

**Do I or Don't I?
A Lesson in Making Healthy Sexual Choices**

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Disclaimer: The findings and conclusions in this report are those of the authors and do not necessarily represent the official position of the Centers for Disease Control and Prevention.

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Summary

This lesson is designed for a middle or high school biology class. Students are presented with scenarios in which choices about sexual health must be made. The lesson is designed to give students some practice in making choices that will influence their future sexual health. In doing so, it is hoped students will gain knowledge about the consequences of their choices and be empowered to make the healthiest choice possible.

Note: Depending on school district policies regarding sex education, teachers may want to seek support of their administrator before beginning this lesson. Since teen sexual health is a sensitive topic, it is suggested that this lesson be used when good rapport with students has been established. This lesson is designed as a concluding activity for any reproductive unit where the basic structure and function of the male and female anatomies, as well as STIs, have been previously covered. Teachers may find that students need to talk about personal sexual experiences, therefore teachers may want to alert their school's counseling department ahead of time or refer students to a counselor as necessary.

Learning Outcomes

- Students will be able to safely explore the consequences of their sexual health choices.
- Students will be able to identify how sexual health choices made while they are teenagers can affect them for the rest of their lives.
- Students will be empowered with knowledge to make healthy sexual choices.
- Students will be able to analyze how their sexual health choices affect aspects of their overall health (considering physical, mental, emotional, social, and spiritual health).

Materials

1. One piece of blank paper and a writing instrument for each student
2. One chalkboard or whiteboard with appropriate writing tools
3. Copies of each scripted scenario — two per group
4. Two rubber gloves and scissors
5. Copies of Pre-test: What Would Teens Do? — one per student)
6. Copies of Post-test: What Would Teens Do? — one per student)

Total Duration: 2 hours

Procedures

Teacher Preparation

Make one copy for each student of the Pre-test: What Would Teens Do? (Introduction) and Post-test: What Should Teens Do? Cut the thumb off of one rubber glove. Remember to save the thumb for use in the **Conclusion**. Set up the classroom to allow for discussion (move desks/tables as needed). The teacher should assign character roles for scenarios in advance or select volunteers at time of discussion for role playing. The teacher should make two copies of scripted scenarios for use in **Step 2**. Additional copies may be made later if needed.

Introduction

Duration: 20 minutes

Step 1

Give students ten minutes or so to complete the Pre-test: What Would Teens Do? anonymously. The teacher will collect papers when students are done. The teacher can read over student responses to get some sense of student behaviors prior to the lesson. This pre-test will be modified slightly to be given later as a post-test in order to see how decision-making practice may have impacted student responses.

The teacher should distribute one piece of blank paper to each student and request they each retrieve a writing instrument. The teacher should instruct each student to trace one hand onto the paper and set aside for later. As students are working for about three minutes, the teacher should explain that today's class will consist of something a little different than the usual. The teacher can support this claim recapping the class's efforts to cover the reproductive system and STIs together as a sensitive topic and remind students to remain mature and respectful, as today the teacher wishes to conduct an open and safe classroom discussion.

When students have completed tracing hands the teacher will continue by asking, "What does health mean?" The teacher should accept all possible answers and write student responses on the board. Answers from students will vary but generally focus on aspects of physical health such as; "not being sick," "freedom from disease," and "feeling good about oneself." After two to three minutes of student answers, the teacher can either ask students what these definitions have in common or identify to students that the common answers center on physical health.

The teacher should then ask, "What are other factors that involve health?" Through guidance, students should be able to identify five overall aspects of health to consider physical, mental, emotional, social, and spiritual.

Activity: The teacher should ask students to retrieve the traced copy of their hand to use as a model of the five overall aspects of health. The teacher should write on the board the following aspects of health and demonstrate them with the hand-signals indicated.

PHYSICAL — Thumb (Feeling good? Thumbs up!)

MENTAL — Index finger (thought processes – tap your temple with index finger)

EMOTIONAL — Middle finger (how we feel)

SOCIAL — Ring finger (wedding ring common expression of marital status)

SPIRITUAL — Pinky finger (to represent our belief systems)

The teacher should direct students to label each finger on their traced hands appropriately and identify three examples of good health practices for each. Some examples may include the following:

PHYSICAL — Exercise, nutrition, healthy BMI, hygiene, etc.

