

**WHAT IS LOVE?
WHAT IS SEX?**

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Teacher's Resource Book

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INTRODUCTION

When we interview teenagers and ask them “What is the difference between love and sex?”, they are quick to tell us that sex is a physical act, but slow to define love. Writers, musicians, and artists of all kinds have struggled with the same problem since the beginning of time. What is love? The distinction between love and sex is more problematic for the adolescent who is newly capable of understanding both concepts and often confuses the two.

Today, the majority of American teenagers will have engaged in sexual intercourse before they graduate from high school. While statistics vary, the average age for first sexual intercourse is about 15 for males and 16 for females. In other words, sexual activity is now part of the average American’s high school experience. Interestingly, the greatest increase in prevalence in premarital intercourse has been among females. Before 1965, there was a significant gap between male and female sexual activity. Today, there is little difference.

Teenagers seem to be confused about the significance of sexual acts. Indeed, teens disagree about what physical acts actually constitute “sex.” The old system of “bases” and how many dates a “good girl” required before letting her boyfriend “get to first base” has become a much more complicated consideration of birth control, STDs, and HIV. As for reputation, males will still admit that having engaged in sexual activity boosts their status in the eyes of their peers. For females, the issue of reputation is more complex. Many females worry that being viewed as a “virgin” will make them seem undesirable to males. On the other hand, unlike their male peers, too many sexual partners earn them a negative reputation. Thus, females’ decisions to engage in sexual activities may be more problematic.

Understanding love takes many of us a lifetime. Teenagers grapple with the romantic idealizations of love they have been exposed to in children’s fairy tales as well as in movies and television. Fast paced plots on popular TV programs suggest that love and sex are easy to handle. Even negative outcomes seem to resolve themselves within the allotted 30 minute time slot. Worse, images of the passive female awaiting the advances of the assertive male continue to dominate most stories about love.

So, what’s love got to do with it? Often, love plays no part in teenagers’ choices regarding sexual activity. Other times, they believe that sexual activity is the ultimate way to express their love for their partners. Unfortunately, they tend to find out too late that what they thought was love was nothing more than lust. Anger, hurt, and fear set in as teenagers try to cope with having made poor choices. While we can not claim any causal relationship, we do know that early sexual activity (before age 16) is associated with greater involvement with drugs and alcohol, more tolerance of deviant behavior, and less interest in academic achievement.

The video **What is Love? What is Sex?** consists of personal interviews with teenagers who have made a variety of choices regarding sexual activity. Your students will identify with their struggles and will learn how to deal with this contemporary adolescent rite of passage.

LEARNING OBJECTIVES

After viewing the video tape **What is Love? What is Sex?** and participating in class activities, your students will be able to:

- make healthy choices regarding sexual activity
- identify coercive sexual tactics
- understand the distinction between love and sex
- evaluate their own belief systems about love
- develop strategies for coping with sexual pressure
- recognize that there is a range of appropriate ways to demonstrate love
- learn to respect themselves and others

PROGRAM SUMMARY

As **What is Love? What is Sex?** begins, viewers hear from several young people as they try to define love. One teen says, “Love is hard work. Love is pain.” Another calls love “corny,” while a third teen remarks, “Love is having that one person you can’t stop thinking about.” Defining sex proves to be equally difficult: “Sex is two people having sex.” “Sex is a physical act.” “Sex is sex.” “Boom, bang, there you go, see you later, thank you ma’am.” “Sex is confusing.”

After the opening montage and the title sequence, we are introduced to Prince and Sharifa, two real teens from Brooklyn, New York. As the video progresses, viewers will come to know more about this young couple. Sharifa is certain that she is in love with Prince. Prince thinks he is in love with Sharifa, but he isn’t sure. Sharifa describes how happy she feels when she spends time with Prince. She appreciates his sense of humor and the fact that “he treats me with so much respect.” Prince, instead, admits on-camera that he grows uncomfortable when Sharifa tells him she loves him. Girls are different than guys when it comes to expressing love, he claims.

Next, the video turns to adolescent psychologist, Deborah Gatins, Ph.D., who explains that most teens are quick to define sex as a physical act, but they often struggle to define love. When it comes to thinking about sex and love together, young men and women are even more perplexed. This is perfectly understandable, Dr. Gatins maintains, given that teenagers are encountering so many powerful emotions for the first time.

The video returns to comments from individual students. One student Kati talks about the “love at first sight” myth, contending that for many young people it’s difficult to distinguish between true love and physical attraction. Another teen adds that it’s easy to think you’re in love, only to discover later how far from love you really were.

At this point in the video, viewers are introduced to a second couple, 18-year old Matt and 16-year old Lela. As they share lunch at a local cafe, Matt describes love this way: “When someone else’s well-being becomes more important than your own.” His days of believing in an idealistic “love at first sight” kind of relationship are behind him. Love, he says, “is a lot more about interacting with someone.” Lela admits that although some adults might question her knowledge of love because she’s so young, she remains confident that her love for Matt is genuine. She is aware that Matt may not be the ultimate one, but for now she is enjoying being in love.

Next, the subject switches to sex. A group of students try to define what sex is. The teens assert that kissing, fondling do not qualify as real sex in their opinion. To them, real sex means one thing: sexual intercourse. Dr. Gatins remarks upon this hierarchy of sexual activity. Years ago, she says, teens had an easier time of it. She describes the simplicity of terms like “getting to first base.” There still exists a hierarchy for today’s teens-beginning with holding hands and kissing-but often it quickly escalates to private area touching and sexual intercourse. Dr. Gatins stresses how important it is for each individual to set personal limits before being in a sexually intimate situation and to stick to those limits.

