

BIG DECISIONS™



LESSON 8. OUTLINE **GOALS AND DREAMS: My DECISION**

OBJECTIVES:

- Visualize their GOALS and DREAMS for the future
- Understand how a teen pregnancy or HIV/STD can affect achieving their GOALS and DREAMS
- Personalize the risks of pregnancy and STDs
- Make their own personal DECISION to prevent pregnancy and STDs

MATERIALS NEEDED:

- Chalkboard, or Newsprint tablet, Markers, and Easel
- Index cards, one for each student
- Large envelope to collect filled-out index cards
- STUDENT WORKSHEETS (Story 1 and Story 2) for ACTIVITY 8.3 - one for each small group of 3 or 4
- Paper and pencils for small groups to write down ideas
- Small prizes for winning groups
- Ground Rules Newsprint Sheet from LESSON 1
- “KEY MESSAGES” Poster from LESSON 1

ACTIVITIES:

- 8.1 -- My GOALS and DREAMS - 5 to 10 minutes
- 8.2 -- How Might a Pregnancy or an STD affect your GOALS and DREAMS? - 10 to 15 minutes
- 8.3 -- PERSONALIZING THE RISKS: How would it feel in Real Life? - 15 to 20 minutes
- 8.4 -- Wrap-Up: My DECISION - 5 minutes

MATERIALS & RESOURCES INCLUDED:

- FACILITATOR RESOURCE for ACTIVITY 8.2 How Might a Pregnancy or an STD affect your GOALS and DREAMS?
- STUDENT WORKSHEETS (Story 1 and Story 2) for ACTIVITY 8.3

LESSON 8. GOALS AND DREAMS: My DECISION

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[Note to Facilitators: This LESSON calls for small groups to work together to generate ideas. The groups compete with all other groups for points, which are given for ideas and answers generated during the activities. Facilitators should be prepared to keep a running score of points for each group during the LESSON. A student volunteer Scorekeeper can help keep score, if desired. Small prizes should be offered to the winning group(s) with the most points at the end of the LESSON.]

ACTIVITY 8.1 - My GOALS and DREAMS - 5 to 10 minutes

Let the class know that, in this session, they will be considering their own personal DECISIONS about sex. This session will help them think about their GOALS and DREAMS for the future and how their future might be affected by a pregnancy or an STD. Then they will consider some stories about young people who experience some surprises after having sex. At the end of the lesson, they will consider what they can do to keep pregnancy and STDs from interfering with their GOALS and DREAMS—i.e., what DECISIONS they can make.

Pass out the index cards so that each student has one, and make sure that each student has something to write with. Tell the students not to write their name on the card; what they write will be *confidential*. When they are done with the lesson, they can choose to keep the index card for themselves, or give it to the Facilitator, who will walk around the classroom at the end of the lesson with an envelope for them to drop their card into. The Facilitator will not

know who wrote what, but he or she will be interested to see what students write down.

Write “GOALS and DREAMS” on the board or newsprint. Let the students know that GOALS and DREAMS are important to many young people. GOALS and DREAMS give people hope for the future, and having GOALS and DREAMS is the first step to getting what they want.

Ask the students to think about a GOAL or DREAM that they have for their future, something that is important to them. Ask them to imagine what it would be like to achieve their GOAL or DREAM, to visualize (see in their mind’s eye) what it would be like to reach their GOAL. What will they be doing? Where will they be? Who will be there with them?

Ask the students to call out what they think people their age might have as GOALS and DREAMS. If they want to share their own GOALS and DREAMS, that is fine too. Write their suggestions on the board or newsprint.

If necessary, prompt them with some GOALS and DREAMS that other young people have told you about, for example:

- A great job, like a doctor or a businessperson
- To be a soldier
- Having lots of money
- To have fun
- Someone to love them—a healthy and close relationship
- To get married (or have a lasting relationship)
- A nice house
- A nice car
- To make a difference in their community
- To travel
- Adventure
- A healthy baby/children
- A happy family
- To be famous
- To make their parents proud

As the GOALS and DREAMS are listed, ask the students to say what would be the best thing about achieving that GOAL or DREAM. Encourage them to be specific about the reasons they think young people might have for wanting something, and what they would like most about achieving it.