MENTAL — Study time, thought processes, decision-making, etc.

EMOTIONAL — Happy, sad, mad, jealous, depressed, etc.

SOCIAL — Relationships with parents, siblings, friends, peers, etc.

SPIRITUAL — Religion, morals, values, belief systems, etc.

Web Resource

Title: Choosing the Best

URL: <http://www.choosingthebest.org/>

Description: This is an abstinence-based sexual education curriculum. It empowers students to form healthy, positive relationships through real-life teen stories and role-play. The hand model for the five aspects of health is adapted from this site.

Supplemental Document

Title: Pre-test: What Would Teens Do?

Description: This document has twelve yes or no questions asking what would teens do when confronting sexual choices.

Step 2: Role Playing

Duration: 1 hour

In this step, the teacher should expand upon the concept for five aspects of health in reference to sexual activity. The teacher might change direction of the overall health discussion to sexual activity by asking, “Could a sexual relationship affect all five aspects of health? If so, how?”

The teacher should work to guide the student discussion toward choices. Engaging in sexual activity is a choice for teens, but not the only choice. When is the right time to make those choices? Is it better to choose from the backseat of a car or before you even leave your house to go on a date or to a party?

The teacher should explain to students the goal of this sensitive discussion should be a safe opportunity to discuss that pivotal moment when critical choices are made. The **Do I or Don't I? Scenarios — Student Version** will be provided to students to enable discussion and comments. This handout has five scripts with different scenarios between mother and daughter; guy and girl; girl and girl; guy and guy; and father and son. All five scripts are designed to present a situation where one main character reaches a pivotal moment where a choice must be made. At the pivotal moment for **Do I or Don't I?** (as instructed per each script), the teacher should *freeze the frame* and open class discussion about the possible choices the character could take, *as well as* the possible outcome(s) for making that particular choice. This discussion is initiated by the question following each script on the **Do I or Don't I? Scenarios — Teacher Version** document. The teacher should probe students for ideas until all five aspects of health are considered in their comments.

Reflection:

The teacher should plan to complete at least two scripts then wrap up the class discussion emphasizing the concepts of making positive choices for sexual health and identifying how those choices affect our overall health and future. It is recommended at this time to provide students a moment to decompress. It is possible that some students may have personally experienced one or more of the scenarios presented and are processing uncomfortable emotions. The teacher may assign a journal assignment to express those feelings on paper. Regardless, it is important the teacher provide an opportunity for students to reflect before being dismissed.

Day Two: The teacher should remind students the need for decorum during classroom discussion and proceed with remaining role playing scripts. The teacher should direct the class discussion with the same intention as the previous day to emphasize the importance of identifying the pivotal moment (*freeze the frame*) when a choice is to be made. Each choice has effects that can enhance or inhibit future goals and sexual health.

Supplemental Documents

Title: Do I or Don't I? Scenarios — Teacher Version

Description: These scenarios can be used in a variety of ways to suit the classroom teacher's needs. Each scenario has a **Tip for Teacher** to explain the choice that each scenario represents. There is a teacher copy and a student copy in the **supplemental documents** section.

Title: Do I or Don't I? Scenarios — Student Version

Description: These scenarios do not contain Tips for Teacher.

Reflection: The teacher may consider another time for reflection upon completion of the role-playing scenarios.

Step 3 (Like — Love)**Duration: 25 minutes**

When the last scenario is complete, the teacher could invite students to offer any further scenarios to role play for practice. The goal of the teacher is to continue to reinforce the concept of healthy choices mean healthy results and practicing those pivotal moments (the *freeze the frame* moments) are *crucial* to handling them in real life.

The teacher should change direction of the classroom discussion to **when** making those sexual choices in a relationship would be appropriate. To facilitate, the teacher should draw a line down the middle of the board with **Like** on one side and **Love** on the other. The teacher should ask students what feelings they experience when they like someone and write their responses under the **Like** column on the board. Student answers will vary. Some examples are: butterflies in the stomach, excited when they call or text, nervousness, blushing, a spark. The teacher should acknowledge these feelings are real and good; that everyone experiences these feelings when they meet someone and are attracted to that person.

