

UNIT 6: Family Life and Human Sexuality**LESSON TITLE:** Abstinence**Health Literacy Skill:**

- Interpersonal Communication

MSDE Performance Indicator:

1c.7.11: Identify ways to prevent pregnancy, including not having sex and effective use of contraceptives, including condoms.

1c.7.12: Describe ways sexually active people can reduce the risk of HIV, and other STIs.

4.MS.a: Apply effective verbal and nonverbal communication skills to enhance health.

OBJECTIVE: Students will be able to explain the importance of abstinences to prevent pregnancy and the transmission of sexually transmitted infections by using effective communication skills.

TEACHER NOTES :

1. Teachers are encouraged to use best practices when presenting material to students.
2. Before starting lesson, review class expectations and Family Life guidelines with the class.
3. Remind students of anonymous question protocol.
 1. Teacher Suggestion: Question box and/or Anonymous Padlet Page.
 2. Padlet page for students to use throughout the family life unit and/or quarter. This should be added to each lesson. Be sure to review the settings...attribution should be off; require approval should be on.
4. **Teachers should review Family Life Teacher Resources:**
 1. Secondary Family Life Teacher Vocabulary Resource
 2. Answering Difficult Question Document
 3. Teaching Sensitive Topics in Health Education

MATERIALS:

PowerPoint - Abstinence

Student Worksheet - Abstinence Notes

Teacher Resource - Abstinence Notes Answer Key

VOCABULARY:

Abstinence

MOTIVATION: Warm-up- Define the term abstinence. Besides avoiding sexual contact, what other areas of your life can you practice abstinence?

LESSON PROCEDURES:

1. **Teacher-Led Discussion - Abstinence:** Review the definition of abstinence and examples of behaviors where abstinence could be used.
2. **Teacher-Led Discussion - Abstinence:** Review key facts about abstinence (slide 4). Explain that abstinence involves a decision and a plan. It involves thinking ahead and making a healthy

lifestyle choice. Make sure to reiterate that remaining abstinent is the only 100% most effective way to protect yourself from STI's and unwanted teen pregnancy.

3. **Student Activity - Is This Abstinence?** : Explain to students that they are going to examine a variety of behaviors and determine which ones describe abstinence. Students should complete the following tasks. Teachers may choose to have students complete this activity using whatever strategy best suits the needs of their class (sorting activity, independent work, partners, groups, digital format, etc.).
 - Read the “Is This Abstinence” activities.
 - Decide whether the activity demonstrates abstinence, is an activity we should avoid, or if it does not show abstinence.
 - Place each activity to the appropriate column.
4. **Teacher-Led Discussion - Is This Abstinence Review:** Review answers with students. Discuss with students why the behaviors belong in certain columns and what might have influenced their decisions. Discussion points should include:
 - A review of the definition of abstinence
 - Influences on decision making: family values, personal/values beliefs, pressure from friends, previous experiences
5. **Teacher-Led Discussion - Communication & Abstinence:** Discuss the questions “How does interpersonal communication connect to abstinence?” Then review the communication skill cues with students.

Closure:

Student Activity - Communication & Abstinence: Students should complete the following tasks using information they have learned:

- Answer the question: Which communication skill cues would benefit you the most in sharing your decision to remain abstinent?
 - Identify at least 2 communication skills
 - Provide evidence from class instruction to support your answer.

Teacher-Led Discussion - Communication & Abstinence: Review student responses. Clarify any misunderstandings about communication and abstinence.

FORMATIVE ASSESSMENT:

Class Discussion

Completed Abstinence Notes

Extension Activity: