

Helping children make good choices regarding sex, drugs, alcohol, their peer group are just some of the challenges facing parents everyday. Providing children with good information and being a good role model help children use their personal power to avoid things and situations that are not healthy. Teaching children to respect their bodies is an important moral in these activities.

Goals	
<ol style="list-style-type: none"> <li>1. To increase teen parents' awareness of their need to give and receive love.</li> <li>2. To discuss genital body part recognition and sexual activity of children.</li> <li>3. To increase teens' awareness of love, sex, STDs and AIDS.</li> <li>4. To increase awareness of teen peer pressure.</li> <li>5. To increase teen's awareness of the effects of alcohol and drug use.</li> <li>6. To increase parents' awareness of appropriate touch, personal space and date rape.</li> <li>7. To increase teen's awareness of possessive and violent relationships and what to do to get out of them.</li> </ol>	
Lessons	Materials
4.1 Dating, Love and Rejection	Clipboard/flip chart, magic markers, large sheets of white paper, paints/brushes or magic markers, Visualization CD and CD player
4.2 Bodies, Sex and Birth Control	Parent Handbooks, clipboard/flip chart, magic markers
4.3 Love, Sex, STDs and AIDS	Parent Handbooks, clipboard/flip chart, magic markers, VCR/DVD player  Video/DVD Nurturing Parenting for Teen Parents and Their Children Part 22 – "Everyone's Not Doing It"
4.4 Peer Pressure	Parent Handbooks, clipboard/ flip chart, magic markers
4.5 Touch, Personal Space and Date Rape	Parent Handbooks, paper, pens
4.6 Possessive and Violent Relationships	Clipboard/flipchart, magic markers
4.7 Families and Alcohol	Parent Handbooks, clipboard/flip chart, magic markers, VCR/DVD player  Video/DVD Nurturing Parenting for Teen Parents and Their Children Part 20 – "Drinking and Parenting Don't Mix"

**Goal** To increase teen parents' awareness of their need to give and receive love.

**Materials** Flip chart, magic markers, large sheets of white paper, paints/brushes or magic markers, Visualization CD and CD player

### Procedures

1. Share with the group that we all have a basic need to be loved and to give love. Being in love means that two people give of themselves in an open, honest manner and feel good about themselves as a result. Many of us fear the loss of another's love, affection, support, or caring because of our statements or actions. The most important relationship we have is that with our parents. When our parents withdraw their love, we fear we are unlovable and feel rejected. As a result, we deny or avoid the feelings of rejection. Rejection is when someone refuses to accept our love and refuses to share his or hers.
2. Write the word LOVE on the flip chart. Hand out paper and paints and brushes or magic markers. Inform the group that using only half the sheet of paper, they are to take the next 10 minutes to draw the feeling of being in love. The drawing/painting needs only to represent to them the feeling of being in love.
3. After 10 minutes, ask the teen parents to share their work with the group. Encourage the discussion by having them take turns completing/answering the following:

**To me, love feels \_\_\_\_\_.**

**The kind of person I tend to fall in love with is \_\_\_\_\_.**

**Do you feel your parents love you? Why? Why not?**

4. Brainstorm with the group the following:
  - a. When is love healthy?
  - b. When does love become unhealthy?
  - c. What is "love addiction?"
5. Write the word REJECTION on the flip chart. Inform the group that they are to use the other half of the paper and draw the feeling of rejection. Again, drawing can take any form. It only needs to represent rejection to them. Allow 10 minutes for the group to draw/paint their pictures of rejection.
6. After 10 minutes, ask the teen parents to share their work with the group. Encourage the discussion by having them take turns responding to the following:

**When I am rejected, I feel \_\_\_\_\_.**

**Identify two people in your life you feel have rejected you.**

**The hardest part about being rejected is \_\_\_\_\_.**

7. Since people can never completely control the action of others, the best they can do is be a friend to and support themselves. To reinforce the concept of self-nurturance, ask the group to lie down on the floor and get comfortable.

Conduct the following visualization on rejection. This information is also located on Page 12 in the Parent Handbook.