The teacher should then ask students if they have ever been in love or thought they were in love. Student answers will vary but a general consensus should be established that high school students have not yet experienced such an intense relationship. The teacher should ask students to describe the qualities of a love relationship then write

those responses under the **Love** column on the board. Student answers will vary. Some examples are:

- Honesty
- Respect
- Loyalty
- Trust
- Commitment

The teacher may question students if those characteristics can be found within a **like** relationship. Most students may agree yes, but not to the level of a **love** relationship. It is important that the teacher point out that honesty and respect are basic human expectations from others, which is why some may feel they are already in a **love** relationship. It is the judgment of each individual, thus the need for individual recognition in order to make healthy sexual choices.

After characteristics of both **like** and **love** relationships have been listed and discussed, the teacher should ask students where sex plays a role in both of these relationships. In the **love** relationship, the teacher should write **sex** the same size as the other qualities. In the **like** relationship, the teacher should write **SEX** in large letters over the top of all the other qualities. This is a visual for students to discuss the role of sex in both of these relationships. In a **love** relationship, sex is one aspect, no more important than the others. In a **like** relationship, sex becomes the primary focus of a relationship.

The teacher should direct the discussion toward helping students identify appropriate behaviors with the idea of choosing abstinence while involved in a **like** relationship. For example, after dating two weeks and the attraction is strong, would that truly be a **love** relationship? What emotions could a student experience upon the break-up of a sexually involved **like** relationship? What are some healthy boundaries for sexual behavior within a **like** relationship? Holding hands? Kissing?

Alternative Date Ideas

The teacher should redirect students through a discussion of choices and behavior within a **like** relationship. The students should be able to offer ideas for dating that would remove any sexual pressure. For example, instead of going to another's home while the parents are away, a couple could enjoy a picnic in the park, go to a movie, or play miniature golf. The teacher should accept all responses and encourage creativity for dating addressing options that are cost-friendly, accessible, non-threatening, and fun.

Conclusion: Hand Model with Latex Gloves

Duration: 15 minutes

The teacher will conclude the lesson by returning to the hand model for the five aspects of health used in the introduction as a review opportunity. As an added visual and strong concluding image, the teacher should retrieve the one latex glove and the thumb of the other latex glove. Ask students which aspects of health a condom would protect. The teacher should take the thumb of the latex glove and cover his thumb as a visual reminder that while condoms may protect one physically; however, the mental, emotional, social, and spiritual aspects of health remain exposed. The teacher should remove the thumb portion of the glove then put on the other latex glove in its entirety. The teacher should ask the students which aspects of health the choice of abstinence would protect, while the glove covering the entire hand shows protection of all aspects of health.

The teacher should end the lesson by giving the Post-test: What Should Teens Do?

Supplemental Document

Title: Post-test: What Should Teens Do?

Description: This document has twelve yes or no questions asking what should teens do when confronting sexual choices.

Assessment

The teacher will evaluate the lesson by giving the Post-test: What Should Teens Do? in the conclusion. The post-test is not intended to be scored for a grade, but instead to see how the lesson has hopefully changed student responses. Again, the goal of the lesson is for students to see how their decision-making in their teen years can impact their health.

Modifications

Extensions

The discussion around teen sexual health may bring about more sensitive topics surrounding teen relationships and dating violence. The following resources are tools the teacher can use if the need arises.

Web Resources

Title: Choose Respect

URL: <http://www.chooserespect.org/scripts/index.asp>

Description: Choose respect is an initiative to help adolescents form healthy relationships to prevent dating abuse before it starts. This national effort is designed to motivate adolescents to challenge harmful beliefs about dating abuse and take steps to form respectful relationships. The teacher may want to direct students to this website if discussion brings about dating violence.

Title: Sexually Transmitted Diseases — Information from CDC

URL: <http://www.cdc.gov/std/default.htm>

Description: A thorough website containing information on sexually transmitted diseases. The site includes fact sheets, personal health questions, treatment guidelines, and surveillance and statistics, among many other resources.