PROGRAM SUMMARY (CONTINUED)

The video returns to Prince and Sharifa as they stroll through their Brooklyn neighborhood before getting ready for their senior prom. Sharifa describes herself as a “chicken” when it comes to sexual activity. Prince explains that he and Sharifa often discuss the possible negative consequences of having sex—such as creating a pregnancy or contracting a sexually transmitted infection, or even HIV. Sharifa states simply, “I am not ready to have sex.” Many of her friends, she says, first jumped into sexual activity when they were 12 or 13 years old and regret it now.

Prince brings up the next topic, which is peer pressure. He talks about the pressure that some guys put on their friends to have sex. They say things like, “Why aren’t you doing it? What are you waiting for?” Another teen laments the fact that love and sex are so automatically lumped together. “If you have sex with someone, the expectation is that you are in love with that person.” A young man moves onto a discussion of virginity. The stereotype, he says, is that most guys are so eager to lose the stigma of being a virgin that they’ll have sex with anyone, just to get it over with. But in reality, he asserts, many young men are hesitant to lose their virginity unless it’s with someone they think is very special. Another boy, Eddy admits that his friends pressure him to talk about his sexual exploits. Still a virgin, he has resorted to lying about having sex just to fit in with his group. Another girl, Jackie, discusses the ever-present double standard. “Girls are considered sluts if they have sex with different guys.” James finishes the statement this way: “...and if they don’t have sex, they are considered prudes.”

Matt and Lela are now seen at an amusement park. Matt states, “Every guy has had that peer pressure to go out there and have sex.” He believes that having sex with Lela wouldn’t be fair because in a few months he will be leaving for college, while Lela will remain in high school. He doesn’t feel he has to prove his love to Lela through sexual activity. “I know that I love her with every fiber of my body, but we’ve come to the conclusion that sex is not very important right now for both of us.” Speaking about sexual pressure she has received from past boyfriends, Lela says, “I’ve been down those roads, but I didn’t give in to the pressure.” As for being sexually intimate with Matt, Lela says confidently, “I know that I’m just not ready right now.”

James follows up Lela’s sentiments. Being pressured into sex, he says, “is a warning signal.” Eddy concurs, adding that he knows guys who purposely use “the love thing” in order to persuade their girlfriends to give in to sexual activity. After several more teens share their feelings about sexual pressure, Dr. Gatins returns on-screen. “Anyone who says, ‘If you loved me, you would’ is manipulating you. Period. You should never, ever, be asked to prove that you love somebody by doing something with your body.” She reminds viewers that while girls are just as curious about sex as boys are, they typically have a heavier price to pay if they choose to engage in casual sexual activity.

The video then returns to Prince and Sharifa, who are having an argument. Accusations fly about “playing games and being spiteful.” Prince comments on how stressful it is to be in a committed relationship. He wonders if he is ready for things like marriage and a family. Dr. Gatins returns to offer viewers advice about where teens can turn for help with relationship problems. Parents, relatives, and close family friends can be great resources. Most schools also offer help in the form of the school

PROGRAM SUMMARY (CONTINUED)

nurse, the health teacher, or a counselor. Medical sources-such as doctors or perhaps a gynecologist for women-are also available. Lastly, there are community resources such as youth groups, health clinics, and religious organizations. Many have specific resources for counseling young people about issues of love and sex.

What is Love? What is Sex? ends with a touching montage with all the real teens in the video speaking over an original song, "More Than Friends."

NOTES FOR TEACHERS
ACTIVITY SHEETS

Teachers should read the following notes regarding the Worksheet exercises before assigning them to a class.

ACTIVITY 1

Self-explanatory. List of topics for brief written reports by students.

ACTIVITY 2 WHAT IS LOVE?

This worksheet is designed to promote students' awareness of the variety of ways that love may be expressed. Teachers may choose to make copies of this sheet by covering parts II and III. In this way, teachers can use these questions to guide the class to recognize that some expressions of love may be shared with all, other expressions of love are unique to romantic relationships. At the end of the exercise, students will be able to identify many ways to express love that do not involve sexual activity.

ACTIVITY 3 WHAT IS SEX?

Warning: Student responses could be sexually explicit. Students may choose to describe sexual acts in great detail. Teachers should consider the age of the group and the maturity of the class before distributing this worksheet. Teachers may wish to copy this worksheet by covering parts II and III and using these questions to guide class discussion. The goal of the exercise is for students to understand that there are many physical acts that are considered sexual in nature, and that each individual may have a different idea about where the acts are placed in a "hierarchy of sex." Students will also learn that kissing and hugging may be first steps in sexual activity. Teachers should make a point to inform students that once you have engaged in any given physical act, you are one step closer to the next. In other words, students should be cautious about progressing up this hierarchy. More importantly, students should be informed that having reached any particular level with one partner does NOT mean they should simply rise to that level with each subsequent partner.

Part III of this exercise is designed to show students how physical acts fair poorly when compared with the expressions of love they developed for Worksheet 2. Most important, students should recognize how any of the acts on Worksheet 3 can be performed without any caring, and may not even feel like caring. However, acts on Worksheet 2 will always feel like caring and tend to need genuine feelings to accomplish.

ACTIVITY 4 AND THEY LIVED HAPPILY EVER AFTER

This exercise is designed to help students understand how they developed their ideas about love. The teacher may decide to assign any combination of these sources for students to consider. This exercise also works well with small groups. The teacher may divide the class into groups and have them work together to formulate their responses. Then, each group can share their conclusions with the class.

ACTIVITY 5 SAYING "NO"

This exercise is most effective when done as a role-play. Role-playing enhances the exercise as students bring their own experiences to the scenarios and get caught up in the inevitable debates. As students struggle, both the class and the teacher can help them identify manipulative tactics as well as tendencies

NOTES FOR TEACHERS
ACTIVITY SHEETS

to give in. However, each scenario may also be read aloud to the class and the class can brainstorm as a group to develop ideas for how each character should respond.

