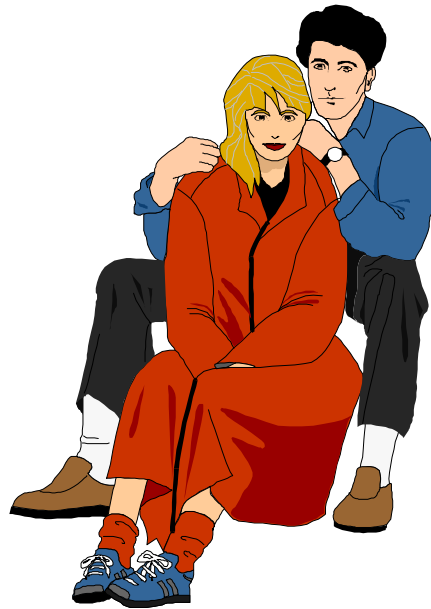


**ABSTINENCE...
IT'S THE RIGHT CHOICE**



CFE 3204V

OPEN CAPTIONED
SOCIETY FOR VISUAL
EDUCATION

1995

Grade Levels: 7-12

22 minutes

DESCRIPTION

A group of teenagers candidly expresses their questions and concerns about becoming sexually active. Street interviews with other teens are interspersed with the group's discussion as they learn refusal techniques and alternatives to sexual activity from an older sister and her boyfriend. The consensus of the group is that abstinence is the right choice.

INSTRUCTIONAL GOALS

- To identify peer pressure and social influence as two main reasons for teenage sexual activity.
- To discuss reasons teenagers have sex.
- To list the consequences of having sex.
- To describe other ways to show love besides having sex.
- To illustrate refusal techniques.

BEFORE SHOWING

1. Preview the video to determine unfamiliar vocabulary and language concepts.
2. Present current statistics of the percentage of teenagers who have sex.
 - a. List reasons for and against this practice.
 - b. Discuss the impact of an unplanned pregnancy on future plans.
 - c. Consider the effect of contracting a sexually transmitted disease.
3. List typical teenage behaviors.
 - a. Classify them as risky or not risky.
 - b. Determine the frequency of the risky behaviors.
 - c. Discuss why teenagers take risks.

DURING SHOWING

1. View the video more than once, with one showing uninterrupted.

2. Pause after the caption “I’m not gonna let my friends pressure me into something.”
 - a. Why do advertisers use sex to sell products?
 - b. What are some reasons teenagers are not having sex?
3. Pause after the caption “. . . how do you tell a boy ‘No’ and make it stick?”
 - a. What do the boys do when they arrive at Sylvia’s house?
 - b. Why do some people brag about having sex when they are not having sex?
 - c. How does one say “no” and make it stick?
4. Pause at the pizza break.
 - a. Who comes on stronger about sex, girls or boys? Why?
 - b. What are some reasons teenagers have sex?
 - c. How many sexually transmitted diseases can one name?
 - d. What is the major reason most young people start having sex?
5. Pause after the caption “Uh-oh, Mom’s here.”
 - a. How much does it cost to get all the things a baby needs?
 - b. Why do people think sex clouds their judgment?
 - c. What are some ways to express love?
 - d. How does one answer “We had sex before, so what’s the problem now?”
6. Stop at the end of the video.
 - a. What are some elements of a good relationship?
 - b. Who should make decisions for a relationship?
 - c. Why is abstinence a good choice?

AFTER SHOWING

Discussion Items and Questions

1. Name reasons teenagers have sex.
2. List the possible consequences of teenage sex.
3. Discuss reasons teenagers should not have sex.

4. Consider ways to express love without having sex.
5. Think of different ways to say “no.”
6. Record techniques to combat pressure.

Applications and Activities

1. Survey teenagers in the local area. Compute and graph:
 - a. The major reasons teenagers have sex
 - b. The age at which teenagers start having sex
 - c. The major reasons teenagers do not have sex
 - d. Any conclusions
2. Research the causes, symptoms, and treatments of sexually transmitted diseases. Publish the results in a local or school newspaper.
3. Form a panel of adults and teenagers to discuss “Abstinence . . . it’s the right choice.”
4. List comments designed to pressure teenagers into sex. Practice refusal techniques for each comment.
5. Create posters entitled “Love Is . . .” Find pictures from magazines to illustrate ways to express love without having sex.
6. Visit a local health clinic. Obtain information about sexually transmitted diseases, the procedures the clinic has for treating teenagers, the provisions made for clients who are deaf or hard of hearing, and the cost.
7. Design a bulletin board display of:
 - a. Pamphlets about sexually transmitted diseases
 - b. Statistics of teenagers who are having sex
 - c. The reasons abstinence is the best choice
 - d. Refusal techniques
 - e. Hotline telephone numbers, including TTY numbers
8. Debate the following premise: “A good relationship is one based on sex.”
9. Research the accuracy and security of HIV tests. Compare:
 - a. Tests given in a clinic
 - b. Tests given in a doctor’s office
 - c. Over-the-counter tests

10. Invite a person from a local hotline to give instructions to those interested in helping at the hotline.
11. Research and write an essay entitled "Sex Will Change My Life."
12. Write personal contracts. Describe the conditions and age at which each person will have sex.

WEBSITES

Explore the Internet to discover sites related to this topic. Check the CFV website for related information (<http://www.cfv.org>).

SUMMARY

A group of young teenagers expresses their opinions about advertisements which use sex to sell their products. They feel that it's unfair to be seeing half-naked people trying to sell clothes and other products, while being told that it's wrong for teenagers to have sex.

The girls in the group discuss how it feels to French-kiss, as well as reasons some girls have sex. Tina wonders if she should have sex with Vic so as not to lose him, while the others urge her to feel ready to have sex, or just say "no." Interviews with other teenagers stress thinking about the potential of getting sexually transmitted diseases from partners and the real possibility of pregnancy and its responsibilities.

When Brian, Jackie's boyfriend, brings pizza, it gives the whole group a chance to discuss this subject further. Brian and Jackie are older and work at the Teen Line, listening to the problems boys and girls have in their relationships. Everyone in the group contributes a reason teenagers have sex, like wanting to love or be loved, doing it to be popular, doing it to feel grown-up, to get back at a parent, because a teen is lonely, or because it's just plain fun. Brian and Jackie stress that sex is personal; teens should be ready for it, or it could mess up lives. Other teenagers contribute

personal reasons for not having sex until later in their lives.

Some teenagers feel sex is the only way to express love, while the group stresses other ways. Teens can talk to each other on the phone, send love notes, be best friends, flirt with each other, cook a meal for a partner, or dedicate music on the radio. Other ways include dating in groups, instead of singly, to cut down on the pressure for sex; discussing personal preferences about having sex; or just saying “no.”

The group rehearses responses for a few lines commonly heard, such as “You don’t want people to think you’re not a man,” “It’s OK to have sex because I want to marry you someday,” “We had sex once before, so what’s the problem now?” and “If you don’t do it, someone else will.” The group asks Jackie and Sylvia’s mother what constitutes a good relationship. Their mother feels that commitment, really caring for each other, and being honest are all parts of a good relationship. She is happy that the friends are trying to work through their dilemma.

In the end, the young teenagers decide that abstinence is the right choice for them.