*Take a couple of deep breaths. Feel the cool air entering your nose and the warm air leaving. Wiggle around and make yourself comfortable. Pay attention to your body lying on the floor. Close your eyes and feel your body begin to relax. I want you to get in touch with a time in your life that you felt rejected. The time may be now, or it could be at an earlier time in your life.*

*Visualize the person who rejected you now standing before you. Get in touch with that feeling of being rejected. For the moment only, re-experience the pain, the hurt, the feeling of loss. Re-experience the feeling of rejection. Tell this person that despite his/her inability to accept you, you are still a fantastic person with a lot to offer. When he/she rejected you, it was his/her loss. Tell this person that where once you felt the pain of rejection, you are ready to let go of that pain, and give it back to its source.*

*Notice a table standing next to this person and on the table is a box, taped and sealed tight. In this box are all the feelings of pain, rejection, loss, and hurt you experienced with this person. Pick the box up and hand it to the person who rejected you. Notice that the person grabs hold of the box and for a brief moment, both of you are holding it together. Now, let go of your end of the box, step back, and keep stepping back slowly.*

*Tell the person you are leaving now and you no longer need to feel the pain of his/her rejection. Keep stepping back and away from the person. Feel the freedom in your stomach, in your heart, and in your head of being without his/her rejection. The person is getting smaller and smaller the further back you go. Soon he/she is just a small dot on the horizon. Now, the person is completely out of your view. He/she has left and taken the rejection – and that feels good.*

*I want you to remember where you are and with whom and come back to the group when you are ready.*

8. Process the visualization with the group.

### Notes and Suggestions

The key to this activity is managing the time and having the materials ready to use.

**Goal** To develop positive sexual self-worth in teens and their children.

**Materials** Parent Handbooks, flip chart, magic markers

### Procedures

1. State that today's discussion will focus on the issues of sex and body part recognition which all makes up our sexual self-worth. Write the icebreaker on the flip chart for teens to respond to:

**I think sexual self-worth means \_\_\_\_\_.**

**On a scale of 1 to 5, my sexual self-worth is \_\_\_\_\_.**

2. Begin by stating that our sexual self-worth is learned early in our lives when messages are given that any recognition, touch, or self-stimulation of the genitals is bad. Slang and silly words referring to the genitals and sexual acts only compound the anxiety. To reduce some of that guilt and anxiety, parents will openly get a chance to talk about genitals, sex, and sexual functions.
3. Inform the teens that we'll now do a graffiti exercise. Write the words **PENIS, VAGINA, INTERCOURSE, MASTURBATION, BREASTS, and BUTTOCKS** at the top of six large sheets of paper. Tape the papers to the walls. Ask teens to brainstorm all the words they hear that refer to these body parts and functions. Write the words and terms on the sheets of paper. You may need to start the list to get the parents warmed up.
4. Process the activity with the following questions:
  - a. Why are slang words used to describe sexual functions and reproductive anatomy?
  - b. What does it mean to talk about body parts and about people this way?
  - c. What were your most important sources of sexual information when you were growing up (school, friends, TV, parents, siblings, etc.)?
5. Ask the teens to locate the information titled, "Sexual Self-Worth" on Pages 13-14 in the Parent Handbook. Turn to the "Body Parts" Exercise on Page 15 and answer the following:
  - a. What name did you have for your genitals as a child?
  - b. What name do you have now for your genitals?
  - c. What names do your children have for their genitals?
  - d. Identify your biggest fears in teaching your children correct names for their genitals:
6. Brainstorm a list of issues around sexuality that children have to deal with. Be sure it includes: contraception, AIDS, and STDs, how far to go in exploring one's sexuality, peer pressure, body image, how to know when you're in love, how to know when you're ready for sex, understanding body functions, and abstaining from sex until marriage.
7. Briefly discuss the question of why children and teens get involved in sexual activity. What need does sex meet? Explain to the teen parents that the most important factors in preventing sexual risk-taking and too early sexual activity are not lectures

on the wrongness of sex, sex education in schools, or controlling a peer group. The most important factors are healthy self-esteem, good parental modeling, and nurturing communication from parents.

8. Inform the parents that you will read a series of value statements. They are to indicate how they feel about each statement by "thumbs up" (agree), "thumbs down" (disagree), and "palms down, facing the floor or table" (no comment). After each statement, give individuals an opportunity to defend their positions. Make sure that a variety of values are represented.
  - a. Abstinence is the best form of birth control.
  - b. Birth control should be the woman's responsibility.
  - c. Minors should be able to get birth control without notifying parents.
  - d. Our government should pay for birth control methods for everyone who wants them.
  - e. Parents should be the only ones allowed to give information about sex to their children.
  - f. Birth control information should be available to all high school students.
9. Next, ask the parent to respond to the following by indicating whether the statement is a fact or a myth regarding getting pregnant:
  - a. A girl who is a virgin must have an unbroken hymen. (Myth)
  - b. Once a girl begins her first ovulation beginning her first period, she can become pregnant. (Fact)
  - c. It is unhealthy for women to bathe or swim during their periods. (Myth)
  - d. The penis grows larger with frequent intercourse. (Myth)
  - e. An erection is caused by increased blood flow into the penis. (Fact)
  - f. Females are born with unripened eggs in their ovaries. (Fact)
  - g. Males are born with sperm in their testicles. (Myth)
  - h. Masturbation causes insanity. (Myth)
  - i. Once a boy gets an erection, he must ejaculate or he will get sick. (Myth)
  - j. The only time a girl can get pregnant is when a boy ejaculates in her. (Myth)
  - k. By withdrawing a penis before ejaculation, a girl cannot get pregnant. (Myth)
  - l. After intercourse, if a girl uses a douche, she won't get pregnant. (Myth)
  - m. It is quite common for people to have absolutely no symptoms with gonorrhea, especially in the early stages. (Fact)
  - n. There are virtually no health risks associated with condoms. (Fact)
  - o. Menstruation in females usually begins between the ages 10 to 16 years. (Fact)