ACTIVITY 6 COERCION OR CARING?

This exercise is clearly about coercion. Teachers may guide students to read each dialogue with different tones, i.e. angry and forceful, or pleading and worried. In the end, the class should see that each of these three dialogues involves a blatant attempt to manipulate someone in the name of love. Students should identify at what point in the conversation one partner attempts to manipulate the other. Students may be asked how realistic these scenarios are, and how likely it is that the characters will let themselves be manipulated.

ACTIVITY 7 WAYS TO SHOW THAT YOU CARE

This worksheet encourages students to think about ways they can demonstrate caring to a romantic partner that do not involve sexual activity. Teachers should give students a few minutes to complete the exercise and then ask for volunteers to share their responses. The teacher may choose to organize responses into a grand list which can be distributed to the class.

ACTIVITY 8 HAVING FUN WITHOUT SEX

This worksheet helps students think about things they can do on a date, or with a romantic partner, that do not include sexual activity. It challenges students to come up with as many ideas as possible for having fun together with someone. The list will help students understand that there are many alternatives to sexual activity. The teacher may wish to collate this list and distribute it to the class. The class should compare the list to the one prepared on Fact Sheet 5, Having Fun without Having Sex.

ACTIVITY 9 IF YOU LOVED ME...

This exercise requires students to really think about the meaning of love. The following are guidelines for the teacher to use in helping students understand the nature of each interaction:

Carlos and Tina: Planning a Friday Night

In this scenario, there is healthy compromise. Neither partner seeks to manipulate the other. Each gets a little of what they want; Tina gets to eat out, but chooses a quiet place nearby. Carlos gets to see a video at home. It is also important to note that the stakes are not high in this scenario. In other words, dinner and movies are not issues that involve serious personal choices. Your student may determine alternate outcomes if they wish to also demonstrate fair compromise.

Jaime and Rita: Do You Love Me?

Jaime successfully manipulates Rita. He does it very smoothly. He plays on her emotions and suggests that it is “okay if she doesn’t love him,” and that “it’s just too painful” for him to be near her. Her fear and tears are indications that she is not making a calm decision. She is clear at the beginning that she is not ready for sex. She states this twice. He lets her know that he will leave her if she does not have sex with him. However, he cleverly weaves a tale of not believing she loves him, of suggesting that maybe even she does not realize this, and how difficult it is to be near her and feel rejected. In the end, Rita

NOTES FOR TEACHERS
ACTIVITY SHEETS

knows that she has only one choice: have sex or lose him. If Jaime really loved Rita, he would not force her to prove her love in this way. Rita should have more respect for herself and her body. Jaime may be ready, but she's not. He may be very disappointed, but if he loved her, he wouldn't manipulate her like this.

Heather and George: An Issue of Control

This is the most complicated of the scenarios. George is right in taking a stand. Heather's drug/alcohol use is out of control and he is genuinely concerned about her. Heather reacts as most people with drug/alcohol problems react: she denies the problem, minimizes her use, accuses George of not understanding because he doesn't party like she does, tries to distract George with an evening alone and gets furious at the concept that someone is trying to control her. In the end, she tells him she loves him and needs him and expects that this should be enough to keep George around. She is wrong. However, George makes an error as well when he thinks that Heather's love for him should make it easy for her to choose him over partying. He issues an ultimatum: me or partying. For those people whose use has crossed a line, love is not enough to make them stop. George is right to walk away. Heather needs to suffer some consequences for her use and George should not be in a relationship with someone who is out of control. However, George should not expect whatever love the two of them may share to be enough to change her behavior. His leaving may have some impact on her. His staying would only support her use. Either way, the decision to get sober must be her's.

Billy and Dee: Judging a Book by Its Cover

Billy is aware that Dee's appearance may put off his family. It seems Dee's look is a bit wild for them. However, his asking her to "tone it down" is upsetting to her. If he loved her, wouldn't he accept her for who she is? Dee is right. Billy may have good reason to be concerned. But, he should handle this differently. He could tell his family about the way Dee dresses and ask them not to judge her based on her appearance. Or, he can tell Dee that his parents may react to the way she dresses and leave it to her to make any changes. It's fair for him to bring this up with his parents and with Dee. It is not fair for him to suggest that if she cared about him she would change the way she looks.

FACT SHEET 1 HOW DO I KNOW WHEN I'M READY FOR SEX?

The teacher may choose to ask the class, "How do you know when you are ready to have sex?" and allow some class discussion. Again, the age of the group and the maturity of the class needs to be considered before introducing this topic. Teachers need to allow free discussion, but promote the notion that most teenagers are not ready to handle this responsibility. Fact Sheet 1 is helpful in making this point as it gives students many guidelines to consider in making this choice.

FACT SHEET 2 KEEPING THINGS COOL

Teachers may wish to ask students what kinds of things they can do to maintain a position of sexual abstinence. Fact Sheet 2 can be distributed toward the end of this discussion. It gives students concrete advice on how to handle their decision to say "No."

FACT SHEET 3 SIX TYPES OF LOVE

Some students may enjoy a philosophical discussion about love, and whether or not there are many kinds of love. Fact Sheet 3 could be distributed before, during, or after this discussion. It describes the six types of love proposed by sociologist John Lee.

