

# Sex Smart for Teens

abstinence



FACILITATOR'S GUIDE

# Sex Smart for Teens: Abstinence

*“My parents definitely value abstinence and consider it  
a good rule to live by, so that’s how I was raised.  
But, more than it just being a rule, I made it my own decision.”*  
– AMY, 17

**T**EEENAGERS ARE STARTING TO FORM their own opinions about sex and may already be sexually active. This program makes a strong case for abstinence no matter where your students are coming from, while still using a sex-positive approach. *Sex Smart for Teens: Abstinence* does not preach, but instead encourages teens to consider abstinence as a healthy choice by presenting the facts about the consequences of sex, powerful peer testimonial, and humorous vignettes. It also gives them important skills to help navigate relationships, including decision-making and effective refusal skills. The activities and handouts in this guide are designed to help you make the most out of *Sex Smart for Teens: Abstinence*.

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# Suggested Facilitator Presentation

*This video is intended for use in secondary schools, abstinence education presentations, hospital and community outreach programs, public health clinics, and faith-based groups. The target audience for this program is students ages 11-21.*

## Provided Materials

- VHS/DVD
- Facilitator's Guide, including reproducible handouts

## Viewer Objectives

*After viewing the program and participating in the activities included in this guide, your students should be able to:*

- Define sex and abstinence
- List reasons teens choose to be abstinent, including values, emotions, STD prevention, and pregnancy prevention
- Discuss how perceptions of virginity may influence sexual decision-making
- Discuss the media's effect on sexual decision-making
- Define self-esteem and explain its effect on sexual decision-making
- Define peer pressure and explain its effect on sexual decision-making
- List options for safe dates that avoid provocative situations
- Explain how alcohol and drugs affect sexual situations and decision-making
- List effective ways to say no to sex
- Discuss the importance of talking to parents and trusted adults about sex

## Suggested Use of Materials

- Preview the video and facilitator's guide. Decide how much time you have to spend on discussions, handouts, and activities.
- Present the video, stopping for discussion as needed.
- Facilitate group discussions based on the Discussion Questions and Journal Entries (*pages 5, 6*).
- Make copies of the Student Handouts (*pages 9-11*) as needed and distribute to viewers to complete. Discuss the answers to reinforce the new information.
- Quiz A (*page 9*) may also be used as a pre-test to be given before viewing the video or discussing the subject. Consider giving the quiz both before and after the video and poll your students: which answers did they change? What did they learn?
- Involve the viewers in the Classroom Activities (*pages 7, 8*).

# Program Overview

(Program length: 34 minutes)

## INTRODUCTION

- Introduction of comedienne host and group

## SEGMENT 1: “What Is Abstinence?” (1:22 minutes)

- Defining sex and abstinence
- Abstinence is a healthy, empowering choice
- Sexually active teens can choose abstinence starting today

## SEGMENT 2: “Why Choose Abstinence?” (12:30 minutes)

- Values (teen testimonial, where values come from, waiting for marriage, goal setting)
- Emotions (teen testimonial, breaking up vignette, setting limits)
- STDs (Raffle vignette, statistics, images/symptoms, HIV testimonial)
- Pregnancy (statistics, teen parent testimonial, “Priceless” ad)

## SEGMENT 3: “Virginity” (2:21 minutes)

- Older brother vignette/statistics
- Group discussion on perceptions of virginity and renewed virgins
- Renewed virgin testimonial

## SEGMENT 4: “Sex On Screen” (1:42 minutes)

- Teen testimonial
- “Sex in the Real World” TV trailer vignette

## SEGMENT 5: “Sex-Esteem” (1:41 minutes)

- Self-esteem group discussion

## SEGMENT 6: “Circle of Friends” (1:43 minutes)

- Comedienne and group discuss peer pressure
- Teen testimonial

## SEGMENT 7: “The Dating Game” (2:46 minutes)

- Good Idea/Bad Idea vignette
- Tips for safe dating
- Teen testimonial

## SEGMENT 8: “Numbing Your Mind” (1:16 minutes)

- Group discussion on effects of drugs/alcohol
- Effects of drugs and alcohol on sexual decision-making