Strive to have each student contribute at least one GOAL or DREAM for the list. If there are “duplicates”, the Facilitator can make marks to indicate that an item was listed by more than one person.

Once the list is made, ask the students to write down on their index card at least one GOAL or DREAM that they have for their own future. Remind the students not to write their name on the card—just a GOAL or DREAM (or more than one). Give them a minute or two to complete the task.

When they are finished, tell the students to keep their index cards until the end of the LESSON. They may want to fold the index card in half to cover what they wrote.

ACTIVITY 8.2 - How Might a Pregnancy or an STD affect your GOALS and DREAMS? - 10 to 15 minutes

Let the students know that the whole point of the BIG DECISIONS™ program is to help them achieve their GOALS and DREAMS. Getting pregnant and having a baby as a teen can make it much harder to achieve their GOALS. And having HIV or another STD can affect them in lots of ways, and get in the way of their GOALS, too. That's why having sex is such a BIG DECISION.

Divide the class into gender-specific groups of 3 or 4, with males and females in different groups.¹ Let them know that each group will be competing to list as many ideas as possible for each of the activities in this LESSON. Be sure that each group has a piece of paper to write on and something to write with.

Write "PREGNANCY" on the board or newsprint on one side of the list of GOALS and DREAMS.

Ask the groups to consider what effect they think a pregnancy as a teenager (either getting pregnant or getting someone pregnant) might have on achieving these GOALS and DREAMS. Give them an example, e.g., being pregnant or being a teen parent could interfere with being able to go to the prom, because the family can't afford all the bills, or because there is no one else available to baby-sit.

Each group should talk among themselves to develop at least one idea for each listed GOAL as to how a teen pregnancy might affect achieving it. Each group should designate one student to be the "reporter" to write down their ideas and tell the rest of the class about them. It is important that they write down their ideas on the paper, so that they can get point credit for it, even if their idea was already mentioned by another group. However, the reporter only needs to write key words, not a whole sentence, for each idea.

Give the groups 3-5 minutes to brainstorm and discuss their ideas, and circulate around the room to assure that the groups are on task.

¹ Even though ACTIVITY 8.2 does not need separate groups for males and females, ACTIVITY 8.3 calls for gender-specific groups to answer from a male and a female point of view.

Then ask each group to report their ideas for how a teen pregnancy might affect the listed GOALS. Keep score of how many ideas each group offers, with each group getting one point for each idea they offer. The points will be totaled at the end of the LESSON for determining the winning group.

As the groups report, write on the board or newsprint key words in the "PREGNANCY" column next to the appropriate GOAL affected. Help the class to see how each GOAL might be harder to achieve, less likely to be achieved, or delayed by a teen pregnancy. Refer to the FACILITATOR RESOURCE for ACTIVITY 8.2 for ideas about how a teen pregnancy can interfere with GOALS and DREAMS.

(During the discussion, it is important to acknowledge that teen parents can indeed achieve their goals, and many do. But the odds are tougher for teen parents. Achieving their goals is harder, and it takes more time.)

Be sure to include in the discussion the effects on the baby of being born to teen parents, rather than older parents. Children of school-age parents are more likely to be born premature, to die before their first birthday, to live in poverty, to have trouble in school, and many other challenges. (see the FACILITATOR RESOURCE for ACTIVITY 8.2)

Now, on the other side of the list of GOALS and DREAMS, write "HIV/STD".

Have the students again work in their groups to list ideas they have about how having HIV or another STD might affect achieving each GOAL. Each group should again have a reporter.

Give the groups a few minutes to brainstorm and discuss, and circulate around the room to assure they are on task, and writing down key words for their ideas.

As the ideas are offered by the various groups, write key words under "HIV/STD" on the board or newsprint. The Facilitator should keep score of the number of ideas offered by each group. Help the class include the ideas listed in the FACILITATOR RESOURCE for ACTIVITY 8.2.