FACT SHEET 4 TRUE OR FALSE

This is a true/false quiz. It is designed to educate students about some basic facts related to sexual activity. Answers to the questions are as follows:

- | | | |
|------|-------|-------|
| 1. T | 6. T | 11. T |
| 2. F | 7. F | 12. T |
| 3. F | 8. T | 13. F |
| 4. F | 9. T | 14. T |
| 5. F | 10. T | 15. T |

FACT SHEET 5 HAVING FUN WITHOUT SEX

This is a list of activities that teenagers will enjoy with a date, or a romantic partner. It may be used along with Worksheet 8 (an exercise that asks students to come up with their own ideas about fun activities). The purpose is to continually demonstrate to students that there are many things a couple can do together and have fun, without engaging in sexual activity.

STUDENT ACTIVITY SHEETS

Research one of the topics from the following list, and write a brief paper on your findings. You can gather information at your school or local library, as well as on the Internet. Use a Resource Tracker (Worksheet 1B) to collect information. Refer to the bibliography at the end of this guide for possible resources.

1. Trends in Sexual Activity.

Research suggests that there have been many changes in sexual activity in recent decades. Many of these notable changes began in the mid 1960's. Consider some of these questions: Are there differences in White, African American, and Latino cultures regarding first sexual activity? Are there differences between males and females? What are the current trends? Which groups have experienced an increase in early sexual activity? Which groups have experienced a decrease in early sexual activity?

2. Negative Outcomes Associated with Early Sexual Activity.

Early sexual activity has been associated with a variety of problems for teenagers. These include: drug and alcohol use, high tolerance for deviant behavior, and low interest in academic achievement. It has also been suggested that early sexual activity is more problematic for females than for males. Explore several resources and document the negative behaviors associated with early sexual activity. Also, discuss why early sexual activity seems to be particularly problematic for females.

3. Love

What is love? Some scientists have tried to explain this human phenomenon. Some have even come up with different kinds of love, like *passionate* love and *companionate* love. Research this concept and discuss the kind of love you think most high school students share with a romantic partner.

4. If You Loved Me...

If you loved me you'd have sex with me. If you loved me you'd wait. These two phrases have been a part of teenaged couples' dialogues forever. The truth is that each individual must consider what is right for him or her. Nobody should be asked to do something with his or her body as proof of *anything*. Find some sources that discuss healthy relationships. Consider using the book Codependent No More to describe mistakes commonly made in the name of love.

5. Puberty

There are enormous differences in the onset of puberty for boys and girls. While girls tend to reach puberty before boys, there is still quite a range for both groups. Physical maturation may begin as early as age 8 and as late as age 14. Research the biological transitions associated with puberty and discuss how early maturation may be viewed positively for boys but negatively for girls.

6. Cultural Differences in Sexual Attitudes

Some suggest that American culture is secretive about sex and that this creates problems for teenagers. Others believe our society has become too open in our discussion of sex and too tolerant of its appearance in the media. Investigate cultural attitudes about sexuality. Are other countries more or less open with their youth about sexuality? How do you think this influences teenagers' sexual behaviors?

Name _____

WHAT IS LOVE?

ACTIVITY
2

Many of us have been told, “Don’t worry. You’ll know when you’re in love. You’ll just feel it.” Well, how can you know what it “feels” like if you’ve never been in love before? Love is an emotion. We often know when we are feeling an emotion like anger or fear; why not love? Take some time now and consider what you know about love. Consider too, feelings of love that are not related to romance. Then, write in the spaces below the thoughts, feelings, or behaviors that you associate with love.

Part I:

Example: Loving someone means helping him/her in times of trouble.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Part II:

Did you find yourself identifying different kinds of love? Did it seem there was a certain kind of love that you felt for your parents or friends, but a different kind of love for a romantic partner? Are there some expressions of love that can apply to anybody? Consider this and circle the number next to the items that you believe are unique to romantic relationships.

Part III

Share your answers with the class. Develop one large list of expressions of love.

Consider the earlier question regarding expressions of love that are unique to romantic relationships.

Does the class tend to agree?

Name _____

AND THEY LIVED HAPPILY EVER AFTER

ACTIVITY
4

How did you learn about love? What did you learn about love? Consider the following sources of information and write the requested responses on a separate sheet of paper.

1. CHILDREN'S FAIRYTALES

Which were your favorite children's fairy tales? What was the lesson or message promoted in these fairy tales about love? What do you think about these messages today?

2. RELIGIOUS INSTITUTIONS

What did your religious institution (ie. temple, church) teach you about love?

3. PARENTS

What have you learned from your parents about love? Consider that you may have had some direct conversations about love, but you may also have learned by observing them.

4. RELATIVES

You may have a relative who has had a special role in teaching you about love. How did he or she influence your ideas about love?

5. FRIENDS

Good friends tend to talk a lot and share experiences. What have you learned from your friends about love?

6. MEDIA

Do you have a favorite romantic movie or television couple? What have you learned about love from the movies and television? How realistic do you find these love relationships to be?

7. BOOKS AND MAGAZINES

What have you learned about love from books and magazines? How accurate do you believe these sources to be?

8. YOURSELF

Have you been in love? Have you had someone love you? Have you made some mistakes about love? What have you learned from your own experiences with love?

SAYING “NO”ACTIVITY
5

The following are a list of common scenarios. In each case, you should assume that one partner wants to engage in sexual activity and the other does not. The class may choose to take turns role playing each scenario, or the class can brainstorm as a group. The goal in each case is for the person who does not want to engage in physical activity to stand firm in telling their partner “No.”