- p. The first time a girl has intercourse, she can't get pregnant. (Myth)
  - q. A girl can get pregnant from kissing. (Myth)
  - r. If a boy fondles a girl's breasts, they will grow larger. (Myth)
  - s. A girl loses her virginity the first time she uses tampons. (Myth)
  - t. Most teens are sexually active. (Myth)
  - u. There are no risks with oral sex. (Myth)
  - v. Abstinence is the only 100% safe choice.
10. Process the discussion by utilizing the following questions as guidelines:
- a. If a girl chooses to abstain from sex, what pressures might she face? What about a boy who chooses to abstain?
  - b. If a boy and girl choose to be sexually active and choose not to get pregnant, whose responsibility is it to use contraception?
  - c. What do teens find as the single biggest problem in using contraception?
  - d. If you are going to be sexually active, what are some ways to ensure contraception is being used?
  - e. What are some risks in being sexually active?
11. Discuss the facts and instruct the group on functional ways to use contraceptives. What can boys use? What can girls use?
12. Refocus the discussion on abstinence as a form of pregnancy prevention. Review the discussion about why some teens choose to be sexually active and some choose not to be sexually active.

#### NOTES AND SUGGESTIONS

1. There may be a tendency for some teen parents to boast of their sexual activity, while some may be too shy to admit they are not sexually active at all. Support both sides. Those who choose not to be sexually active need support to state their preference. The issue is not whether or not teens should be sexually active. The focus is on acting responsibly to prevent unwanted pregnancies.
2. Describe why and how some myths developed. For example, observing that some individuals in mental institutions masturbated openly led some people to conclude that masturbation caused mental illness.
3. Ask the group if they have additional questions about certain myths.
4. Reassure the group that most teens believe in some myths, but that open-minded people are willing to admit misinformation.
5. You may choose to bring into the group samples of contraceptive aids and to discuss their use.

<b>Goal</b>	To increase teens' awareness of love, sex, STDs and AIDS.
<b>Materials</b>	Parent Handbook, flip chart, magic markers, VCR/DVD player
<b>Video</b>	Nurturing Parenting for Teen Parents and Their Children Part 22 – "Everyone's Not Doing It"

### Procedures

1. Discuss the differences between the words LOVE and SEX. Process the discussion by encouraging the teen parents to respond to the following:
  - a. The difference between love and sex is \_\_\_\_\_.
  - b. A guy and a girl go out on a date for pizza and a movie. He pays for the pizza and movie and both have a good time. Afterwards, he tells the girl she owes him. His payment is sex. Should she "pay" him back? Should she feel obliged?
  - c. Can love exist without sex?
  - d. Why do some teens choose to be sexually active and others choose not to be?
  - e. What perceptions do people have of teens that are sexually active and teens that are not sexually active?
  - f. How do parents feel about teens being sexually active? Why?
  - g. Are the risks to oral sex the same as vaginal or anal sex?
2. Present the *video*. Afterwards, discuss the content of the program by addressing the following questions:
  - a. What did Laurean suggest was the reason that she was sexually active?
  - b. Why were Cassandra and Dawn sexually active?
  - c. Which of the views most closely resembles your view?
3. Mention that if teens choose to be sexually active, then they need to practice safer sex. Begin the discussion of STDs and AIDS. Instruct the parents to locate the information on *Pages 16-19* in the *Parent Handbook* titled, "Love, Sex, STDs and AIDS."
4. Review the following **FACTS ABOUT STDs**:
  - STDs are sexually transmitted diseases.
  - STDs like herpes and syphilis can be passed through oral sex.
  - One out of every 47 teens who are sexually active will get a STD.
  - Spitting out semen will not protect you from STDs.