(During the discussion, it is important to acknowledge that people with HIV and other STDs can get treatment and live productive and happy lives. However, HIV infection, and to a lesser extent other infections, can still make it harder to achieve some GOALS.)

Thank the students for their insight and ideas. Point out that the BIG DECISIONS™ program wants them all to achieve their GOALS and DREAMS, and

avoiding teen pregnancy and HIV/STDs can help. Review the KEY MESSAGES of BIG DECISIONS™ in this context:

- Having sex is a BIG DECISION
- ABSTINENCE is the healthiest choice
- Teens who have sex must TAKE ACTION:
 - Use CONDOMS correctly, EVERY time
 - GET TESTED for STDs

Total up the “score” for each group, and keep score. Points will also be added to groups in the next ACTIVITY.

If possible, keep the list of GOALS and DREAMS on the board or newsprint, so it will be visible later in the LESSON. If there is not much room, the lists of ideas under “PREGNANCY” and “STD/HIV” can be erased.

ACTIVITY 8.3 - PERSONALIZING THE RISKS -- How would it feel in Real Life? - 20 minutes

Pass out the STUDENT WORKSHEETS, so that each small group has one set of the 2 stories.²

Read **Story 1 (Joe and Crystal)** out loud, and ask the groups to work together to answer the first 2 questions in the WORKSHEET, with the male groups answering Question A and the female groups answering Question B. Ask the groups to come up with as many answers as they can, and to be able to explain why they think Joe and Crystal would feel that way. Both males and females should answer Question C. Read the questions out loud for the students.

Give the groups a few minutes to discuss and answer the questions, and ask for one group of males to volunteer their answers to Question A. Write “JOE” on the board or newsprint, and, as ideas are voiced, write the ideas under his name to keep a list. Ask the other male groups to share what they came up with. Keep track of the points that each small group earns for its ideas.

Help get the ideas started, if necessary. Male responses might include:

- Being scared or embarrassed
- Worried about HIV and AIDS
- Worried about damage from the infection
- Worried about being contagious
- Worried his parents might find out
- Wondering who he got it from (more than one partner?)

² Facilitators should point out that these stories are not about actual students. Even if there is a student with the same name as a story character, the story is not about them.

- Thinking that Crystal (or another partner) was cheating on him
- Worried that other people might think he is “dirty”
- Feeling like this is not really happening (denial)
- Feeling angry with Crystal (or another partner)
- Feeling angry with himself for getting this infection
- Dreading talking to Crystal, and avoiding talking to her
- He might feel depressed

Summarize by noting how uncomfortable and difficult a situation this would be for most guys.

Now ask for a group of females to volunteer their answers to Question B. Write “CRYSTAL” on the board or newsprint, and write the ideas under her name as they are suggested. Then ask each group of females to share what they came up with. Female responses might include:

- Being scared or embarrassed
- Worried about HIV and AIDS
- Worried about damage to her organs from the infection
- Wondering where he got it from, especially if he is her first/only partner
- Wondering whether she gave it to him
- Thinking that Joe is cheating on her
- Worried other people might think she is “dirty”
- Feeling like this is not really happening (denial)
- Feeling angry with Joe (or another partner)
- Feeling angry with herself for getting into this situation
- She might yell at Joe, or break up with him
- She might feel depressed

Reinforce how stressful and difficult this situation might be. Let the students know that having an STD can threaten a relationship. Many people find that their trust in their partner is shaken by an STD. Some couples break up after they are diagnosed.

Remind the students that Chlamydia is very common among sexually active young people, especially if they don't use condoms correctly, every time they have sex. Point out that Chlamydia is easily curable, but it still can be upsetting to get it. Let the students know that getting an STD that is not curable (genital herpes, HPV, or HIV) would likely be even more stressful.

Give each group a point for each idea they offered.