1. Chris and Jean are both in the 10th grade. They have been going out for about 3 months. They have had other boyfriends and girlfriends, but this is the first time they both think that they are in love. They seem to be good friends. Jean is very happy with their relationship. She enjoys kissing Chris but he now wants to take their physical relationship to another level.
2. Sasha is 16. Jason is 17. They have been dating for about 6 months. They have both had other relationships and are not really sure they love each other. But, they do enjoy spending time together. Sasha is starting to hear her girlfriends talk a lot about having sex. She is beginning to wonder if something is wrong with her because Jason is not physically aggressive. She has decided that she must have sex with Jason. She wants to get it over with. Jason is sexually experienced but feels that Sasha is special. He is not comfortable moving their relationship to this serious physical level right now.
3. Tanya is 13 and in the eighth grade. She is a talented singer and performs with a band in her high school. She has started dating Juan, the drummer, who is 18 years old and a senior. She really likes him and loves being a part of the band. She is nervous because she knows Juan is older and has been with other girls. She is afraid she will lose him, and maybe even her opportunity to sing in the band, if she doesn't respond to his physical needs. Juan treats her like an adult. She loves that too. Each time they have been together, he seems to go a little further. She really does not want to go all the way with him. She knows it will be a matter of weeks before he asks her to do this.
4. Tyrone is a senior in high school. He is popular amongst his peers and has had plenty of girlfriends. He has not had sexual intercourse. None of his friends believe him, so he just lets it go. He figures it is easier to just let the guys think what they want. It certainly doesn't hurt his reputation. However, he has strong beliefs about premarital sex. He wants to wait until he is married before engaging in that final act. The problem is that his current girlfriend, the girl he thinks he might marry some day, has begun pressuring him to have sex. They are both virgins and she believes this will make it extra special. She also sees him as someone she may marry.

COERCION OR CARING?ACTIVITY
6

Read the dialogues below and identify when, during the conversation, one partner becomes coercive or manipulative in seeking to obtain his or her own physical goals without true regard for the feelings of his/her partner.

1. Ann: But we've only been going out for 6 weeks.
 Tony: I know. And they have been the best six weeks of my life.
 Ann: Mine too.
 Tony: So, what could be more natural than letting our love for each other be expressed this way?
 Ann: I understand what you're saying. I really do. But I'm just not ready for this.
 It's a big step for me.
 Tony: Do you love me?
 Ann: You know I do.
 Tony: Do you trust me?
 Ann: Of course
 Tony: Well, if what you're saying is true, than you should love me and trust me enough to know that this is right for us.

2. Max: I thought you said you were okay with this?
 Gina: I thought I was. But I guess I'm not. I'm sorry. I can't do this.
 Max: Baby, listen, you can't do this to me. Really. It's not right to get me all worked up and then just leave me hanging.
 Gina: I'm sorry. You know I didn't do it on purpose. I thought I could go through with it, but I can't.
 Max: Well, I can't believe this. Turns out your just a tease.
 Gina: That's not fair! You know I'm not a tease.
 Max: Prove it.

3. Kelly: You say that you care about me, right?
 Henry: Of course I do. We've been best friends since elementary school.
 Kelly: My point exactly. I am tired of being a virgin. I think I am the only one left in the school. I know you. I trust you. Please do this for me.
 Henry: This is not your typical favor. And, what makes you think I could just have sex with you because we've been friends for a long time?
 Kelly: Give me a break. You're a guy. You've had sex before. I heard all the details, remember? What's one more girl to you? Besides, you know I'm a virgin and that I'm as clean as they come.
 Henry: You're nuts. Just relax about this. It will happen when the right guy comes along.
 Kelly: What's the problem here Henry? Don't you love me? Aren't we best friends? Or do you have some sort of problem in the manhood department that I don't know about?

Name _____

WAYS TO SHOW THAT YOU CARE

ACTIVITY
7

Many couples begin engaging in sexual activity because they believe this is an important way to demonstrate how much they care for one another. While sexual activity may be a special expression of love, it can also be meaningless. Love is not required for sexual activity. On the other hand, there are many other things couples can do together that enhance their relationship and demonstrate how much they care for one another. Take some time now and think about the things you like to do with a romantic partner. Make a list of things you can do to show that you care about your boyfriend or girlfriend that do not include sexual contact.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

Name _____

HAVING FUN WITHOUT HAVING SEX

ACTIVITY
8

Sometimes couples complain they have run out of ideas of things to do together. They may even use this as an excuse for starting a sexual relationship. The truth is that there are many things a couple can do together that are fun and bring them closer together. Take some time now and consider things you can do on a date, or just for fun with someone special in your life. Make a list using the spaces below.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

(When you're done, compare your list with Fact Sheet 5.)

IF YOU LOVED ME...	ACTIVITY 9
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Too often people have been manipulated by the phrase “if you loved me.” No one should ever be asked to prove his or her love by doing something for someone else. Loving acts should be self-motivated and spontaneous. Of course, we all do favors for those we care about. We all make compromises for those we love. However, even favors and compromises should be a matter of personal choice. One should always feel comfortable with these choices.

Read the scenarios below. Consider the request being made of one partner and decide if the decisions reflect real love and caring, or manipulation and coercion. In the spaces below each scenario, discuss how the final decision represents fair compromise or coercion and then make suggestions for alternative outcomes to each scenario. Try to identify at what point in each dialogue you believe the characters seek to manipulate one another.

1. Carlos and Tina: Planning a Friday night

Carlos: Let’s rent Mission Impossible and order a pizza. I’m tired and just feel like staying home tonight.

Tina: Really? I’d rather get out. I’m feeling restless and I don’t want to order pizza. Besides, there are some new movies playing that we haven’t seen.

Carlos: I really don’t feel like going out to the movies. What about something else for dinner?

Tina: Let’s go out to the little restaurant on the corner. It’s relaxing and quiet. Then, you can pick up whatever video you like and we’ll stay in to watch it. Okay?

Carlos: Sounds good.

COMPROMISE OR COERCION?

ALTERNATIVE OUTCOMES:

IF YOU LOVED ME... (CONTINUED)**2. Jaime and Rita: Do You Love Me?**

Jaime: You know I love you Rita, right?

Rita: Of course honey.

