

JOINT TRAINING FOR YOUTHS AND MOTHERS - ILLNESS PHASE
(HRA PROJECT)

SESSION 15: HOW CAN MOTHERS ENCOURAGE SAFER SEX?

(Day 8, Morning. This session is two hours in length.)

OBJECTIVES:

1. Youths and mothers will increase their knowledge of STDs and HIV.
2. Youths and mothers will be more able to talk about sex together.
3. Youths will be more motivated to seek responsible and mutually caring sexual relationships.
4. Mothers will be supportive of caring relationships for their teenagers.
5. Youths and mothers will increase their skills in problem solving risky situations.

RATIONALE:

There is evidence in other areas of concern to teenagers that parental involvement can support or hinder positive goals and behaviors. Therefore we are trying to create a workshop situation in which mothers and youths can work together on responsible sexual goals and problem solving risky situations. Identifying risky situations in an of itself is useful in anticipating and preparing for dangers that lead to infection and unwanted pregnancies. Social problem solving has been demonstrated to be a powerful tool in dealing with difficult interpersonal issues. Focusing on collaborative problem is the strategy we have used.

As it is known that talking about sex can be uncomfortable for both the parent and the youth, one of the first tasks is to deal with that barrier. The strategy developed here is to confront the discomfort and then move on to talking about a sexual concern that is not highly anxiety provoking. After that, more difficult topics are raised in the joint problem solving exercise.

PROCEDURES:

1. Introduce the participants, the topic, and the procedures. Review between session goals. Do a lottery. (15 minutes)
2. Review the Self-Test on STDs and HIV, answering questions and clarifying. (10 minutes)
3. Do a panel presentation and discussion on why mothers and teenagers find it hard to talk about sex. (20 minutes)

4. Identify the advantages of a responsible and mutually caring relationship and role play a mother helping a daughter decide on a boyfriend. (15 minutes)
5. Have participants select risky situations to work on and then have them problem solve a few of them. (50 minutes)
6. End with incomplete sentences and giving appreciation. (10 minutes)

MATERIALS:

Strokes

Lottery tickets

Family lottery prize

Newsprint and marking pens

Handout on Responsible and Mutually Caring Sexual Relationship

Handout on Risky Situations

Handout on Problem Solving

HIV/AIDS self-test and information resource list

Exercise 1: What Happened Between Sessions?
(15 minutes)

[The purposes of this exercise are to create a comfortable environment and reinforce taking steps in the real world. Positive introductions, review of between-session tasks, and a lottery are used.]

Welcome back.

I am glad to see you here, on time, and ready to go.

Let's start off with a lottery.

■PASS OUT LOTTERY TICKETS TO EACH FAMILY. HAVE THEM WRITE THE FAMILY NAME ON IT. COLLECT THE TICKETS, MIX THEM UP, DRAW A WINNER, AND GIVE OUT THE PRIZE.

Please tell us your name and one thing you like about your family.

For example, a boy might say, "My name is Frank, and I like my family's being very close."

I'll start it off.

My name is _____, and I like the fact that my family is _____.

■HAVE THE PARTICIPANTS STATE THEIR NAMES AND ONE THING THEY LIKE ABOUT THEIR FAMILY.

That was very good.

Here are your Strokes for this morning.

■GIVE OUT 20 STROKES TO EACH PERSON.

Give out Strokes to tell other people that you liked their contributions to the workshop.

Remember that this is our last morning together; so, give out lots of Strokes.

There were a couple of tasks that you were going to do between-sessions.

One of them was to take the self-test on STDs and HIV.

In a few minutes we will go over that.

Everyone had another goal to achieve.

If the mothers will move to one corner of the room and the teenagers to the other corner, we will check out how you did.

■HAVE THE MOTHERS AND YOUTHS MOVE TO DIFFERENT CORNERS OF THE ROOM AND REVIEW GOALS. COACH ON HOW TO OVERCOME BARRIERS TO REACHING THE GOALS IF NECESSARY.

Tell us how you did.