Now ask all the students to help answer Question C: what Joe and Crystal could have done to *prevent* getting an STD like Chlamydia. Write “PREVENT STDs and HIV” on the board or newsprint, and underneath this, list the key things Joe and Crystal could have done:

- To choose ABSTINENCE -
 - Write “ABSTINENCE” on the board or newsprint, and state that ABSTINENCE, used consistently and correctly, is the most effective way to prevent STDs like Chlamydia
 - Circle this choice, and comment that this is the healthiest choice because it does not risk either STDs or pregnancy
- To use CONDOMS -
 - Write “CONDOMS, correctly, every time”
 - Remind the students that to reduce the chance of STDs and HIV, latex condoms must be used correctly, every time a person has sex—
 - Mention that to prevent STDs, condoms must be used for oral sex and anal sex, as well as for vaginal sex
- To GET TESTED -
 - Write “GET TESTED” on the board or newsprint
 - Explain that this is another important responsibility for people who have sex
 - Getting tested lets you get treated early, before you have symptoms, and before you infect another person

Then ask the students the second part of Question C. Acknowledge that ABSTINENCE is the most effective prevention for STDs.

Let the students know that many young people think that STDs, HIV, and pregnancy will not happen to them, but these things DO happen.

Tell the students that each of them should decide what THEY will do to prevent getting STDs. Recommend that they choose ABSTINENCE, because it is the simplest and most effective way to avoid STDs and pregnancy. If they choose to have sex, though, they must TAKE ACTION to avoid STDs and pregnancy. In the case of STDs, the actions to take include using latex condoms, correctly, every time a person has sex—and also getting tested.

Point out that having sex as a teen means lots of responsibility.

Read **Story 2 (Angela and Terrence)** out loud, and ask the groups to work together to answer the first 2 sets of questions in the Worksheet. The groups of females should discuss and answer Question A, and the groups of males should discuss and answer Question B. Ask the groups to come up with as many answers as they can. Both males and females should answer Question C. Read the questions out loud for the students.

Give the groups a few minutes to discuss and answer the questions, and ask for one group of females to volunteer their answers to the Question A. Write “ANGELA” on the board or newsprint, and list the ideas under her name. Then ask each group of females in turn to say what they think. See if anyone has other points to add. Female responses might include:

- Being shocked and surprised
- Not really believing it (denial)
- Feeling embarrassed
- Worried that her parents will be angry or disappointed
- Feeling desperate
- Feeling confused
- Feeling happy to be pregnant
- Wondering whether to carry the pregnancy, whether to place the baby for adoption, or whether to have an abortion
- Feeling overwhelmed at the idea of talking with Terrence
- Feeling depressed
- Worried that Terrence will be angry, or will not want the child
- Worried that Terrence will abandon her

Summarize by noting how stressful and difficult this situation this would be for most females.

If positive feelings about being pregnant are expressed, the Facilitator can help to frame the issue as being about timing. It would be better/healthier to be pregnant when both partners have finished school and they are planning a pregnancy together.

Now ask the males in the class to help answer Question B. Write "TERRENCE" on the board or newsprint, and list ideas under his name. Male responses might include:

- Being shocked and surprised
- Feeling trapped
- Being angry with Angela
- Feeling angry with himself
- Wondering if he is really the father
- Not really believing it (denial)
- Feeling embarrassed
- Worried that his parents will be angry or disappointed
- Feeling desperate
- Feeling confused
- Being happy or proud about the pregnancy
- Feeling depressed

Reinforce how stressful and difficult this situation might be. Let the students know that pregnancy is very common among sexually active young people, especially if they don't use effective contraception every time they have sex.

Now ask all the students to help answer Question C: what Angela and Terrence could have done to *prevent* pregnancy. Write "PREVENT PREGNANCY" on the board or newsprint and underneath it, list the key things Angela and Terrence could have done:

- To choose ABSTINENCE -
 - Write “ABSTINENCE” on the board or newsprint, and state that ABSTINENCE, used consistently and correctly, is the most effective way to prevent pregnancy
 - Circle this choice, and comment that this is the healthiest choice because it does not risk either STDs or pregnancy
- To use CONDOMS -
 - Write “CONDOMS”
 - Remind the students that condoms should be used correctly, every time a person has sex—
- To use another method of CONTRACEPTION -
 - Write “CONTRACEPTION” on the board or newsprint.
 - Other methods besides condoms can help prevent pregnancy, although they don’t prevent STDs
 - Many health providers recommend using an effective method of contraception, such as the pill or the shot, in addition to using condoms every time.