Jaime: I'd do anything for you. You know that. Right?

Rita: Yes, baby. What's up?

Jaime: I just want to make sure you know how I feel about you.

Rita: That's sweet. (She kisses him.) And you know I feel the same about you.

Jaime: Do you?

Rita: (Laughing) Oh come on! You know I love you. What's gotten into you tonight?

Jaime: I guess I'm not so sure about your love.

Rita: What? How can you say that?

Jaime: Well, I mean, everyone else I know who has been going out as long as we have is sleeping together. You keep turning me down. I'm starting to wonder if you really do care about me.

Rita: Jaime, we've been over this before. I love you with all my heart. I'm just not ready to take that step. Can't I show you I love you in other ways?

Jaime: Truth is I'm not sure I believe that anymore.

Rita: What are you saying? The only way you'll believe that I love you is if I have sex with you?

Jaime: Rita, I could never have sex with you. With you, it would only be making love. (He kisses her.)

Rita: (Pushes him away) Jaime, please, stop. I love you so much. You mean everything to me. I never thought I could be this happy. I'm just not ready to do this. Please understand. It has nothing to do with how I feel about you.

Jaime: I wish I could believe that Rita. I want to believe it. But everything inside me tells me it's not true. Maybe you don't even realize that you don't love me.

Rita: Now you're being ridiculous. I know how I feel. Please don't say that.

Jaime: I'm sorry Rita, but words only go so far. You know, actions speak louder than words. And I don't see anything happening here.

Rita: (worried she will lose him) What are you saying?

Jaime: It's getting to be more painful to be with you than without you. I mean, I love you so much and want you so badly and you just tell me you love me but don't seem able to show it. It's tearing me up. I'm not sure I can take it anymore.

Rita: Are you saying you're going to break up with me if I don't have sex with you?

Jaime: It's not like that Rita. I want to make love to you. I want to show you how I really feel about you. I could have sex with anybody. I want to love you. I really think you don't love me or you'd feel the same way. And, it's just too hard to be around you when I know you don't feel for me what I feel for you. I understand if you don't love me.

Rita: Jaime, please don't say that. I don't know what I would do without you.

Name _____

IF YOU LOVED ME... (CONTINUED)

ACTIVITY
9

Jaime: Maybe you'd meet someone who you really did care about. Maybe it would be better for both of us.
Rita: (crying) Please stop talking like this. I'd die if you left me. Maybe I didn't realize what all this meant to you. I want you to know that I love you. I really do.
Jaime: Really?
Rita: Yes.
Jaime: Rita, I don't want you to do anything that you're going to regret.
Rita: You really think this will bring us closer together, right? And you want to show me how much you love me, right?
Jaime: More than anything
Rita: Than how can it be wrong?

COMPROMISE OR COERCION?

ALTERNATIVE OUTCOMES:

3. Heather and George: An Issue of Control

George: I'm worried about you Heather.

Heather: You worry too much.

George: I'm serious. Things have gotten out of hand.

Heather: What are you talking about?

George: I'm talking about being tired of carrying you out of every party we go to.

Heather: Hey, look, so things got a bit crazy last night. No big deal. We'll just chill tonight.

George: It's not just last night. It's all the time. You are drinking and drugging all the time now and I see what it's doing to you.

Heather: (getting angry) Really? And what's that?

George: You really want to hear this?

Heather: Oh yeah.

George: Okay. You're school work is nonexistent. You spend every penny you have on getting wasted. We always have to go out to some party where you know you can get high. I've become your damn body guard. All I seem to do is get you to and carry you from these parties.

Heather: That's not true.

George: Oh no? Tell me the last time you and I spent time alone together, just us, AND you were straight?

Heather: Listen, I'm sorry about last night. I got carried away. I like the idea of having some time alone together too. Let's do something tonight. Just the two of us.

George: No more drugs babe. No more drinking. I can't take it. I love you and I can't stand by and watch you do this to yourself anymore. I mean it.

Heather: (Puts her arms around him.) What would I do without you? I think it's very sweet that you are worried about me. But I'm fine. Really honey. You do worry too much.

George: (Pushes away from her.) I don't think you understand what I'm saying Heather. You are out of control. I can't be with you anymore unless you make some serious changes.

Heather: What is this? Are you like threatening me or something? I don't think you understand what it means to party. I don't care that you don't use. That's your choice. But you can't tell me what to do.

George: No, nobody can. (Shaking his head.) This is not a power game Heather. I can't be around you anymore. You don't know what it's like to watch someone you love destroy themselves.

Heather: You are really overreacting. Look, let's just hang out tonight. We don't need to go out so much. I'd like a change of pace. An evening alone with you sounds great.

George: It won't work this time Heather. I need to know if you're going to stop.

Heather: I don't need to go to so many parties. I agree we should spend more time together. But if you're asking me to be completely straight all the time, I think that's ridiculous. I'm a teenager. It's normal. You need to lighten up.

George: Listen to me. I love you. You're killing yourself. I can't be part of that. Make a choice. It's me or the partying.

Name _____

IF YOU LOVED ME... (CONTINUED)

ACTIVITY
9

Heather: You can't control me like that.

George: You're right. (He heads for the door to leave.)

Heather: Where are you going?

George: I'm leaving. We're done. I can see you've made your decision.

Heather: Don't go George. I love you and I need you.

George: Apparently not enough. (He leaves.)

COMPROMISE OR COERCION?