■GIVE OUT STROKES AS PARTICIPANTS DESCRIBE SUCCESSFUL GOAL ATTAINMENT.

■BRING EVERYONE BACK TOGETHER.

Last time the mothers reviewed custody plans while the teenagers went over safer sex.

Today's session continues the focus on safer sex.

One important thing we started was learning about STDs - sexually transmitted diseases and HIV.

The self-test that we gave out is a good way to learn about them.

Exercise 2: What Was Confusing About the Self-test?
(10 minutes)

[The purpose of this exercise is to increase knowledge and understanding of HIV and STDs. Answering questions about the self-test is the approach.]

Youths and mothers were to go over the Self-test together, taking a guess at the questions and then checking out your guesses by looking up the correct answers.

Did everyone bring their self-test with them?

■PASS OUT NEW SELF-TESTS TO THOSE WHO DID NOT BRING THEIR SELF-TEST WITH THEM.

Do you have questions that came up or places where something wasn't clear to you?

■ENCOURAGE QUESTIONS AND COMMENTS. ANSWERS QUESTIONS AS BEST YOU CAN. IF YOU CAN'T ANSWER A QUESTION, INDICATE YOU WILL FIND OUT AND TELL THEM AFTER LUNCH. DURING LUNCH CHECK WITH A RESOURCE PERSON. GIVE OUT STROKES FOR QUESTIONS.

■IF NO ONE ASKS A QUESTION, BE PREPARED TO RAISE A FEW YOU THINK MIGHT BE INTERESTING AND ASK THEM. FOR EXAMPLE:

1. WHAT DOES A CONDOM DO THAT MAKES IT EFFECTIVE? (# 13)
2. IS A WOMAN MORE LIKELY TO GET INFECTED BY A MAN THAN A MAN BY A WOMAN? (# 12)

I hope everyone is clear about STDs and HIV.

Next we want to look at why it is hard for a mother and her teenagers to talk about sex together.

Exercise 3: Why Is Talking About Sex Together Difficult?
(20 minutes)

[The purpose of this exercise is to increase the comfort in teenagers and mothers talking to each other about sex. Listing barriers, presenting them on a panel, and thinking of ways to make things easier is the approach employed.]

Everybody knows that it is often difficult for a teenager and mother to talk about sex.

Teenagers are having sex at an earlier age than ever before, but at the same time the price for unprotected sex has become very high.

STDs, HIV, AIDS, and death is one price.

Unwanted pregnancies which can change one's whole life for the worse is another price to pay.

Both teenagers and mothers are more and more worried.

Being able to talk about these things can help.

Let's see if we can find out what causes the barriers.

For a few minutes I want the mothers and teenagers to work separately.

First, pick two people who will represent you on a panel discussion.

Second, teenagers, make a list on newsprint of why teenagers are uncomfortable talking to their mothers about sex.

Mothers, you make a list of why mothers are uncomfortable talking to their children about sex.

You have five minutes to make your lists, so work quickly.

■HAVE THE MOTHERS AND TEENAGERS WORK SEPARATELY. A FACILITATOR GOES WITH EACH GROUP. PROMPT TO GET AT FEELINGS:

"I WOULD FEEL EMBARRASSED TO TALK ABOUT MY OWN SEXUAL EXPERIENCES."

"I DON'T WANT TO FEEL STUPID BECAUSE MY KIDS KNOW MORE THAN I DO."

"I WOULD BE AFRAID MY MOTHER WOULD DISAPPROVE OF WHAT I DO."

"I WOULD FEEL ANGRY IF I KNEW MY DAUGHTER WAS DOING THAT."

AFTER FIVE MINUTES, BRING THEM BACK TOGETHER.

■SET THE ROOM UP WITH FOUR CHAIRS FACING THE GROUP.

Would the two representatives from each group please bring your lists and sit in these chairs?

We are going to have a panel discussion on why mothers and teenagers are uncomfortable talking about sex together.

■HAVE THE REPRESENTATIVES SIT IN THE FOUR CHAIRS.

Let's start with the teenage members of the panel telling us why teenagers are uncomfortable talking about sex with their mothers.