Let the students know that many young people think that a pregnancy will not happen to them, but these things DO happen.

Commend the students on their ideas and their willingness to share them. Tally the points and award prizes to the group with the most points for answers submitted.

Leave the lists under “PREVENT STDs and HIV” and “PREVENT PREGNANCY” on the board or newsprint for the class to refer to in the next ACTIVITY.

ACTIVITY 8.4 -- Wrap-Up: My DECISION - 5 to 10 minutes

To summarize, point out that, if students want to have the best chance of achieving their GOALS and DREAMS, they need to avoid teen pregnancy and avoid getting HIV and other STDs.

It is helpful to let the students know that you care about them, and want them to achieve their GOALS and DREAMS. You want them to have healthy babies (if they want to)—but at the right time for them and their families. And you want none of them to get HIV or any other STD.

They have some important DECISIONS to make about how they as individuals will avoid pregnancy and STDs.

Refer to the KEY MESSAGES POSTER to emphasize that their choices include:

- ABSTINENCE - clearly the healthiest and most effective choice
- Any teen who has sex has a big responsibility and must TAKE ACTION
 - This means using a latex CONDOM, CORRECTLY, EVERY TIME and
 - GETTING TESTED for STDs

In addition:

- Teens can also use other forms of CONTRACEPTION to prevent pregnancy

Which of these ways will THEY use to help them achieve their GOALS? Ask the students to consider carefully what their own personal DECISION is at this time in their lives, and, if they feel comfortable, to write it down on their index card (which was used in ACTIVITY 8.1 to write their GOALS and DREAMS).

Remind the students not to put their names on the index cards, so that what they write will be *confidential*. Students should not look at what others are writing, so that it can stay private. After writing their DECISION, students can fold their index card over so that their DECISION is covered.

Again, they can choose to keep the card, if they like, or to put it in the envelope as the Facilitator walks through the classroom.

Let the students know that after they make their DECISION, it is also important to put it into practice. It is by acting on their DECISION that it will help them achieve their GOALS and DREAMS.

If there is time, the Facilitator may want to review important points about ABSTINENCE, CONDOMS, GETTING TESTED, and CONTRACEPTION. This is a good time to be sure that all students have information about:

- What ABSTINENCE means: It is a DECISION and a plan to not have vaginal, oral, or anal sex
- That ABSTINENCE is the healthiest choice for teens
- Where people can go to GET TESTED, or to get CONDOMS and other methods of CONTRACEPTION

Collect the index cards in an envelope, and thank the students for their participation.

FACILITATOR RESOURCE for ACTIVITY 8.2:
How Might a Pregnancy or an STD affect your GOALS and DREAMS?

GOAL	PREGNANCY	STD or HIV
Education		
Graduate high school	<ul style="list-style-type: none"> Harder to finish high school. Less than half of mothers under age 18 will graduate high school.³ Teen dads complete less school than older fathers.⁴ 	Chronic illness (e.g., from HIV) could make it harder to study and graduate.
Go to college/higher education	Less than 2% of mothers under 18 will graduate college (compared to 9% of moms at age 20-21). ⁵	Chronic illness (e.g., from HIV) could make it harder to study and graduate.
Employment		
A good job/career	Harder to get a good job with less education.	Chronic illness (e.g., from HIV) could make it harder to work hard at a job.
Soldier/military career	The dad could be in trouble if he doesn't pay child support	Having HIV could keep you out of the military.
Fun and interesting job	Jobs are more likely to be fun and interesting if you have more education, and thus more jobs to choose from	Chronic illness (e.g., from HIV) could make it harder to work hard and get the job you really want.
Prosperity		
Make lots of money	Both the teen mom and the dad are likely to make less money and to be poor.	Chronic illness (e.g., from HIV) may make it harder to work hard and have a high-paying job.
Nice house	Less likely to have enough money to have a house of your own.	Chronic illness (e.g., from HIV) may make it harder to work hard and have a high-paying job.
Nice car	Lower income means it will be harder to get the car of your dreams.	Chronic illness (e.g., from HIV) may make it harder to work hard and have a high-paying job.
Take care of myself and my family	Teen dads often are frustrated that they can't provide what their babies need.	<ul style="list-style-type: none"> Chronic illness (e.g., from HIV) may make it harder to work hard & have a good job. If you die from HIV (or syphilis), you won't be there to take care of your family.