ALTERNATIVE OUTCOMES:

4. Billy and Dee: Judging a Book by Its Cover

- Billy: Are you sure you want to come to my house on Sunday?
- Dee: Definitely. I thought it was so nice that your mom invited me over the phone. I'm looking forward to meeting your family.
- Billy: They're just your typical family.
- Dee: Well, they seem cool.
- Billy: Actually, they're not so cool. I mean, they're kinda old fashioned. You might not feel comfortable there.
- Dee: What do you mean?
- Billy: Well, ya know, I'm not sure they've ever met anybody with a tongue ring before. And, ya know, like your clothes and hair and all...(voice trails off)
- Dee: (laughing) If they live on this planet I'm sure they've seen other people who dress like I do. Besides, I'm sure you've had other friends over.
- Billy: Well, not really. I mean, not much. But really never any girls. Especially not any girls with blue hair.
- Dee: I'm getting the feeling you don't want me to go.
- Billy: No, no, it's not that. It's just, well, my parents are pretty conservative and I really want them to like you. You are my girlfriend after all.
- Dee: (Kisses him) Don't worry about it. I'm sure it will be fine. They won't be the first people who stare at me before they get to know me.
- Billy: That's just it. I'm not sure they'll get past staring at you. I think they may judge you by your appearance. I'm sorry.
- Dee: Hey, don't worry. I'm sure it will be fine. I'm not worried at all, so don't you be.
- Billy: Maybe you want to think about toning things down that day.
- Dee: What do you mean?
- Billy: Well, you're about due for a dye job anyway. You could go back to your natural color, lose the tongue ring and some of your other jewelry and just wear something more mainstream.
- Dee: I can't believe what you're saying. You want me to be somebody else that day?
- Billy: No, of course not. I just want you to be comfortable there. And I want them to like you. (Puts his arms around her.) Hey, I plan to have you around for a long time.
- Dee: (pushes him away) Sounds to me like you're the one worried about being uncomfortable. I am who I am. I can't believe you want me to pretend to be somebody else.
- Billy: Hey, you know I love who you are. I'm just asking you to do this for one day for my parents. I think if you cared about me, you'd be willing to do it.
- Dee: I think if you cared about me, you wouldn't ask.
- Billy: Come on Dee.
- Dee: Forget it Billy.

TURNING REGRET INTO LESSONS LEARNED	ACTIVITY 10
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Everyone makes mistakes. Love and sex are complicated issues and every teenager has regrets about how they have handled one or the other. Remember, with the independence you earn as a teenager, you are bound to make some bad choices. Everyone does. Your task, as you move toward adulthood, is to evaluate your choices, and to learn from your mistakes.

This exercise challenges you to consider some of the things you have done in the name of love. It is a personal exercise. You need not share your answers with anyone. Take some time now and consider some of the things you regret having done. More importantly, think about what you would do in the future if faced with the same situation. Keep in mind you should always respect yourself and those you care about.

Example:

REGRET: Cancelled important plans with my friend at the last minute when an opportunity for a date came up. I disrespected my friend for an opportunity with a date.

RESPECT: I understand that my friends will always be here for me and it is not right to cancel important plans at the last minute for a date.

1.

REGRET _____

RESPECT _____

2.

REGRET _____

RESPECT _____

3.

REGRET _____

RESPECT _____

FACT SHEETS

The decision to engage in sexual activity is deeply personal. There are no specific rules. There is no perfect age. However, here are some guidelines that have helped others determine whether or not they are ready to undertake this serious responsibility.

1. Research suggests that those who engage in sexual activity before the age of 16 usually suffer negative consequences.
2. You may be ready to engage in sexual activity if you are ready to handle the potential consequences, i.e. pregnancy. Are you in a position to comfortably care for a baby?
3. Would the majority of adults in your life agree that you have achieved the maturity necessary to engage in sexual activity?
4. Are you aware of all the possible sexually transmitted diseases you may contract during sexual contact? Do you understand how STDs are transmitted?
5. Do you understand what HIV is? How it differs from AIDs? How it may be contracted? Are you aware that there is currently no cure for AIDs and that it will kill you?
6. Do you know where to go for help should you contract a STD or HIV? Do you have the money to pay for the treatment necessary to manage these diseases?
7. Are you familiar with many forms of birth control? Do you know how to properly use birth control? Do you have access to birth control?
8. Are you comfortable with your understanding of the human body? Do you know what happens during sexual intercourse? For example, are you aware that females may get pregnant at ANY time during a monthly cycle? Are you aware that sperm may stay alive inside a female for many days?
9. Does engaging in sexual activity mean sneaking off somewhere? In other words, is this something you would have to hide from others? Sneaking and hiding would indicate that you are not ready.
10. If the idea of sex scares you, than you are not ready.
11. If the idea of sex makes you feel guilty, than you are not ready.
12. If you are considering having sex to make your partner happy, than you are not ready.
13. If you are considering having sex to hold onto your partner, than you are not ready.
14. If you can't talk about sex with your partner, you're not ready.

It can be difficult to say “no” to sex. Sometimes it is difficult because you really care about your partner. Other times it is difficult because your partner is manipulative and knows how to really pressure you. Here are some tips that should help you keep things cool and under control with your partner.