Keep your presentations to about two minutes.

■HAVE THE TEENAGERS PRESENT. GIVE OUT STROKES TO THE PRESENTERS.

Now what did the mothers come up with on why mothers are uncomfortable?

■HAVE THE MOTHERS PRESENT. GIVE OUT STROKES TO THE PRESENTERS.

Do the panelists have questions for each other?

■ENCOURAGE THE PANELISTS TO TALK TO EACH OTHER. AFTER
A FEW MINUTES, OPEN THE DISCUSSION UP TO THE GROUP.

Does the audience have questions of the panelists?

■ENCOURAGE QUESTIONS FROM THE AUDIENCE.

How could the discomfort related to talking about sex be reduced?

■ENCOURAGE RESPONSES AND DISCUSSION.

That was very good.

Next we want to return to the idea of having a responsible and mutually caring sexual relationship.

Exercise 4: How Do We Talk About A Caring Relationship?
(15 minutes)

[The purpose of this exercise is to increase communication between teenagers and mothers on caring relationships. A review of what a caring relationship contains and a role play are used.]

In the session on safer sex with the teenagers we introduced the idea that having a responsible and mutually caring sexual relationship was one of the best ways to make sure safer sex was practiced.

Here are some ideas about what is found and is not found in a caring relationship.

■HAND OUT "IDEAS ABOUT THE CARING RELATIONSHIP"

IDEAS ABOUT THE CARING RELATIONSHIP

IS FOUND IN A RESPONSIBLE AND MUTUALLY CARING RELATIONSHIP:

THE COUPLE GIVES TO AND RECEIVES PLEASURE FROM EACH OTHER
EACH PERSON FREELY CHOOSES WHETHER TO ENGAGE IN SEX
NEITHER PERSON PRESSURES THE OTHER PERSON TO HAVE SEX
THEY DO NOT TAKE ADVANTAGE OF EACH OTHER
THEY PREVENT BECOMING PREGNANT DURING THE TEENAGE YEARS
THEY PROTECT EACH OTHER FROM STDS AND HIV
THEY SUPPORT EACH OTHER IN ACHIEVING GOALS

IS NOT FOUND IN A RESPONSIBLE AND MUTUALLY CARING RELATIONSHIP:

UNPLEASANT AND BORING SEX
FORCING EACH OTHER TO HAVE SEX
TAKING ADVANTAGE AND MANIPULATING EACH OTHER
HAVING CHILDREN TOO SOON
GIVING EACH OTHER DISEASES

A LACK OF ROMANCE

NOT SUPPORTING EACH OTHER

These are just ideas.

Would you add something on?

How would you change them?

■ENCOURAGE BRAINSTORMING.

Those are good ideas.

Now that we have some notion of what a good relationship is, let's do a little role play.

I would like a daughter to volunteer to play the mother and a mother to volunteer to play the daughter.

Who will do it?

■SELECT THE VOLUNTEERS. DO NOT HAVE THEM FROM THE SAME FAMILY. HAVE THEM SIT IN THE MIDDLE OF A CIRCLE OF THE OTHER PARTICIPANTS. GIVE INSTRUCTIONS.

(TO THE "DAUGHTER") - You are not sure about Ben - the boy you are dating.

He seems very nice, but he is always pressuring you to have sex.

He just wants to hop in bed and do it without any tenderness.

You don't think your mother likes him.

Your task is to find out what she thinks of him.

(TO THE "MOTHER") - Your daughter has a new boyfriend - Ben.

You don't know much about him, but he appears polite.

A friend of yours - another mother - told you she heard that Ben had got two different girls pregnant.

Your task is to help your daughter explore whether this is a responsible and mutually caring relationship.

Are there any questions about the instructions?

**■ANSWER QUESTIONS ABOUT THE INSTRUCTIONS. TELL THE
ROLE PLAYERS THAT THEY CAN MAKE UP WHAT THEY DON'T
KNOW.**

The rest of us will be observers.

■GIVE A TASK TO EACH SIDE OF THE ROOM.