Other Modifications

The Do I or Don't I scenarios can be used in a variety of ways. Some options are:

- The teacher can read the scenarios aloud instead of student role-playing. This might be an appropriate modification for middle school students
- The teacher could assign a scenario for discussion to each group of three to four students instead of role-playing (this may create a more comfortable setting) — The groups should share their thoughts with the class to foster class discussion

- The teacher could enlist the help from a drama team or club to perform the scenarios to ease discomfort of students in the class performing

The Do I or Don't I? Scenarios could be modified to suit students' needs. Or, the teacher may want to modify the scenarios in place. Alternative scenarios could include:

- Guy-Girl Scenario: To wear or not wear a condom
- Place a symbol next to one of the characters to represent an STD. Discussion could then take place around how the consequences of the character's choice may change knowing the character has an STD
- Four Guys Scenario: One of the guys could have a girlfriend and a *friend with benefits* (a girl he has sex with on the side); discussion could center around the consequences of his behavior and how it affects the health of his girlfriend

Education Standards

National Science Education Standards

Content Standards, 5–8

SCIENCE IN PERSONAL AND SOCIAL PERSPECTIVES, CONTENT STANDARD F
As a result of activities in grades 5–8, all students should develop understanding of

- **Personal health**
- Populations, resources, and environments
- Natural hazards
- **Risks and benefits**
- Science and technology in society

Content Standards, 9–12

SCIENCE IN PERSONAL AND SOCIAL PERSPECTIVES, CONTENT STANDARD F
As a result of activities in grades 9–12, all students should develop understanding of

- **Personal and community health**
- Population growth
- Natural resources
- Environmental quality
- **Natural and human-induced hazards**
- Science and technology in local, national and global challenges

Reference

1. Centers for Disease Control and Prevention. Sexually Transmitted Disease Surveillance, 2006. Atlanta, GA: U.S. Department of Health and Human Services, November 2007.

Pre-Test: What Would Teens Do?

Sherri Quinn and Kerri Watson, CDC's 2008 Science Ambassador Program

Directions: Please choose YES or NO.

- | | | |
|---|-----|----|
| 1. Would a girl go to her boyfriend's house alone knowing his parents were not home? | YES | NO |
| 2. Would a guy go to his girlfriend's house alone knowing her parents were not home? | YES | NO |
| 3. Would a girl engage in sexual behavior after dating two weeks? | YES | NO |
| 4. Would a guy engage in sexual behavior after dating two weeks? | YES | NO |
| 5. Would a girl engage in oral sex to avoid sexual intercourse? | YES | NO |
| 6. Would a guy have sex with a girl with whom he does not want a relationship? | YES | NO |
| 7. Would a girl go to a clinic for help if she were choosing to become sexually active? | YES | NO |
| 8. Would a guy go to a clinic for help if he were choosing to become sexually active? | YES | NO |
| 9. Would a girl go to a clinic if she thought she had an STI? | YES | NO |
| 10. Would a guy go to a clinic if he thought he had an STI? | YES | NO |
| 11. Would a girl have sex without a condom? | YES | NO |
| 12. Would a guy have sex without a condom? | YES | NO |

Do I or Don't I? Scenarios — Teacher Version

Sherri Quinn and Kerri Watson, CDC's 2008 Science Ambassador Program

Scenario One

Tips for Teacher: This scenario addresses the choice of a young woman to stay with her boyfriend at his house with no adult supervision and the outcomes of her decision.

Characters: Mother, Daughter, Boyfriend (he stands off to side until needed)

Scene description: First, mother and daughter at home; Second, daughter at boyfriend's house

Daughter: Mom? I'm off to _____'s (insert boy's name) house. I'll be back later!

Mom: Wait a second ... what are you going to do at _____'s house?

Daughter: Watch a movie.

Mom: Who else is home?

Daughter: His mom and dad and his siblings. Why?

Mom: Well, I just want to make sure you aren't alone. Things can happen when you are alone that I'm not sure you are ready for.

Daughter: Oh, mom. Stop it.

Mom: Well, I think it is important for you to know that it's NOT okay for you to be alone with a guy at this age. I feel that you are too young to be messing around. It can be hard to say no when you are in the heat of the moment. Do you understand?

Daughter: Yes, I understand mom. Don't worry! See you later.

(Heads to boyfriend's house. Knocks on the door.)

Boyfriend: Hi. Come on in.

Daughter: Hi. (Looks around.) Where are your parents?

Boyfriend: Oh, they went out. We've got the place to ourselves.

Daughter: (drawing it out) Okay. I thought they were going to be here.

