”</li><li>• <b>Prepare</b> two charts by drawing a line down the center of each. On one chart, label one side with the heading “Potential Positive Consequences” and the other side with “Other Ways.” On the second chart, label one side with the heading “Negative Consequences” and the other side with “Risk Reduction.”</li><li>• <b>Prepare slides</b> of the slide masters, “Before Condom Use,” “Correct Condom Use,” “After Condom Use,” “Before Tooth Brushing,” “Correct Tooth Brushing,” and “After Tooth Brushing.”</li></ul>
<b>For Application</b>	<ul style="list-style-type: none"><li>• <b>Prepare a slide</b> of the slide master, “Steps for Goal Setting.”</li><li>• <b>Duplicate</b> the student worksheet, “Setting My Goal, Reducing My Risks,” for each student.</li></ul>
<b>For Closure</b>	<ul style="list-style-type: none"><li>• <b>Duplicate</b> the student handout, “Keys for a Future Free of HIV and STIs: Abstinence and Condom Use,” for each student.</li></ul>

## LESSON PROCEDURE

**Introduction:** Review skills that can be used to avoid or escape risky situations and introduce this lesson on reducing risks associated with having sexual intercourse.

10 minutes

Instructional Steps	Script and Detailed Directions
<p>Review skills that can be used to avoid or escape risky sexual situations.</p>	<p><i>In our last lesson, we practiced using our skills to avoid and escape risky situations. <b>What are some skills you can use to avoid or escape risky sexual situations?</b></i></p> <p>Answers:</p> <ul style="list-style-type: none"> <li>• Communicate personal limits</li> <li>• Identify trouble</li> <li>• Refusal skills</li> </ul> <p><i>Refusal skills are useful if you want to avoid or escape risky situations. <b>Which refusal strategy do you think you will use most often?</b></i></p> <p>Call on a few students to share their favorite refusal from these:</p> <ul style="list-style-type: none"> <li>• Say a direct “no.” This is the simplest and often the most effective way.</li> <li>• Suggest another activity.</li> <li>• Repeat the same phrase over and over again.</li> <li>• Give a reason. State a fact, your feelings, or your opinion.</li> <li>• Walk away.</li> </ul>
<p>Share statistics on sexual behaviors among ninth graders in Michigan and the U.S. using the slide, “Reality Check.”</p> 	<p><i>Young people who avoid risky situations are more likely to delay sexual intercourse until they are older. Some young people do not use these skills to avoid risky situations, and they end up having sexual intercourse.</i></p> <p><i>On a piece of paper, record the percentage of young people you think have NOT had sex by the ninth grade. Write the number you select in large print so it fills the page.</i></p> <p>Pause to allow students to record their guesses.</p> <p><i>In a moment, I will signal you to get up and move without speaking. You will form a line, from the lowest number on this side of the room, to the highest number on the opposite side of the room. In other words, if you said zero percent of ninth graders have not had sex, you would stand over here (point to one side of the room). If you said 100 percent of ninth graders have not had sex, you would stand over here (point to opposite side of room).</i></p> <p><i>Ready? Take your piece of paper with the large number on it and line up without speaking.</i></p> <p>Once the students have lined up, comment on the variety of guesses. Display the slide, “Reality Check.”</p> <p><i>Most young people your age are NOT having sex! In the United States, 68 percent of ninth graders have never had sex<sup>1</sup>. In Michigan, 73 percent of ninth graders have not had sex<sup>2</sup>.</i></p>

<sup>1</sup> Source: 2009 U.S. YRBS, [www.cdc.gov/HealthyYouth/yrbs](http://www.cdc.gov/HealthyYouth/yrbs)

<sup>2</sup> 2009 Michigan YRBS

	<p>If students guessed more students have had sex than is true, discuss reasons this perception is prevalent. Some possible reasons are:</p> <ul style="list-style-type: none"> <li>• media implies most young people have sex,</li> <li>• students may talk as if they have had sex when they haven't, and</li> <li>• being sexually active may seem necessary in order to belong to a group or to be popular.</li> </ul> <p><i>Unfortunately, there are ninth graders who place themselves at risk because they have had sex.</i></p> <p>Have students return to their seats.</p>
Introduce this lesson on risk reduction.	<i>Today, we will learn what people can do to reduce their risks when they decide to have sex in the future.</i>

**Input:** Identify potential positive and negative consequences of sexual intercourse. Discuss alternative ways to experience the positive consequences without sex. Discuss ways to reduce the negative consequences. Review steps for goal setting related to avoiding infections. Describe steps for correct condom use.