Everyone on this side of the room pay attention to eye contact and facial expressions.

Everyone on this side of the room pay attention to gestures.

Everyone on this side of the room pay attention to posture.

Everyone on this side of the room pay attention to the feelings expressed.

Go ahead and do the role play.

**■AFTER SEVEN MINUTES, STOP THE ROLE PLAY, GIVE OUT
STROKES TO THE PLAYERS AND OBTAIN FEEDBACK.**

That was great - it was a difficult topic.

Let's get some feedback.

(TO THE PERSON PLAYING THE MOTHER) - Please tell us how you felt, what one thing you liked that you did, and what one thing would you change.

■OBTAIN FEEDBACK.

(TO THE PERSON PLAYING THE DAUGHTER) - How did you feel during the role play, what one thing that the mother did impressed you, and what would you have done differently if you had played the mother?

■OBTAIN FEEDBACK.

Let's hear from the observers.

I want to keep the focus on the mother.

What one thing did she do which you liked and what one thing would you have done differently?

■OBTAIN FEEDBACK.

What did you learn from this role play?

■ENCOURAGE DISCUSSION.

A relationship where mutual caring does not exist is a risky situation.

Now we want to look at some other risky situations and use problem solving on them.

Exercise 5: How Can We Deal with Risky Situations?
(50 minutes)

[The purposes of this exercise are to review problem solving, to determine which risky situations most need attention, to increase mother-teenager communication and to increase problem solving skills. Reminders on how to problem solve, voting on risky situations, and applying problem solving are used.]

We have pointed out before that there are a series of steps which have been found to work when trying to solve a problem.

Following these steps makes decisions better and easier.

■HAND OUT THE COMPLETE PROBLEM SOLVING STEPS AND QUICKLY REVIEW THEM.

THE COMPLETE STEPS IN PROBLEM SOLVING

1. GET READY.
2. DEFINE THE PROBLEM.
3. GET INFORMATION ON THE PROBLEM.
4. FIGURE OUT THE GOAL.
5. LIST ACTIONS YOU MIGHT TAKE.
6. JUDGE THE POSSIBLE ACTIONS.

7. DECIDE ON A COURSE OF ACTION.

8. DO IT!

9. REVIEW IT.

THE PROBE SYSTEM

P = PROBLEM. WHAT IS IT?

R = RESULTS. WHAT RESULTS DO YOU WANT?

O = OPTIONS. WHAT ARE THE CHOICES YOU HAVE?

B = BEST. WHAT IS THE BEST OPTION?

E = ENACT. TRY IT AND REVIEW IT

Before we have taken other kinds of problems and worked on them, using these steps.

Now we want to prepare for what happens out there in the real world by identifying some risky situations and practice problem solving them.

Risky situations are ones that can lead to a teenager having sex when she or he doesn't want to or having unprotected sex.

We can't work on all of the risky situations.

Therefore we want you to pick the two most important ones.

Here is a partial list of risky situations.

Please take a look at it.

■HAND OUT THE LIST OF RISKY SITUATIONS.

RISKY SITUATIONS

1. A TEENAGE COUPLE IS AT A PARTY WHERE MOST PEOPLE HAVE PAIRED UP AND ARE HAVING SEX.
2. THE TEENAGER FEELS VERY LONELY AND WISHES SHE OR HE HAD A PARTNER.
3. SHE IS GOING WITH A MAN TEN YEARS OLDER WHO HAS LOTS OF MONEY AND GIVES HER MANY GIFTS. HE WANTS SEX IN RETURN.
4. A TEENAGE COUPLE IS AT A PARTY WHERE EVERYONE IS SMOKING CRACK AND FEELING SEXY.
5. HER BOYFRIEND HAS THREATENED TO LEAVE HER IF SHE INSISTS ON USING A CONDOM.
6. THE TEENAGER HAD A BIG FIGHT WITH HER OR HIS PARTNER.
7. THE TEENAGER HAD A BIG FIGHT WITH HER OR HIS MOTHER.
8. THE TEENAGER FOUND OUT HER OR HIS PARTNER WAS CHEATING.
9. THE PARENTS DON'T LIKE THE PERSON THE TEENAGER IS SEEING.
10. THE TEENAGE COUPLE HAS BEEN FOOLING AROUND AND ARE NOW VERY SEXUALLY EXCITED.
11. ALL THE GUYS ARE PRESSURING THE BOY TO SCORE AS OFTEN AS POSSIBLE.
- 12.
- 13.
- 14.
- 15.

