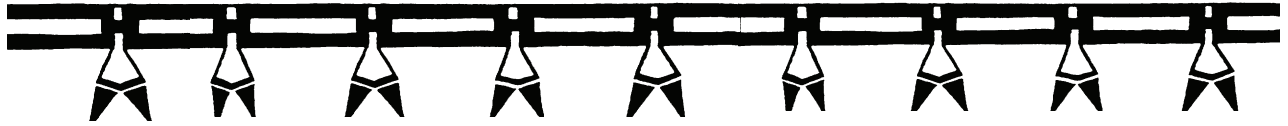


10: The Downside of Hooking Up



Purpose:

To identify the relative risks of sexual behaviors for teenagers.

Stages of Change Process:

Getting information

Learning Objectives:

By the end of this session, Native STAND members will be able to:

1. Discuss common reasons teens give for deciding to have or not have sex.
2. List the benefits to teens for postponing sex.
3. Recognize that abstinence is the only 100% sure way to prevent getting pregnant or getting an STD, including HIV/AIDS.
4. Identify sexual behaviors that carry more risk of STD, HIV, and pregnancy than others.
5. Distinguish between behaviors that are “safe sex” versus “safer sex.”
6. Recognize that even teens who continue to have intercourse can reduce their risks.

Supplies/Materials:

Resources/Handouts:

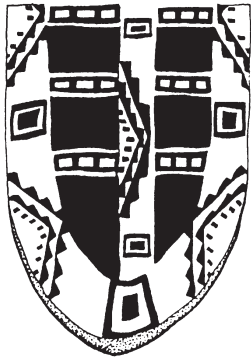
	RM	PM	HO
Words of Wisdom	●		
Say “No” to What? Worksheet	●	●	
Risk Signs	●		
“101 Ways of Making Love Without Really Doin’ It” Brochure			●
Ordering Information for STD Facts	●		

Preparation:

- Make sure there is a large, empty wall available in the room to do Activity #5
- Display today’s Words of Wisdom

THINKING AHEAD:

- Optional: Get small gift for teen mom for Session 11
- Identify a community health provider guest speaker for Session 12
- Collect local STD data and create handout for Session 14
- Order brochures for Session 14



1. Welcome/Overview

3-5 minutes, large group lecture, adult facilitator

- Review Session 9: Reproductive Health—Part 2
- Answer any questions in the Question Box.
- Preview today's session.
- Read today's WOW.

Each person is his own judge.

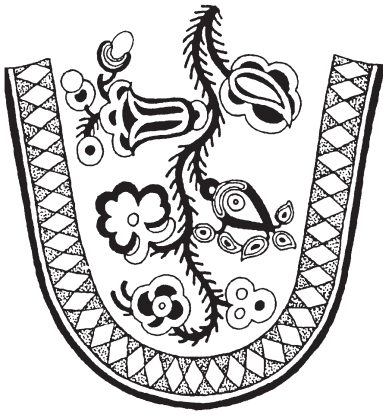
Pawnee

2. Assessing Your Daily Risk

10-12 minutes, large group activity, adult or teen co-facilitator

- Explain that we make decisions—large and small—that affect our health every day.
- Have the group stand. Tell them you are going to read a list of health behaviors. If they answer “yes” to a question, they should remain standing. If they answer “no” to even one question, they should sit down and remain seated.
- Read these health behaviors (you may substitute behaviors):
 - ◇ I brushed my teeth this morning.
 - ◇ I wash my hands after I use the restroom and before eating.
 - ◇ I got at least 8 hours of sleep last night.
 - ◇ I have not smoked cigarettes in the past month.
 - ◇ I had breakfast today.
 - ◇ I ate at least three fruits or vegetables yesterday.
 - ◇ I wore my seat belt the last time I rode in a car.
 - ◇ I have been to the doctor for a check-up in the past year.
 - ◇ I did something active such as walking, cleaning, or exercising in the past 3 days.
- Applaud those standing for taking the fewest risks with their health.
- Debrief:
 - ◇ Point out that most of us take risks that impact our health.
 - ◇ Making healthy choices is a lifelong task and not as easy as it sounds.
 - ◇ Don't judge others who struggle to make healthy changes in their lives, because most of us could make some changes to decrease risk in our lives.