1. Avoid being alone with your partner in a setting that enhances physical contact. Settings like these may make it difficult to walk away: a bedroom, a hike in the woods, parking in a deserted area, a house or an apartment when parents aren’t home, etc.
2. Be aware of how aroused your partner is becoming. While your partner’s physical arousal is NOT your responsibility, if you can tell that he or she is moving to a place where they will have difficulty stopping, you may want to stop things sooner.
3. Never do anything that you are not completely comfortable doing. Do not tell yourself that you will let your partner do something as a compromise. Once you begin making these compromises, you will quickly find yourself doing things you do not want to do. Remember, once you cross one line, it is only a few steps to get to the next.
4. Decide BEFORE you leave on a date what level of physical activity is comfortable for you. Do NOT just wait and see what happens. If you are not clear on your standards, you can be easily persuaded to do things you will later regret.
5. Tell your partner BEFORE anything happens between the two of you how you feel about sexual activity. Do not wait until both of you are aroused or engaged in any level of physical contact. This way, there can be no later misunderstandings or accusations of having been misled.
6. NEVER let someone convince you that sexual activity is proof of how much you care. Anyone who says to you, “If you loved me, you’d...” is being manipulative. Love is not something you prove with your body.
7. Remember that an earlier choice to engage in some level of sexual activity does not mean that you should just go to this level with any partner you have. Your body is precious. You can make different choices with each partner. There is no such thing as being “ruined” or believing that you might as well do with one person what you have done with another.
8. Be clear and be firm when you say “No.” Do not say things like this: “I don’t think I’m ready.” “I’m not sure.” “Don’t you think we are moving a bit too fast?” Statements like this invite your partner to debate with you: “Why don’t you think you’re ready?” “What aren’t you sure about?” “No, I don’t think we are moving too fast at all.” Instead say, “I’m not ready.” “This pace is too fast for me.”
9. Don’t ask someone to understand your decision as proof of his/her love, ie. “If you loved me you’d wait.” This statement is just as manipulative as “If you loved me you’d have sex with me.” Your partner doesn’t have to agree with you, or understand your decision. He or she may be very upset and disappointed. Don’t try to “win” this argument. Just stay true to yourself. Chances are good that a real friend will respect your decision and recover from any disappointment with a little time and space.

SIX TYPES OF LOVE

FACT
SHEET
3

Sociologist John Lee believes there are six different types of love. Consider this list and whether you experience any or all of these types of love in your life.

1. Eros

This is sexual love. Partners are interested in a physical relationship and are most focused on what their partners look like.

2. Ludis

This is for the “players.” These people think love is a game and do not get attached to anyone. They tend to change partners frequently.

3. Storge

This is companionate love. It is warm and affectionate. It is the kind of love you might feel for a sibling or a best friend.

4. Mania

This is obsessive love. This love makes people always anxious about their relationships. They want to know where their partner is all the time and constantly want their partner’s attention.

5. Pragma

This is realistic love. Pragmatic lovers seek a match with someone whose personality, background, values, and interests are similar to their own.

6. Agape

This is altruistic love. It is unselfish. It accepts people for who they are and does not try to change them. It is patient and kind and demands nothing in return.

Source: Lee, John A. **The Colors of Love**. Toronto: New Press, 1973. Cited in
John Stewart and Carole Logan, Together: **Communicating Interpersonally**, 4th Ed.,
New York: McGraw-Hill, Inc., 1988, 1993.

TRUE OR FALSE

FACT
SHEET
4

Test your knowledge regarding some basic facts about sexuality.

- | | | |
|--|---|---|
| 1. The onset of puberty can range from age 8 to age 14. | T | F |
| 2. In general, boys reach physical maturity before girls. | T | F |
| 3. A girl who has not yet experienced menarche can not get pregnant. | T | F |
| 4. A girl can not get pregnant while she is menstruating. | T | F |
| 5. Use of birth control guarantees you protection from STDs and HIV. | T | F |
| 6. White females have had the greatest increase in sexual behavior in the last 30 years. | T | F |
| 7. Most teenagers who use contraception use it correctly. | T | F |
| 8. About one third of all sexually active teenagers use no contraception. | T | F |
| 9. It is possible to contract HIV or a STD the very first time you have sex. | T | F |
| 10. The rate of HIV infection amongst teenagers increased by more than 100% during the past decade. | T | F |
| 11. One out of four girls will become pregnant before age 18. | T | F |
| 12. 45% of American women are pregnant before the age of 21. | T | F |
| 13. Boys who become fathers do not suffer the educational and emotional problems that girls who become mothers do. | T | F |
| 14. Most girls report feeling afraid, guilty and worried after first having sex. | T | F |
| 15. Boys who become fathers at an early age tend to have more divorces and more children than boys who wait until a later age. | T | F |

Couples like to be together. You can enjoy the company of your partner in many ways. Doing things together makes a couple feel closer. There are many alternatives to sexual activity. Moreover, these alternatives will improve the quality of your relationship by enhancing your emotional bond. Here are some activities to consider.

1. Take a walk.
2. Go on a hike.
3. Start an exercise program together.
4. Read the same book and discuss it.
5. Bake something fun!
6. Go to a museum.
7. Start a craft project together.
8. Have a yard sale.
9. Do homework together.
10. Join an after school program together.
11. Learn how to dance.
12. Create your own dance to a favorite song.
13. Write poetry to one another.
14. Challenge yourselves to spend the day out on \$10.
15. Design your dream house.
16. Talk about your future plans. What do you want to do for a living?
17. Talk about what you would do if you won a million dollars.
18. What changes would you make if you were the principal of your school?
19. Cook a great meal for both of your families.
20. Get involved in the DARE program at your school.
21. Volunteer at a local agency (i.e. Children's Hospital, Big Brothers/Big Sisters).
22. Don't speak to each other for 24 hours and then talk about how that felt.
23. Go on a picnic.
24. Plan a dinner party for yourselves and three other couples.
25. Go to a flea market.
26. Go fishing.
27. Get to a beach and listen to the waves.
28. Write and perform music together.
29. Take your younger siblings out to the park.

30. Take your parents out to dinner.
31. Organize a game with your friends (i.e. softball, volleyball, basketball, etc.)
32. Join the local theater company.
33. Find the nearest historical monument. Visit it.
34. Go to the zoo.
35. Go to a theme park.
36. Volunteer at the Animal Shelter.
37. Find the tallest building in your town. Take the elevator to the top.
38. See a foreign movie or an independent film.
39. Plant a flower or a vegetable garden together.
40. Write a movie together.