## SEGMENT 9: “Saying No” (4:30 minutes)

- Communicating with your partner
- Teen testimonial
- Date vignette demonstrating refusal skills
- Tips for saying no strongly and effectively

## SEGMENT 10: “Talking It Out” (2:42 minutes)

- Group discussion on talking to parents
- Conclusion and closure

# Discussion Questions & Journal Entries

*Some of these questions may be used as journal entries to be shared or kept private. Having students write an informal journal entry before beginning discussion of a topic often leads to a better discussion, since students have arranged their thoughts and prepared a response. It is also a way for all students to interact with the material and respond to these important issues without the vulnerability of class discussion.*

1. Studies have indicated that married people have sex most often and get the most satisfaction from it. Why do you think this is so?
2. Define abstinence.
3. If you're choosing abstinence, what does this include abstaining from? Is oral sex still sex?
4. How is choosing abstinence a decision to do something and be proactive, as opposed to a decision not to do something?
5. Where do you get your values? How might your values affect decisions you make about sex and abstinence? How do you decide what you believe and what is important to you?
6. What are the potential advantages of abstaining until marriage? Are there disadvantages?
7. Even though sexual intercourse is just a physical act, what makes it more complex?
8. How are STDs transmitted? What STDs are out there? What are their consequences?
9. What group of people are making up more and more of HIV/AIDS cases today?
10. What are some ways that becoming a teen parent would change your lifestyle and future?
11. Do you think people see a girl who loses her virginity in the same light as they see a guy who does the same thing? Does it surprise you that more than half of all high school students have not had sexual intercourse? Why or why not?

12. What does it mean to be a renewed virgin? Why might people choose renewed virginity?
13. What kind of images and messages do you get from the media about sex? If you were to produce a teen TV drama, how would you deal with sex?
14. What is self-esteem? How does it relate to sexual decision-making?
15. What questions should you ask yourself before you start dating?
16. What is peer pressure? How does it relate to sexual decision-making?
17. What are some “bad idea” examples of dates? Why?
18. What are some “good idea” examples of dates? Why?
19. How does dating someone who shares your values make things easier? At what point in a relationship should you express your values?
20. Why do you think that teens who drink alcohol are more likely to have sex than those who don’t?
21. List some ways to refuse sex that might not send a clear or effective message. List some ways to refuse sex that do send a clear and effective message.
22. Have you ever talked to your parents about sex? Do you think that teens should talk to their parents about sex? Why or why not?
23. What are some ways to begin a conversation about sex with your parents or another adult you trust?
24. Think about a time you felt pressured into doing something. Did you give in to the pressure? Why or why not? How did you feel afterwards?

# Classroom Activities

1. Use Quiz A (*page 9*) as a pre-test. Have your students take the quiz prior to discussion or viewing the video, then have them review their answers after watching the video. Are there any answers they would change? What did they learn that they didn't know before?
2. Have students complete the Make a Decision: Values Worksheet (*page 11*) after viewing the video, even though you may decide not to collect the worksheets. If your group is comfortable doing so, they may share some of their answers with the class.
3. Have students complete Quiz B (*page 10*) after viewing the video in order to reinforce the material presented.
4. Use the Discussion Questions (*page 5*) to facilitate large- or small-group discussions about the topic.
5. Use some of the Discussion Questions (*page 5*) as themes for personal journal entries or to stimulate discussion in the classroom setting.
6. If possible, invite a teen parent to come and speak to your class about how his or her life has changed as a result of having a baby. (Note: This activity may not be appropriate in all school settings or for all groups of teens. Talk with your administration as you plan this activity.)
7. If possible, invite a speaker to your class who is HIV-positive who can discuss how his or her life has changed as a result of the disease. (Note: This activity may not be appropriate for all settings or groups. Be aware that the means by which the speaker contracted the disease may be a distraction to the class, or may inadvertently communicate to the listeners that if they do not engage in that behavior, they will not contract the disease.)
8. Have students practice their refusal skills for the class as they role-play situations like the one seen the video. Be sure to encourage both genders to participate in saying no effectively.
9. Either in groups or individually, have your students calculate the financial costs of parenting a child during any given year of that child's life. The "parents" should list their assets and estimate expenses. In addition, ask students to consider how having a baby might impact their future plans.
10. Have your students analyze media messages by reading magazines or watching TV. Students might count how many sexual images, jokes, or references they see or hear in a half-hour TV show, or count the number of articles or advertisements that utilize sex in a magazine. Have your students write or discuss the messages about sex and their purposes in what they find.

