

GRADE 6

ABSTINENCE TO PREVENT PREGNANCY

In this lesson, the teacher and students will work collaboratively to set guidelines for learning about and discussing sensitive subjects. Teacher leads students through a discussion to define abstinence and sexual contact and intercourse. Teacher focuses on the benefits of abstinence. Students read scenarios and categorize activities to determine whether the behavior would fall under the category of someone who wants to choose abstinence and behaviors that are not ok for someone who has chosen abstinence. Teacher leads a discussion about how to refuse negative behaviors and using refusal skills. Students develop a plan to abstain from sexual behaviors.

TODAY'S OBJECTIVE

- Define sexual intercourse, human reproduction, sexual abstinence, and pregnancy prevention.
- Communicate how to maintain abstinence and apply a decision-making model.

TEACHER NOTES: DEFINING ABSTINENCE

- Estimated Time: 5 minutes
 - Activate Prior Knowledge/Engage
- I. Define and discuss abstinence.

DEFINE ABSTINENCE.

What does abstinence mean? Define it in your own words.

WHAT IS ABSTINENCE?

A conscious decision not to participate in sexual activity and the skills to support that decision.

Teen relationships
can focus on
emotional intimacy,
not just sexual
intimacy.

TEACHER NOTES:WHAT IS SEXUAL CONTACT & SEXUAL INTERCOURSE?

- Estimated Time: 3 minutes
- I. Define and discuss sexual contact & sexual intercourse.

SEXUAL CONTACT

The intentional touching, either directly or through the clothing, of the genitalia, anus, groin, breast, inner thigh, or buttocks of any person with an intent to arouse or gratify the sexual desire of any person.

SEXUAL INTERCOURSE

The reproductive process in which the penis is inserted into the vagina and through which a new human life may begin.

TEACHER NOTES: HEALTH BENEFITS OF ABSTINENCE

- Estimated Time: 5 minutes
- I. Discuss the health benefits of abstinence.

HEALTH BENEFITS OF ABSTINENCE

Waiting until marriage will decrease the number of sexual partners you have in your lifetime

Do not risk becoming pregnant or becoming infected with a sexually transmitted disease.



Decrease your risk of becoming infected with a sexually transmitted disease.

The younger you are when you become sexually active, the more sexual partners you are likely to have.

TEACHER NOTES: EMOTIONAL & SOCIAL BENEFITS OF ABSTINENCE

- Estimated Time: 5 minutes
- I. Discuss the emotional and social benefits of abstinence.

EMOTIONAL AND SOCIAL BENEFITS OF ABSTINENCE

- The freedom to pursue a variety of friendships
- Less complicated relationships
- The ability to focus on interpersonal aspects of relationships
- Avoiding being manipulated or used by others

EMOTIONAL AND SOCIAL BENEFITS OF ABSTINENCE

- Allowing time to develop the maturity needed to make important decisions
- Staying true to your personal values, such as respect, honesty, and morality
- Being free from worry and stress about sexually transmitted diseases and pregnancy

TEACHER NOTES: IS THIS ABSTINENCE? ACTIVITY

- Estimated Time: 10 minutes
- I. Have students participate in the Is this Abstinence? activity.

BIG DECISIONS™

ACTIVITY 5.2 -- Is THIS Abstinence? -- 5 to 10 minutes

At this point, pass out the sets of 20 cut-out “Is THIS Abstinence?” CARDS, one set for each small group. Let the students know that some of these cards describe activities that are pretty personal—and many people may feel embarrassed talking about some of these things. Still, it is important to know about these activities because some people, including some teenagers, engage in these activities. And it is important for young people to know about sexual activities, so they will be ready to make good decisions about what they will do—and what they will not do. It is essential to think ahead and plan ahead.

Tell the class that you want each group to sort the cards into 2 groups:

- Those activities that are OK to do if a person wants to choose Abstinence
- Those activities that are NOT OK to do if a person wants to choose Abstinence

TEACHER NOTES: IS THIS ABSTINENCE? ACTIVITY (CONT.)