Continued on next page

³ Hoffman SD. By the Numbers: The Public Costs of Adolescent Childbearing. Washington, DC: National Campaign to Prevent Teen Pregnancy, 2006.

⁴ National Campaign to Prevent Teen Pregnancy. Teen Pregnancy: Not Just Another Single Issue. Washington, DC: November, 2002.

⁵ Ibid

FACILITATOR RESOURCE for ACTIVITY 8.2, continued:
How Might a Pregnancy or an STD affect your GOALS and DREAMS?

GOAL	PREGNANCY	STD or HIV
Help my community	It is harder to help your community when you are poor, or are struggling to make ends meet.	With chronic illness (e.g., from HIV), a person may not have enough energy or money to help their community.
Love and Family		
A great relationship	Pregnancy and parenthood are often stressful for relationships.	<ul style="list-style-type: none"> • An STD can make it so people don't trust each other. • Having an STD can interfere with "dating" and getting to know someone.
A lasting love relationship	<ul style="list-style-type: none"> • 80% of the fathers don't marry the mother of a teen birth.⁶ • Less than 8% marry the father within a year of the birth.⁷ • Teen marriages are twice as likely to fail as marriages of those over 25.⁸ • Teen moms are less likely to be married at age 35⁹ 	<ul style="list-style-type: none"> • An STD can threaten a relationship and cause a breakup. • Having an STD can interfere with dating and finding your "true love".
Someone I can trust/be honest with		<p>An STD can make it so partners don't trust each other.</p> <p>An STD can make it harder to be honest (about the STD)</p>
To be respected		An STD can hurt a person's self-respect, and the respect of their partner.
To have a healthy baby (or babies).	<p>Children of teen parents more likely to:¹⁰</p> <ul style="list-style-type: none"> • be born prematurely • die before age 1 • have health problems • be abused or neglected • live in poverty • do poorly in school • be teen parents • be incarcerated 	<ul style="list-style-type: none"> • STDs can hurt the baby. • Some STDs can cause Pelvic Inflammatory Disease (PID) and make it hard to get pregnant later on. • Cancer of the cervix (caused by HPV) may require surgery to remove the uterus. • Dysplasia of the cervix may require treatment that can make it harder to carry a pregnancy. • Males with HIV can infect their partner trying to cause a pregnancy.

Continued on next page

⁶ National Campaign to Prevent Teen Pregnancy. Teen Pregnancy, Poverty, and Income Disparity.

⁷ Child Trends, Facts at a Glance, 2005. Child Trends: Washington, DC.

⁸ Lichter D. Marriage as public policy. Progressive Policy Institute. Washington, DC, 2001.

⁹ Lichter D, Graefe DR. Finding a Mate? The Marital and Cohabitation Histories of Unwed Mothers, In: W LL, Wolfe B, Eds. Out of Wedlock: Causes and Consequences of Nonmarital Fertility. New York: Russell Sage Foudnation, 2001.

FACILITATOR RESOURCE for ACTIVITY 8.2, continued:
How Might a Pregnancy or an STD affect your GOALS and DREAMS?

