

Middle School Sexual Abstinence Lesson

Time: 45-60 minutes

This presentation is designed to help participants explore the concept of sexual abstinence (not having sex). Through several activities, participants will be able to define sexual abstinence, understand how effective abstinence is in preventing STIs and pregnancy, and determine their own sexual boundaries in order to resist pressure and delay or discontinue sexual activity.

Outline

- Introduction (5 mins)
- Activity One: Defining Abstinence (10 mins)
- Activity Two: Abstinence Activity (15 mins)
- Activity Three: Practice (12 mins)
- Conclusion (3 min)



National Sexuality Education Standards

- SH.8.CC.1 Define vaginal, oral, and anal sex.
- SH.8.CC.7 Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STD (including HIV) transmission.
- SH.8.DM.1 Identify factors that are important in deciding whether and when to engage in sexual behaviors.
- CHR.8.IC.2 Demonstrate strategies to communicate personal boundaries and how to show respect for the boundaries of others.



Colorado Comprehensive Health Standards

Sixth Grade

2.3 Comprehend the relationship between feelings and actions during adolescence.

- Identify sexual feelings common to young adolescents, and differentiate between having sexual feelings and acting on them.
- Discuss possible physical, social, and emotional impacts of adolescent sexual activity.
- Describe the need to have clear expectations, boundaries, and personal safety strategies.

3.2 Apply effective verbal and nonverbal communication skills to enhance health.

- Demonstrate refusal and negotiation skills that avoid or reduce health risks.
- Identify ways to advocate for self and others to enhance health and safety.

Seventh Grade

2.3 Analyze the internal and external factors that influence sexual decision-making and activity.

- Describe a variety of external influences such as parents, the media, culture, peers, and society that affect sexual decision-making and sexual activity.
- Describe how internal influences such as curiosity, hormones, interests, desires, fears, and feelings affect sexual decision-making and activity.
- Describe how personal, peer, and family values and beliefs influence decisions about sexual and reproductive health.
- Develop strategies that advocate for healthy sexual boundaries and decision-making.

3.1 Demonstrate effective communication skills to express thoughts and feelings appropriately.

- Demonstrate the ability to state personal needs and articulate limits.

Eighth Grade

2.2 Describe the physical, emotional, mental, and social benefits of sexual abstinence, and develop strategies to resist pressures to become sexually active.

- Demonstrate the ability to anticipate and minimize exposure to situations that pose a risk to sexual health.
- Demonstrate verbal and nonverbal ways to refuse pressure to engage in unwanted verbal, physical, and sexual activity and advances.
- Define sexual consent and explain why individuals have the right to refuse sexual contact.
- Seek support to be sexually abstinent.
- Develop personal standards for dating situations.

2.3 Analyze how certain behaviors place one at greater risk for HIV/AIDS, sexually transmitted diseases (STDs), and unintended pregnancy.

- Explain the benefits and effectiveness of abstinence in preventing HIV, STDs, and unintended pregnancy.
- Demonstrate peer resistance skills and personal boundary behavior.

3.2 Analyze internal and external factors that influence mental and emotional health.

- Describe how personal and family values and feelings influence choices.



New Mexico Health Education Standards

C1 Students will comprehend concepts related to health promotion and disease prevention.

- B1: explain the relationship between positive health behaviors and prevention of injury, illness, disease and premature death (PS1-3 fully met).
- B2: describe the interrelationship of mental, emotional, social and physical health during adolescence (PS1-2 fully met.)
- B4: describe how family and peers influence the health of adolescents (PS1 partially met).
- B6: describe ways to reduce risks related to adolescent health issues (PS1-3 fully met).

C3 Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

- B1: explain the importance of assuming responsibility for personal health behaviors (PS1 fully met).
- B2: analyze a personal health assessment to determine health strengths and risks (PS1 fully met).
- B3: distinguish between safe and risky or harmful behavior in relationships (PS1-2 partially met).

C5 Student will demonstrate the ability to use interpersonal communication skills to enhance health.

- B4: demonstrate ways to communicate care, consideration and respect of self and others (PS1 fully met).
- B6: demonstrate refusal skills to enhance health (PS1-2 partially met).