In your small groups see if you want to add any risky situations to the list.

Then I'm going to ask you to select two situations that your team will try to problem solve.

■DIVIDE THE GROUP IN TO THREE SMALL TEAMS. A FACILITATOR GOES WITH EACH TEAM. KEEP MOTHERS AND TEENAGERS FROM THE SAME FAMILY TOGETHER. ONE WAY IS TO HAVE THREE FAMILIES PER TEAM.

Can you think of risky situations we should add to this list?

■ENCOURAGE ADDITIONAL RISKY SITUATIONS. WRITE THEM ON NEWSPRINT. FIRST, SEE IF WITH A LITTLE MODIFICATION, THEY FIT IN WITH SOME OF THOSE ON THE LIST. SECOND, CLARIFY TO MAKE SURE EVERYONE UNDERSTANDS THE NEW SITUATION. ADD NEW RISKY SITUATIONS. GIVE EACH ONE A NUMBER, CONTINUING ON WITH THE LIST.

Now we have a list of risky situations.

What do you think of this list?

Which risky situations are really important and which ones aren't a big deal?

■ENCOURAGE DISCUSSION OF THE LIST. YOU WANT TO GIVE TEAM MEMBERS A CHANCE TO INFLUENCE OTHERS TO SELECT CERTAIN ITEMS WHEN THE TEAM MAKES A DECISION.

Look at the list carefully and pick out the two risky situations that you want us to work on.

■ALLOW A FEW MINUTES TO MAKE SELECTIONS.

How many people want the first one?

■CONTINUE DOWN THE LIST UNTIL EVERYONE'S SUGGESTION HAS BEEN RECORDED.

According to what we just did the two situations we will be solving are _____ and _____.

Is everyone OK with that?

■TRY TO OBTAIN CONSENSUS.

Now begin using a problem solving approach on the risky situation.

Define the problem.

What is the goal or result that is wanted?

If you want more information, make it up.

What are the different actions that could be taken?

Make sure you have at least three alternatives, options, or choices.

Discuss the advantages and disadvantages of each option.

What would the consequences be if the teenager chose to do that option?

Decide what the teenager should do and figure out how she or he is going to do it.

But the bottom line is to have thought carefully about the problem and to have chosen a wise solution out of three or four possible ones.

After fifteen minutes we will ask the teams to come back together and tell us what they came up with.

■A FACILITATOR GOES WITH EACH TEAM. DURING THE FIRST PROBLEM SOLVING EXERCISE, COACH AS MUCH AS IS

NECESSARY TO HELP THE TEAM HIT ALL THE CRUCIAL STEPS.
HAVE THEM STOP AFTER FIFTEEN MINUTES.

■IF A TEAM IS NOT FINISHED AFTER 15 MINUTES, LET THEM CONTINUE. COMPLETING ALL THE PROBLEM STEPS IS IMPORTANT. HAVE TEAMS THAT FINISHED, START ON THE SECOND PROBLEM. COMBINE REPORTING ON WHAT THEY DID AT A LATER TIME IN THE EXERCISE.

First let's have one team give us a description of the situation, the problem, the options, which one you chose and why.

■SELECT A TEAM TO START. HAVE THEM PRESENT AND THEN ASK OTHER TEAMS WHAT THEY LIKED ABOUT THE PRESENTATION.

That was very good.

■GIVE OUT "THANKS."

Now I'd like to know what the other teams did.

■HAVE TEAMS SHARE THEIR APPROACH TO THE RISKY SITUATIONS THEY SELECTED. REINFORCE FOLLOWING THE PROBLEM SOLVING STEPS. PROVIDE FEEDBACK ON WHERE A TEAM DID NOT DO PROBLEM SOLVING OR WHERE A TEAM WAS CONFUSED.