Boyfriend: Well, I just want to spend some time alone with you. We never get alone time.

Daughter: I don't know. I don't think I should stay.

Boyfriend: Come on ... if you love me, you'll stay.

Freeze the Frame!

Question: Should she stay or should she go?

Scenario Two

Tips for Teacher: This scenario is between a guy and girl in which the girl needs to choose whether *to go to the backseat* and the possible outcomes of her choice. This discussion could be expanded to explore how she negotiates saying, "no." For example, how would she tell him no? What could she do to *diffuse* this situation?

Characters: Guy and girl

Scene description: Guy and girl on a date. They have been making out.

Guy: Maybe we can move this to the backseat?

Girl: Uh . . .

Freeze the Frame!

Question: Should she go to the backseat or not?

Scenario Three

Tips for Teacher: This scenario is between four girls in which three of the girls are sexually active and one is not. The girl who is not sexually active mentions that she heard Girl Three's boyfriend was at the clinic—possibly implying a STI.

Characters: Three sexually active girls, one not sexually active girl

Scene description: Talking at the lunchroom table

Girl One: So what did you guys do last weekend?

Girl Two: A lot!

Girl Three: I was at _____'s (insert boy's name) house. His parents were gone and we hooked up.

Girl Four: What do you mean?

Girl Two: I went to his house to watch a movie and we messed around. It was great. I think he really likes me.

Girl Three: Well, _____ (insert new boy's name) and I did it too. We do it all the time. I mean, what else is there to do?

Girl Four: Oh.

Girl One: Well my boyfriend was out of town, so no lovin' for me. (looks at Girl One) What about you?

Girl One: Well I heard that _____ (pick Girl Three's boyfriend's name) was at the clinic.

Freeze the Frame!

Question: Should Girl Three go to the clinic or not?

Scenario Four

Tips for Teacher: This scenario is between a group of guys bragging about their sexual encounters.

Characters: Three sexually active guys, one not sexually active guy

Scene description: Hanging out in the fitness center at school

Guy One: Man, that _____ (insert girl's name) is hot!

Guy Two: Yeah, and she puts out good, too.

Guy Three: Last year, she and I went out and we had a good time.

Guy Two: And what about _____ (insert new girl's name)? I hear she's easy. (direct to Guy One) Didn't you do her last fall?

Guy One: Yeah. She was okay, but I think she gets around. I like 'em fresh.

Guy Two: Yeah she does get around. (to Guy Four) What about you, dude?

Guy Four: Wait a minute, don't you get around too? You guys talk about these girls like something is wrong with them.

Guy Three: Yeah, but it's different for guys. You know how it is.

Freeze the Frame!

Question: Should *only* girls get a bad reputation for being sexually active or not?

Scenario Five

Tips for Teacher: This scenario is between a father and son. The parents are leaving for the weekend and the father is stating his expectations for his son while they are out of town.

Characters: Father and son

Scene description: Talking in son's room

Father: Your mom and I are leaving for the weekend.

Son: Okay.

Father: I want to make sure you know your mother and I expect that you won't have anyone over while we're gone. No friends, no girls, no parties. Got it? I expect the house will look just like we left it.

Son: (playing video game, not really paying attention) Okay.

Father: Hey, I mean it. Look at me, will you?

Son: (looks at dad) Yes, I get it. No one allowed. Keep house as it is. Go. Have a good time.

Father: We'll be back Sunday about 6 p.m. See you then. Be good. Be safe. (father leaves the room)

Son: I gotta call _____. (insert girlfriend's name)

Freeze the Frame!

Question: Should he invite his girlfriend or not?

Do I or Don't I? Scenarios — Student Version

Sherri Quinn and Kerri Watson, CDC's 2008 Science Ambassador Program

Scenario One

Characters: Mother, Daughter, Boyfriend (he stands off to side until needed)

Scene description: First, mother and daughter at home; Second, daughter at boyfriend's house

Daughter: Mom? I'm off to _____'s (insert boy's name) house. I'll be back later!

Mom: Wait a second ... what are you going to do at _____'s house?

Daughter: Watch a movie.

Mom: Who else is home?

Daughter: His mom and dad and his siblings. Why?

Mom: Well, I just want to make sure you aren't alone. Things can happen when you are alone that I'm not sure you are ready for.