3. Benefits of Abstinence

10-15 minutes, small group activity, large group discussion, adult or teen co-facilitator

- Divide students into groups of 4-6.
- Ask them to make a list on chart paper of the reasons teens engage in sexual activity and another list of reasons teens choose not to have sex.
- Have each group report back to the large group.
- Display each group's list.
- Evaluate the reasons listed and the importance of each reason.

4. Say "No" to What?

10-15 minutes, individual activity, large group discussion, adult or teen co-facilitator


- Direct students to Say "No" to What?¹ in the PM.
- Ask them to read it and to fill it out individually.
- When they are done, ask for volunteers to share their definitions of abstinence with the group. Is there consensus? Is there one definition for abstinence?
- Select several behaviors from the handout and ask for volunteers to share whether they circled it or not. Discuss answers, especially if people answered something differently.
- Discuss which behaviors are compatible with abstinence.

Say "No" to What??

What is your definition of abstinence?

Circle the behaviors that are compatible with abstinence:

1. Dry kissing (close-mouth)
2. Holding hands
3. Hugging with hands on arms and back
4. Flirting using eye contact
5. French kissing (open-mouth)
6. Vaginal intercourse
7. Hand contact with another person's genitals
8. Mouth contact with someone's breast
9. Touching another person's lower body with clothes on
10. Mouth on another person's genitals
11. Touching another person's lower body with clothes on
12. Kissing while pressing your body against another person
13. Touching another person's lower body without clothes on
14. Anal sex with a condom
15. Lying next to each other with no clothes on



- | | |
|--|---|
| 1. Dry kissing (close-mouth) | 9. Touching another person's lower body with clothes on |
| 2. Holding hands | 10. Mouth on another person's genitals |
| 3. Hugging with hands on arms and back | 11. Touching another person's lower body with clothes on |
| 4. Flirting using eye contact | 12. Kissing while pressing your body against a other person |
| 5. French kissing (open-mouth) | 13. Touching another person's lower body without clothes on |
| 6. Vaginal intercourse | 14. Anal sex with a condom |
| 7. Hand contact with another person's genitals | 15. Lying next to each other with no clothes on |
| 8. Mouth contact with someone's breast | |

¹ Source: Red Cross of Tulsa, Peer Educator Curriculum

5. Risk Continuum

20-25 minutes, large group activity, adult or teen co-facilitator

- The objective of this activity is to identify ways couples can have fun together and to rank them in order of STD/HIV risk.
- Tell students that there are many things we can do to have fun with a partner—some are safe and some are not so safe.
- Give each student a stack of sticky notes (at least 12). Ask them to think of things they do with a partner to have fun and to write each thing on a sticky note (one thing per sticky note).
- Encourage them to think about all kinds of things you can do together—from hanging out to hooking up and everything in between.
- Tell them to place their sticky notes up on the wall, in no particular order. If the students are not putting up a variety of activities with differing degrees of risk, the facilitator should add some. Examples of activities could include:

Go for a walk
Go to a movie
Watch TV
Dry/"social" kissing
"French" (tongue) kissing
Go horseback riding
Have sex
Cuddle
Go to a powwow
Tattoo their names on each other

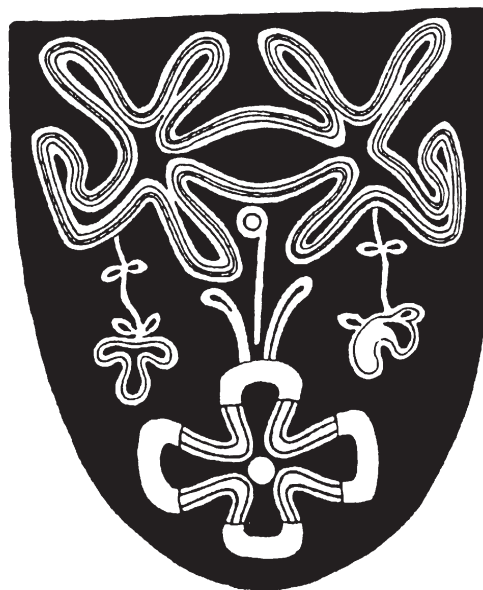
- Make sure to include some of the following sexual activities as well:
 - ◇ Abstinence from all sexual activity with another person
 - ◇ Masturbation (solo)
 - ◇ Mutual masturbation
 - ◇ Withdrawal
 - ◇ Oral sex with a condom
 - ◇ Oral sex without a condom
 - ◇ Vaginal sex with a condom
 - ◇ Vaginal sex without a condom
 - ◇ Vaginal sex with a latex condom and oil-based lubricant
 - ◇ Vaginal sex with a latex condom and water-based lubricant
 - ◇ Anal sex with latex condom and oil-based lubricant
 - ◇ Anal sex with a polyurethane condom and an oil-based lubricant
- Walk along the wall and read the notes aloud to the group. Ask them to think about the risk involved in the activities as you read them.