11. As your students discuss ideas for dates, have them list “30 Things You Can Do on a Date Besides Have Sex.” This activity could also be turned into a game-show activity such as “Family Feud,” where teams compete to list things to do on a date besides have sex.
12. In small groups, have students brainstorm ten ways to begin a conversation about sex with their parents. Groups can also list the top ten ways NOT to begin such a conversation. Have students share their lists with the class.
13. If students are willing, have them write out an official abstinence pledge for themselves and sign it. Though they may keep it just for themselves, encourage them to share it with their parents or a friend they trust.
14. As a large group, make a chart about choosing abstinence. On one side, have students brainstorm about what they are choosing NOT to do, and on the other, have them list what they are choosing TO do.
15. As a large group, in small groups of the same or mixed genders, or on their own as journal entries, have students engage in role-play by responding to the following “What If?” questions with what they might do and how they might feel:

MEN: What if you were worried that your girlfriend might be pregnant?

What if she told you she was pregnant?

What if she told you that you should get tested for an STD?

What if you had to tell her that you might have given her an STD?

What if your girlfriend told all her friends that she had sex with you?

What if your parents found out you had sex with your girlfriend?

What if you had sex with your girlfriend and then she broke up with you?

What if you decided to wait to have sex until you were married?

WOMEN: What if you thought you might be pregnant?

What if you found out that you were pregnant?

What if you had to tell your boyfriend that you might have given him an STD?

What if your boyfriend told you that he might have given you an STD?

What if your boyfriend told all his friends he had sex with you?

What if your parents found out you had sex with your boyfriend?

What if you had sex with your boyfriend and he broke up with you afterwards?

What if you decided to wait to have sex until you were married?



**QUIZ A: SEX SMART FOR TEENS****abstinence**

Name \_\_\_\_\_

Date \_\_\_\_\_

*True or False? Be prepared to defend your answer.*

- \_\_\_\_\_ 1. Once you have had sex, you can never choose abstinence.
- \_\_\_\_\_ 2. It is important that you justify to others your decision to remain abstinent.
- \_\_\_\_\_ 3. Abstinence is the only 100% sure method of preventing STDs and pregnancy.
- \_\_\_\_\_ 4. Studies have shown that married people have sex most often and get the most satisfaction from it.
- \_\_\_\_\_ 5. To be abstinent means you do not have any feelings about sex.
- \_\_\_\_\_ 6. Oral sex is still considered sex.
- \_\_\_\_\_ 7. You cannot get an STD from oral sex.
- \_\_\_\_\_ 8. All STDs can be cured with antibiotics or some other medication.
- \_\_\_\_\_ 9. The fastest growing population of HIV-infected people is heterosexuals under 25.
- \_\_\_\_\_ 10. One in 10 sexually active teenage women will become pregnant before she reaches the age of 20.
- \_\_\_\_\_ 11. Teens with low self-esteem are more easily pressured into having sex.
- \_\_\_\_\_ 12. The way the media portrays sex can influence our feelings and beliefs about it.
- \_\_\_\_\_ 13. The media always represents sexual decision-making and the consequences of those decisions in a realistic and true-to-life way, especially when it comes to teens.
- \_\_\_\_\_ 14. Peer pressure is always a bad thing.
- \_\_\_\_\_ 15. Teens who drink alcohol are more likely to have sex.
- \_\_\_\_\_ 16. Asking questions, reasoning, or using excuses are examples of clear ways to say no to sex.
- \_\_\_\_\_ 17. If you have never talked with your parents about sex, there is no point in starting when you're a teen.
- \_\_\_\_\_ 18. On the back, list at least four reasons why a teen might choose abstinence.

