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Let's Talk Abstinence Lesson Objective

Time: **40 minutes**

New York State Parenting Standard: **Standard 1: Roles and Responsibilities,
Standard 3: Support Systems and Services**

Aim: To assist participants in learning how to prevent unintended pregnancies through the use of abstinence skills

Objectives: Students Will:

- 1. Affirm the skills that they have to be in control of their own lives and to make safe and healthy life choices.**
- 2. Learn new skill to assist them in making safe and healthy life choices.**
- 2. Practice these skills and reflect upon decision making.**

Materials Needed:

Lesson outline, ball, blank paper, pre-made handouts with simple shape drawing, pens/pencils, persuasion scenarios, basket.

Let's Talk Abstinence

Lesson Outline

I. Icebreakers –

Throw the ball out to group, individual who catches the ball with say his/her name and one decision he/she has made, **today, this week or this year?**

II. Choices, decision making tactics- Questions for discussion.

Repeat their responses from the icebreaker, distinguishing between everyday choices and big life decision.

1. Is pregnancy something that just happens to you, or it is something you can decide to do?
 - Give statistic: 98% of teen pregnancies are unintended, 7 in 10 girls under the age of 13 who have sex, didn't want to. (research most recent statistics)
2. What is abstinence?
3. What does abstinence have to do with being in charge of whether or not you have children?
4. Is deciding to be abstinent from sex an everyday choice, or life decision?

Clarify: It is both. If you don't do little things in your life on an everyday basis, you may not be very successful sticking to your decision...Just like abstaining from something as simple as chocolate, you have to make little decisions every time you come across chocolate.

5. What are some other things you decide to abstain from? **Ask for a few and give a few examples.**
6. What makes it hard to abstain? What do you have to do to stick with it? What or who can help you stick with it? **Write down the students' answers on the board or flip chart.**
7. Who has to know if you decide to be abstinent? **Your Partner**...Lead into back to back game.

III. Back to Back

Group gets in pairs. They sit on the floor back to back or in chairs likewise. One is given a blank piece of paper, the other a pre-made sheet with a simple shape drawn on it. One has to guide the other with only their voice to get the other one to duplicate what is on their page. Hand signals cannot be used. Give about 5 minutes (Distract one or the other partner in conspicuously). End. Share pictures.

Process: Was this difficult? Why or why not? What did you lack? How does this activity relate to how we communicate about sexual interactions?

IV. Persuasion Game: Audience participation role-play game where students have to argue for their position. **Goal: To get the other person to do what you want.**

1. Pick two volunteers.
2. Have audience member pick situation out of hat. Read aloud and assign roles.
3. Describe STOP/START techniques to audience: The STOP/START technique is used to stop the scenario and turn it to the audience, asking them what other tactics could be used to persuade the other person and to help the role players out if they are stuck. The STOP/START is also used to brainstorm the different tactics that are used on the board.

Allow the students to role-play the situation briefly then begin STOP/START. Allow only a few stops and then move to two more volunteers and another scenario.

- Your friend wants to borrow your CD collection. You don't want them to.
- The salesperson who has helped you find just the right outfit for a half hour thinks you should buy this one. You think it looks silly, and don't want to buy it, he/she won't leave you alone.
- Your friend gets you a ride home from the movie with their older brother who is visibly drunk. You don't want to go, they don't think it matters much.
- Your friend thinks you should go ahead and meet the person you met on the Internet Friday night. You don't think it is a good idea to meet him alone, she argues that it is fine.
- Your friend wants to leave the party you are at. Your third friend is off somewhere with his/her latest crush. You don't want to leave the third friend alone, your other friend persists.

Process

1. Brainstorm and list what situations, relationships, pressures made it hard to convince the other person of the safer decision.
2. List skills for convincing someone to make a decision.
3. Review listed skills. Affirm them. Pregnancy is a choice, abstinence is a decision.
4. Need skills and support to stick with life choices and make the right decision everyday.

Purpose of exploring pointedly risky situation (last 3 situations):

Access their ability to troubleshoot and anticipate consequences.

Uncover motivations for intimacy.

Uncover unmet expectations.

Uncover gaps in knowledge about risks.

Uncover skills they use to avoid risk.