GOAL	PREGNANCY	STD or HIV
To have a happy family	<ul style="list-style-type: none"> • If a pregnancy is not wanted, it can be stressful • Teen parents are more likely to divorce • It may be hard to find a life partner who will accept your pregnancy or child with a previous partner 	<ul style="list-style-type: none"> • HIV can be stressful on families • STDs can cause stress and conflict between partners • STDs can cause couples to break up
To make my parents proud	<ul style="list-style-type: none"> • Parents may be disappointed if they got pregnant/got someone pregnant • Parents may be disappointed if they did not graduate high school or go to college 	<ul style="list-style-type: none"> • Parents would be disappointed if they got an STD • Parents would be afraid that their child would be sick or die
Fun and Adventure		
To have fun	With the responsibility of having children, teens often have to miss fun with their friends, parties, prom, etc.	STDs may cause symptoms that interfere with having fun—at least temporarily. Chronic illness or medication side effects (e.g., with HIV and treatment) can make you feel sick and not want to go out and have fun.
To be free	With the responsibility of having children, there is less freedom	Having HIV would require taking medicines for the rest of a person's life, and there would be worries about the cost, and health insurance.
To travel	Travel is more difficult and expensive with children	Some countries won't let in people with HIV
To have great sex	Teen parenthood often means less likely to get married. Married people report higher satisfaction with their sex lives, and have sex more often, than unmarried people.	An STD (like genital herpes sores or warts) can interfere with sex and be contagious. Having HIV may mean having to use condoms or abstain your whole life, even if you find your "true love"

¹⁰ National Campaign to Prevent Teen Pregnancy. Teen Pregnancy: Not Just Another Single Issue. Washington, DC: November, 2002.

BIG DECISIONS™**STUDENT WORKSHEET for ACTIVITY 8.3**
STORY 1: Joe and Crystal

Joe and Crystal have been going out for two months, and they first started having sex about 2 weeks ago. Joe used a condom at first, but later he would just “pull out”. Joe and Crystal don’t really talk to each other about sex or protection. Joe just wants to have fun, but lately Crystal seems like she wants to change their relationship. She is always wanting to talk.

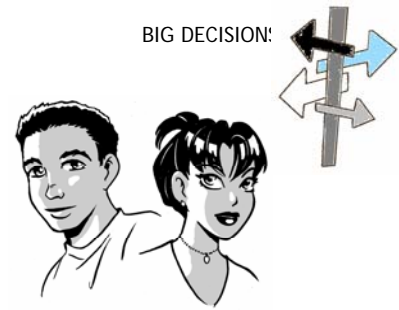
Yesterday, Joe noticed that, when he peed, he felt a kind of burning in the tip of his penis. A small amount of cloudy liquid drips out of his urethra, and there is a yellowish stain on the front his underwear. He has never had anything like this before.

Joe went to the Health Department clinic, where they did a test, and gave him a shot and some medicine by mouth. When he called the clinic for the results of the tests, the nurse told him that the test showed he had Chlamydia. She reminded him that he must talk with all his recent partners because they need to be tested and treated, too. Also, he must not have sex for at least 7 days, and not until all his partners are treated.

- A. Questions for male students: How do you think Joe might feel about having this infection? How would he feel about having to talk to Crystal about it?

- B. Questions for female students: When Crystal learns about Joe’s infection, how do you think she will feel? What do you think she would say and do?

- C. Questions for all students: What could Joe and Crystal have done to prevent this situation? What is the most effective way to avoid STDs?

BIG DECISIONS™**STUDENT WORKSHEET for ACTIVITY 8.3**
STORY 2: Angela and Terrence

Angela had admired Terrence for a long time, and she felt so wonderful when he finally asked her out. Angela feels really lucky to have such a popular boyfriend. Terrence is not sure how he feels about Angela, though. There is another girl who he likes a lot, too. Angela and Terrence have had sex a few times—but only once or twice without a condom.

Last week, Angela got up her courage and made an appointment at the Health Department clinic to get on the pill or the shot. At her appointment today, everyone at the clinic was nice and helpful. In the examination room, the nurse tells Angela that her pregnancy test was positive—that she is pregnant. The nurse asks Angela how she is feeling, and asks about her thoughts and plans.

- A. Question for female students: How do you think Angela might feel about this news? How would she feel about talking to Terrence about it?
- B. Question for male students: When Terrence learns about Angela's pregnancy, how do you think he will feel? What do you think he would say and do?
- C. Question for all students: What could Angela and Terrence have done to prevent this situation? What is the most effective way to prevent pregnancy?