Give the group a few minutes to discuss and sort the activity cards. On the board or newsprint, start 2 columns labeled “ABSTINENCE” and “NOT ABSTINENCE”, leaving room in the middle for a “May be ABSTINENCE, but may still want to AVOID” column. Go through each of the activities, getting feedback from the groups about into which column they would place each activity. Suggested categorization of each item is listed in the FACILITATOR RESOURCE.

Once all 20 items are categorized, reinforce that having oral, anal, or vaginal sex is NOT Abstinence. Acknowledge that there are some disagreements about whether some activities are OK to do, and still be considered Abstinence. For these things, it is helpful to create a category of things that may technically be Abstinence, but that a person may want to avoid anyway. That is why, for people who want to choose Abstinence, there are lots of **other activities (besides oral, anal, or vaginal sex) that people might want to abstain from**. They may want to avoid situations that they think might lead to sexual intercourse. Or they may simply want to avoid activities that are too personal or intimate. Every person should set their own boundaries—that is, set the line between what they will do and what they won’t do. Examples of activities that people may want to avoid include:

TEACHER NOTES: IS THIS ABSTINENCE? ACTIVITY (CONT.)

- Physical intimacy that may be too intimate, or that may make it difficult to resist going farther and having sex, for example:
 - Touching breasts
 - Touching below the waist
 - Other activities that put them in a vulnerable or risky situation, such as:
 - Being alone with a partner
 - Using drugs or alcohol with a partner
 - Having an older partner
- Have the class suggest other activities that they might want to avoid if they chose Abstinence.

[Note to Facilitators: If someone in the class asks about masturbation (touching oneself), acknowledge that this is a controversial topic. Let the class know that masturbation is something that many people do—both males and females. It does not have risks of unplanned pregnancy or of STIs, and it does not cause health problems. However, some families, and some religions, do not approve of masturbation.]

Summarize that Abstinence means not having sex, but it also means a decision and a plan—and the plan might mean not doing other things, even if they are not technically sex. For the rest of this session, leave the definitions on the board:

ABSTINENCE = not having sex

SEX = vaginal, oral, or anal sex

Is THIS Abstinence? Suggestion Categories

ABSTINENCE

Holding Hands

Hugging

Arm around Shoulder

Arm around Waist

Kissing (Mouth Closed)

Kissing (Mouth Open)

Touching Above Waist (not Breasts)

Talking about Sex

ABSTINENCE, but might LEAD to SEX

Touching Buttocks

Touching Breasts (Outside Clothes)

Touching Breasts (Inside Clothes)

Touching Genitals (Outside Clothes)

Touching Genitals (Inside Clothes)

Take Clothes Off

Drinking Alcohol When Together

Taking Drugs While Together

Being Alone Together

NOT ABSTINENCE

Vaginal Sex (Penis to Vagina)

Oral Sex (Mouth on Genitals)

Anal Sex (Penis to Anus)

**Touching
Buttocks**

IS THIS ABSTINENCE ACTIVITY

**Holding
Hands**

In groups, sort the cards into 2 categories.

Hugging

1. Activities that are **OK** to do if a person wants to choose Abstinence.
2. Activities that are **NOT OK** to do if a person wants to choose Abstinence.

**Taking Drugs
when
Together**

**Being Alone
Together**

TEACHER NOTES: DISCUSSING REFUSAL SKILLS

- Estimated Time: 10 minutes
- I. Discuss how to refuse unwanted behaviors.

THINK – PAIR – SHARE

List three ways that
you can refuse a
negative behavior.



REFUSAL SKILLS



Refusal skills are strategies to avoid doing things that you feel pressured to do.

Don't be Afraid
to say NO...

If you don't stand up for
yourself who will?