**10 minutes**

Instructional Steps	Script and Detailed Directions
Form small groups and identify potential positive and negative consequences of having sexual intercourse.	<p>Form small groups of five or six students. Assign group roles of leader, spokesperson, and recorder.</p> <p>Ask the recorders to take out paper and a pen or pencil.</p> <p>Display the charts you prepared with the headings "Negative Consequences" and "Potential Positive Consequences."</p> <p><i>In your small groups, list as many consequences of sexual activity as possible in three minutes. Include potential positive and negative consequences. In three minutes, I will call on spokespersons to share your lists.</i></p> <p>After three minutes, call on each spokesperson to share one potential positive consequence. Record each one on the appropriate chart. Use a different colored marker for each consequence so that you can pair the ideas in the second column using the same color. Leave space between the consequences to allow for more than one idea for each consequence in the second column. See the teacher reference, "Things to Consider," for an example. Continue until all positive consequences have been shared.</p> <p><i>Obviously, sexual intercourse can result in some potential positive consequences or no one would ever do it. Unfortunately, some of these positives are not likely to result if a young person has sex. Some positives on this list are myths; they are not really the result of having sex at all.</i></p> <p>Refer to the teacher reference, "Things to Consider," to guide the discussion. Cross out positives that are myths as you explain why they are not consequences of having sex.</p>

	<p><i>Now, let's consider the possible negative consequences of sexual intercourse.</i></p> <p>Call on each spokesperson to share one negative consequence. Record each one on the appropriate chart. Use a different colored marker for each consequence so that you can pair the ideas in the second column using the same color. Leave space between the consequences to allow for more than one idea for each consequence in the second column. See the teacher reference, "Things to Consider," for an example. Continue until all negative consequences have been shared.</p> <p><b><i>What do you notice about our two lists?</i></b></p> <p>Answer: There seem to be more possible negative consequences for having sexual intercourse, than positive.</p> <p>Refer to the teacher reference, "Things to Consider," to guide the discussion. Add negative consequences that were not mentioned and explain as needed.</p>
<p>Discuss ways to experience positive consequences without having sex and ways to reduce the risks of having sexual intercourse.</p>	<p><i>Let's look at our list of potential positive consequences again. <b>What are some ways to experience these positive things without having sex?</b></i></p> <p>Go through the list on the chart. Use the same color marker as used for the positive consequence to record ideas on the side of the chart titled "Other Ways." Record the ideas across from the consequence.</p> <p>Refer to the teacher reference, "Things to Consider," to guide the discussion. Add other ideas that were not mentioned and explain as needed.</p> <p><i>Sexual intercourse can result in negative consequences, especially if a person is not totally prepared for this big decision. Let's talk about ways to reduce these negative consequences.</i></p> <p><i>In your small group, identify ways to reduce each negative consequence. In three minutes I will call on spokespersons to share your ideas.</i></p> <p>After three minutes, read the first negative consequence on the list and call on each spokesperson to share one idea for reducing risks. Use the same color marker as used for the negative consequence to record ideas on the side of the chart titled "Risk Reduction." Record ideas across from the consequence it can reduce. Continue until all ideas have been shared.</p> <p>Refer to the teacher reference, "Things to Consider," to guide the discussion. Add risk reduction strategies that were not mentioned and explain as needed.</p>
<p>Review abstinence as the only 100% effective way to eliminate negative consequences.</p>	<p>Circle the words "abstinence" or "don't have sex" on the chart of risk reduction ideas.</p> <p><i>Probably each small group included "abstinence" or "don't have sex" on your list of ways to prevent the negative consequences of sex. This is the only sure way not to become infected with STIs or to experience a pregnancy. You can always choose to say "not now" to sex, even if you have had sex in the past. This is the healthiest choice for young people. It is also the legal choice for anyone under age 16.</i></p> <div data-bbox="513 1654 609 1759" data-label="Image"> </div> <p>Review appendix P, "Overview of Laws Related to Minors in Michigan," for more information on laws pertaining to minors having sexual intercourse.</p> <p><i>In an earlier lesson, you identified some personal boundaries that would help you remain HIV free. Not having sexual intercourse is one of these boundaries.</i></p>