Thank you for sharing your solutions.

Were there any difficulties in doing problem solving that we should be aware of?

■ENCOURAGE SHARING. COACH AROUND ANY DIFFICULTIES THAT CAME UP.

Now we will move on to a second problem.

Go back to your teams and work on the second risky situation.

You have fifteen minutes.

Then we will hear how you did.

**■ALLOW FIFTEEN MINUTES FOR PROBLEM SOLVING. THEN
BRING THE TEAMS TOGETHER FOR SHARING.**

What was the second situation that you worked on and what did you decide to do?

**■HAVE EACH TEAM SHARE WHAT THEY DID. COACH AND BE
SUPPORTIVE OF GOOD PROBLEM SOLVING.**

It sounded to me like you have a sense of what risky situations to expect and have some ideas how to deal with them.

Exercise 6: What's Next?
(10 minutes)

[The purposes of this exercise are to increase self-esteem, introduce the next session, and build group cohesion. Finishing incomplete sentences and group appreciation are used.]

We are at the end of the morning session.

I sincerely hope you are a little more committed to taking care of yourself, avoiding sexual infections and unwanted sex, and building mutually caring relationships.

Before we go around and show appreciation to each other I would like you to each take a turn at completing the sentence that I read to you.

As soon as I stop, complete the sentence.

We want these responses to be the first thing that comes into your mind.

If you take a long time to respond, we will know that you are screening out what you really think.

I will read the sentence and stop.

You respond immediately.

Here we go.

■ ONE AT A TIME READ AN INCOMPLETE SENTENCE TO EACH PERSON IN THE WORKSHOP. HAVE THEM RESPOND. THEN MOVE ON TO THE NEXT PERSON. MAKE THE EXERCISE FUN AND LIGHT. THE INCOMPLETE SENTENCES ARE AS FOLLOWS:

INCOMPLETE SENTENCES

1. IF I COULD HAVE ONE WISH, IT WOULD BE.....
2. I'M HAPPIEST WHEN I.....
3. I FEEL MOST IMPORTANT WHEN I.....

4. A FANTASY I ENJOY IS.....
5. I FEEL BRAVE WHEN.....
6. I LOVE TO.....
7. I SEE MYSELF AS.....
8. SOMETHING I DO WELL IS.....
9. MY GREATEST ASSET IS.....
10. THE BEST THING ABOUT BEING ME IS.....
11. I NEED.....
12. I WONDER ABOUT.....
13. I DO MY BEST WORK WHEN.....
14. PEOPLE LIKE ME BECAUSE.....
15. I LIKE IT WHEN SOMEBODY SAYS TO ME.....
16. I LIKE PEOPLE WHO.....
17. THE THING THAT MAKES ME A GOOD FRIEND IS.....
18. SOMETHING I DO WELL IS.....
19. I AM PROUD THAT I.....
20. MY GREATEST STRENGTH IS.....
21. I FEEL BIG WHEN.....
24. PEOPLE CAN'T MAKE ME.....
25. I HAVE THE POWER TO.....
26. PEOPLE SEEM TO RESPECT ME WHEN I.....
27. I'M NOT AFRAID TO.....
28. I HAVE ACCOMPLISHED.....
29. IF I WANT TO, I CAN.....

30. I GET PRAISE FROM OTHER PEOPLE WHEN I....

That was great! Thank you.

Now let's end this morning's session by giving appreciation to each other.

Let people know that you liked what they did or said, liked their style, their presence or anything else about them.

■ENCOURAGE GIVING APPRECIATION TO EACH OTHER. MODEL THE BEHAVIOR THROUGH GIVING OUT STROKES, GESTURES AND VERBAL PRAISE.

It is time for lunch.

I look forward to seeing you then.

It will be the last session together.

END OF THE SESSION WITH MOTHERS AND YOUTHS ON SAFER SEX

IDEAS ABOUT THE CARING RELATIONSHIP

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