Daughter: Oh, mom. Stop it.

Mom: Well, I think it is important for you to know that it's NOT okay for you to be alone with a guy at this age. I feel that you are too young to be messing around. It can be hard to say no when you are in the heat of the moment. Do you understand?

Daughter: Yes, I understand mom. Don't worry! See you later.

(Heads to boyfriend's house. Knocks on the door.)

Boyfriend: Hi. Come on in.

Daughter: Hi. (Looks around.) Where are your parents?

Boyfriend: Oh, they went out. We've got the place to ourselves.

Daughter: (drawing it out) Okay. I thought they were going to be here ...

Boyfriend: Well, I just want to spend some time alone with you. We never get alone time.

Daughter: I don't know. I don't think I should stay.

Boyfriend: Come on ... if you love me, you'll stay.

Freeze the Frame!

Question: Should she stay or should she go?

Scenario Two

Characters: Guy and Girl

Scene description: Guy and girl on a date. They have been making out.

Guy: Maybe we can move this to the backseat?

Girl: Uh . . .

Freeze the Frame!

Question: Should she go to the backseat or not?

Scenario Three

Characters: Three sexually active girls, one not sexually active girl

Scene description: Talking at the lunchroom table

Girl One: So what did you guys do last weekend?

Girl Two: A lot!

Girl Three: I was at _____'s (insert boy's name) house. His parents were gone and we hooked up.

Girl Four: What do you mean?

Girl Two: I went to his house to watch a movie and we messed around. It was great. I think he really likes me.

Girl Three: Well, _____ (insert new boy's name) and I did it too. We do it all the time. I mean, what else is there to do?

Girl Four: Oh.

Girl One: Well my boyfriend was out of town, so no lovin' for me. (look at Girl One) What about you?

Girl One: Well I heard that _____ (pick Girl Three's boyfriend's name) was at the clinic.

Freeze the Frame!

Question: Should Girl Three go to the clinic or not?

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Characters: Three sexually active guys, one not sexually active guy

Scene description: Hanging out in the fitness center at school

Guy One: Man, that _____ (insert girl's name) is hot!

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Guy Four: Wait a minute, don't you get around too? You guys talk about these girls like something is wrong with them.

Guy Three: Yeah, but it's different for guys. You know how it is.

Freeze the Frame!

Question: Should *only* girls get a bad reputation for being sexually active or not?

Scenario Five

Characters: Father and son

Scene description: Talking in son's room

Father: Your mom and I are leaving for the weekend.

Son: Okay.

Father: I want to make sure you know your mother and I expect that you won't have anyone over while we're gone. No friends, no girls, no parties. Got it? I expect the house will look just like we left it.

Son: (playing video game, not really paying attention) Okay.

Father: Hey, I mean it. Look at me, will you?

Son: (looks at dad) Yes, I get it. No one allowed. Keep house as it is. Go. Have a good time.

Father: We'll be back Sunday about 6 p.m. See you then. Be good. Be safe. (father leaves the room)

Son: I gotta call _____. (insert girlfriend's name)

Freeze the Frame!

Question: Should he invite his girlfriend or not?

Post-Test: What Should Teens Do?

Sherri Quinn and Kerri Watson, CDC's 2008 Science Ambassador Program

Directions: Please circle YES or NO.

1. Should a girl go to her boyfriend's house alone knowing his parents were not home?
2. Should a guy go to his girlfriend's house alone knowing her parents were not home?
3. Should a girl engage in sexual behavior after dating two weeks?
4. Should a guy engage in sexual behavior after dating two weeks?
5. Should a girl engage in oral sex to avoid sexual intercourse?
6. Should a guy have sex with a girl with whom he does not want a relationship?
7. Should a girl go to a clinic for help if she were choosing to become sexually active?
8. Should a guy go to a clinic for help if he were choosing to become sexually active?
9. Should a girl go to a clinic if she thought she had an STI?
10. Should a guy go to a clinic if he thought he had an STI?
11. Should a girl have sex without a condom?
12. Should a guy have sex without a condom?

YES

NO

YES

NO

YES

NO

YES

NO

YES

NO

YES

NO

YES	NO
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YES	NO
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YES	NO
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YES	NO
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YES	NO
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YES	NO
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