**QUIZ B: SEX SMART FOR TEENS****abstinence**

Name \_\_\_\_\_

Date \_\_\_\_\_

*Directions: Fill in the blanks in the story below by choosing the best word or phrase from the list below. There are more words than blanks!*

Abstinence	Emotional	Pregnancy	Sex
Alcohol	Justify	Refusal skills	Smart date
Communicate	Marriage	Renewed virgin	STD/STI
Consequences	Media	Self-esteem	Values
Double standard	Peer pressure	Set limits	Virginity

It has been said that nothing in life is free. If everything does have a price, the same is true of sex—it has \_\_\_\_\_, too. Some of the more obvious ones include the risk of \_\_\_\_\_ and contracting an \_\_\_\_\_. In addition to these physical concerns, there are also \_\_\_\_\_ reasons not to have sex. It is important to think about how you might feel if you choose to have sex with someone, and to remember that \_\_\_\_\_ and decisions about sex are related. Teens who feel good about themselves the way they are less likely to have sex in order to feel more loved and appreciated.

Another important reason why teens choose abstinence is because of their \_\_\_\_\_. For many, their parents, their faith, or their personal beliefs give them good reasons to wait to have sex until \_\_\_\_\_ or with a committed lifelong partner. Whatever your reasons, remember that even if you have already had sex, you can choose abstinence today and be a \_\_\_\_\_. Sticking to abstinence or renewed virginity is not always easy when you are dealing with pressure from \_\_\_\_\_ or the \_\_\_\_\_, which doesn't necessarily portray sex in a realistic way.

Before you start dating, it is important to \_\_\_\_\_ regarding what you will and will not do and then clearly \_\_\_\_\_ them in your relationships right from the start. Having good \_\_\_\_\_ is also important; you can avoid a lot of problems by being clear and firm. When choosing \_\_\_\_\_, it is important to watch out for yourself by making other healthy choices. For instance, going to a party with drugs or alcohol is not an example of a \_\_\_\_\_, and it's illegal for teens!

# Make a Decision: Values Worksheet

Name \_\_\_\_\_

Date \_\_\_\_\_

*Directions: This worksheet is designed to help you sort out your beliefs and values about sex and abstinence. Respond to the following as completely and honestly as possible.*

1. The values I hold strong, including how I was brought up and my personal and/or spiritual beliefs, are leading me to *choose / not choose* abstinence, and this is why:
2. I believe that having sex with someone *will / will not* make me feel good about myself, and this is why:
3. Knowing that abstinence is the only 100% sure way to prevent pregnancy and protect myself from an STD makes me *want / not want* to choose abstinence, and this is why:
4. Knowing that sex feels good and is a natural part of being human makes me *want / not want* to choose abstinence, and this is why:
5. Knowing what I want for my future makes me *want / not want* to choose abstinence, and this is why:
6. This is how I feel about abstinence now:

## QUIZ A: ANSWER KEY

- FALSE 1. Once you have had sex, you can never choose abstinence.
- FALSE 2. It is important that you justify to others your decision to remain abstinent.
- TRUE 3. Abstinence is the only 100% sure method of preventing STDs and pregnancy.
- TRUE 4. Studies have shown that married people have sex most often and get the most satisfaction from it.
- FALSE 5. To be abstinent means you do not have any feelings about the opposite sex.
- TRUE 6. Oral sex is still considered sex.
- FALSE 7. You cannot get an STD from oral sex.
- FALSE 8. All STDs can be cured with antibiotics or some other medication.
- TRUE 9. The fastest growing population of HIV-infected people are heterosexuals under 25.
- FALSE 10. One in 10 sexually active teenage women will become pregnant before she reaches the age of 20. (It's actually four in ten!)
- TRUE 11. Teens with low self-esteem are more easily pressured into having sex.
- TRUE 12. The way the media portrays sex can influence our feelings and beliefs about it.
- FALSE 13. The media always represents sexual decision-making and the consequences of those decisions in a realistic and true-to-life way, especially when it comes to teens.
- FALSE 14. Peer pressure is always a bad thing.
- TRUE 15. Teens who drink alcohol are more likely to have sex.
- FALSE 16. Asking questions, reasoning, or using excuses are examples of clear ways to say no to sex.
- FALSE 17. If you have never talked with your parents about sex, there is no point in starting when you're a teen.
18. On the back, list at least four reasons why a teen might choose abstinence.  
Answers may include waiting until marriage, staying disease-free, avoiding pregnancy, better emotional health, and/or staying true to one's values.