VERBAL REFUSAL

- Clearly identify the problem.
- State your thoughts and feelings.
- Say what you would like to happen instead.
- Explain the results if the change in plans is made.
- Explain the results if the change in plans is not made.





NON-VERBAL REFUSAL

- Match what you say with your body language.
- If your date keeps pressuring you, stop dating that person.

WHAT TYPE OF BODY LANGUAGE WOULD
SEND
THE MESSAGE “NO”?

Think – Pair – Share

No means No.

Accept No!

TEACHER NOTES: DEVELOP A PLAN

- Estimated Time: 5 minutes
 - ELL & SpEd Strategy: TBD
- I. Students write a plan to eliminate or reduce the risk for pregnancy and maintain abstinence.

REFLECTION/QUICK WRITE:
MAKE A PLAN TO ABSTAIN FROM SEXUAL
BEHAVIORS.

BIBLIOGRAPHY

- “A Mouth Talking into an Ear.” *Talking Mouth Clipart 53014*, Clipartroo.com, 1 Nov. 2018, <https://www.clipartroo.com/download-clipart-53014.html>. (Accessed September 11, 2019)
- Realini, Janet. “Big Decisions.” *Healthy Futures of Texas*, Healthy Futures of Texas, 2016, <https://hf-tx.org/programs/big-decisions/>. (Accessed October 9, 2019)

ABSTINENCE: Why Should I Wait?

ACTIVITY 5.2 -- Is THIS Abstinence? -- 5 to 10 minutes

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Abstinence

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⁴ It may be helpful to use different colored paper for each set. After they are used, they can be collected and used again for future classes.

BIG DECISIONS™ Lesson 5

personal or intimate. Every person should set their own boundaries—that is, set the line between what they will do and what they won’t do.

Examples of activities that people may want to avoid include:

- Physical intimacy that may be too intimate, or that may make it difficult to resist going farther and having sex, for example:
 - Touching breasts
 - Touching below the waist
- Other activities that put them in a vulnerable or risky situation, such as:
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 - Using drugs or alcohol with a partner
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It does not have risks of unplanned pregnancy or of STIs, and it does not cause health problems. However, some families, and some religions, do not approve of masturbation.]

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Is THIS Abstinence?

**BIG
DECISIONS** ↑

Touching Buttocks	Holding Hands	Touching Breasts (Outside Clothes)	Arm around Shoulder	Touching Genitals (Inside Clothes)
Talking about Sex	Vaginal Sex (Penis to Vagina)	Kissing (Mouth Closed)	Kissing (Mouth Open)	Touching above Waist (not Breasts)
Being Alone Together	Touching Breasts (Inside Clothes)	Drinking Alcohol when Together	Touching Genitals (Outside Clothes)	Take Clothes Off
Taking Drugs when Together	Arm around Waist	Oral Sex (Mouth on Genitals)	Hugging	Anal Sex (Penis to Anus)

Directions: Cut into 20 "cards" for groups to sort. Make one set for each small group.

Activity 5.2: Cards for Small Groups

Facilitator Resource for Activity 5.2

“Is **THIS** Abstinence?”

Suggested Categorization

<u>Abstinence</u>	<u>May be Abstinence, but may Still Want to Avoid</u>	<u>Not Abstinence</u>
Holding Hands	Touching Buttocks	Vaginal Sex (Penis to Vagina)
Hugging	Touching Breasts (Outside Clothes)	Oral Sex (Mouth on Genitals)
Arm around Shoulder	Touching Breasts (Inside Clothes)	Anal Sex (Penis to Anus)
Arm around Waist	Touching Genitals (Outside Clothes)	
Kissing (Mouth Closed)	Touching Genitals (Inside Clothes)	
Kissing (Mouth Open)		
Touching Above Waist Breasts)		
Talking about Sex	Take Clothes Off	
	Drinking Alcohol When Together	
	Taking Drugs While Together	
	Being Alone Together	