- Tape two signs on the wall, one on each side of the available space. One sign should say “Not Risky” and the other “Very Risky”.
- Ask the students to arrange the sticky notes in order from least risky to most risky. They can move any sticky note, it doesn’t have to be their own. They must reach consensus on the order.
- Walk along the wall again and ask why students chose the order they did.
- Encourage discussion. The order of the notes is not as important as the discussion.
- Points to draw out from the students:
 - ◇ Abstinence is the only 100% sure way to keep from getting HIV/STDs.
 - ◇ The only 100% safe sex is solo sex (masturbation).
 - ◇ There are many things you can do to have fun that do not put you or your partner at risk.
 - ◇ Some sexual activities are much riskier than others.
 - ◇ People usually can reduce their risk (by moving “up” the continuum/substituting less risky behaviors for more risky ones, and that is healthy).
 - ◇ Few people want to or can go to zero risk in one step. People are more likely to succeed in changing a behavior if they set smaller, more achievable goals.
 - ◇ Water-based or silicone-based (not oil-based) lubricants should be used with latex condoms. Any kind of lubricant can be used with polyurethane condoms.
 - ◇ Barrier protection (like condoms) makes sex “safer” but not 100% safe. Condoms are effective for both birth control and STD prevention when used properly.
 - ◇ Oral sex carries a low risk of HIV transmission (about 1/100 times that of anal intercourse), but other STDs can be spread more easily through oral sex.

Very Risky

Not Risky



- ◇ Less than half of US high school students have had sexual intercourse.
- ◇ One of the reasons STDs are so easily transmitted during anal intercourse is because there is greater likelihood of rectal tearing.
- ◇ Students should realize that there are different kinds of risks involved (e.g., pregnancy vs. STD prevention). Some of the behaviors on the list protect against one but not the other.
- ◇ Ask the students what new information they learned from this activity.
- ◇ Distribute the ETR brochure “101 Ways to Make Love Without Doin’ It”. (Ordering information is in Session 7.)

NOTE: If your students are very shy or you are short on time, another option for this activity is to have pre-printed signs of risky and not risky behaviors, distribute one sign to each student, and have them put themselves in the correct order by risk.

6. Reducing Sexual Risk

8-10 minutes, large group brainstorm/discussion, adult or teen co-facilitator

- As we’ve just seen, there are risks to being sexually active and there are some things that are riskier than others.
- If someone chooses to have sex, despite the risks involved, they should protect themselves. What are things someone can do to reduce the risk to themselves and their partners from STDs, HIV, and pregnancy? Responses may include:

- ◇ Know your partner
- ◇ Take it slow
- ◇ Talk to partners about their risks
- ◇ Use condoms
- ◇ Get screened for STDs
- ◇ Get an HIV test
- ◇ Abstain from sex
- ◇ Don’t share needles
- ◇ Limit the number of sex partners



- Get their thoughts on this and generate discussion.

7. Closing

3-5 minutes, large group, discussion, adult or teen co-facilitator

- Answer any questions.
- Preview next session: Pregnancy & Parenting
 - ◇ If you will have a teen mom as a guest speaker for the next session, prepare students and remind them to be respectful and appreciative. Talk about how difficult this will be for the teen mother. Remind them to be thinking about questions they may want to ask.
- Direct the students’ attention to the Words of Wisdom on the wall. Ask a volunteer to read the words and to share with the group what those words mean to him or her and how they relate to today’s session and activities.
- Adjourn.

NOTES