## QUIZ B: ANSWER KEY

*Directions: Fill in the blanks in the story below by choosing the best word or phrase from the list below. There are more words than blanks!*

Abstinence	Emotional	Pregnancy	Sex
Alcohol	Justify	Refusal skills	Smart date
Communicate	Marriage	Renewed virgin	STD/STI
Consequences	Media	Self-esteem	Values
Double standard	Peer pressure	Set limits	Virginity

It has been said that nothing in life is free. If everything does have a price, the same is true of sex – it has consequences, too. Some of the more obvious ones include the risk of pregnancy and contracting an STD/STI. In addition to these physical concerns, there are also emotional reasons not to have sex. It is important to think about how you might feel if you choose to have sex with someone, and to remember that self-esteem and decisions about sex are related. Teens who feel good about themselves the way they are less likely to have sex in order to feel more loved and appreciated.

Another important reason why teens choose abstinence is because of their values. For many, their parents, their faith, or their personal beliefs give them good reasons to wait to have sex until marriage or with a committed lifelong partner. Whatever your reasons, remember that even if you have already had sex, you can choose abstinence today and be a renewed virgin. Sticking to abstinence or renewed virginity is not always easy when you are dealing with pressure from peers or the media, which doesn't necessarily portray sex in a realistic way.

Before you start dating, it is important to set limits regarding what you will and will not do and then clearly communicate them in your relationships right from the start. Having good refusal skills is also important; you can avoid a lot of problems by being clear and firm. When choosing abstinence, it is important to watch out for yourself by making other healthy choices. For instance, going to a party with drugs or alcohol is not an example of a smart date, and it's illegal for teens!

# Internet Resources

You may find the following Internet Resources helpful to your presentation. Many are resources that can also be used by teens and parents. Certain resources may be more appropriate for your curriculum than others. InJoy Productions is not affiliated with any of these organizations and cannot guarantee the content on their websites.

- AEN (Abstinence Educators' Network), [www.abednet.org](http://www.abednet.org) \*
- Abstinence Clearinghouse, [www.abstinence.net](http://www.abstinence.net) \*
- Advocates for Youth, [www.advocatesforyouth.org](http://www.advocatesforyouth.org)
- American Social Health Association, [www.iwannaknow.org](http://www.iwannaknow.org)
- The Annie E. Casey Foundation, [www.aecf.org/kidscount/teen](http://www.aecf.org/kidscount/teen)
- Campaign for Our Children, [www.cfoc.org](http://www.cfoc.org)
- Friends First, [www.friendsfirst.org](http://www.friendsfirst.org) \*
- Center for Disease Control, [www.cdc.gov](http://www.cdc.gov)
- It's Great to Wait-Sexual Abstinence Until Marriage, [www.greattowait.com](http://www.greattowait.com) \*
- HIV Facts, Options, and Action, [www.whatudo.org](http://www.whatudo.org)
- It's Your (Sex) Life (Kaiser Family Foundation), [www.itsyoursexlife.com](http://www.itsyoursexlife.com)
- The Medical Institute, [www.medinstitute.org](http://www.medinstitute.org) \*
- National Campaign to Prevent Teen Pregnancy, [www.teenpregnancy.org](http://www.teenpregnancy.org)
- The Nemous Foundation, [www.kidshealth.org/teen/sexualhealth](http://www.kidshealth.org/teen/sexualhealth)
- Planned Parenthood, [www.plannedparenthood.org](http://www.plannedparenthood.org)
- SIECUS (Sexuality Information and Education Council of the U.S.), [www.seicus.org](http://www.seicus.org)
- Sex Can Wait (Arizona Department of Health Services), [www.sexcanwait.com](http://www.sexcanwait.com) \*
- Sex, Etc., [www.sexetc.org](http://www.sexetc.org)
- Teen Source, [www.teensource.org](http://www.teensource.org)
- Teenwire, [www.teenwire.com](http://www.teenwire.com)
- Youth Embassy, [www.youthembassy.com](http://www.youthembassy.com)

*\*Appropriate for Abstinence-Only curriculum.*

For information on birth control, sexually transmitted infections, or teen parenting contact InJoy Productions at 1-800-326-2082 x2 to preview our other teen programs.



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