

Note to Trainer: The content of this unit on Responsible Sexual Behavior is quite sensitive so it is important that you:

- Work with the staff prior to presenting the unit to get their input regarding appropriateness of each content area.
- Determine the maturity level of your group. The ages suggested are only guidelines and you may want to form your groups in a different way, or you may want to cover only portions of the unit.
- Hold separate sessions for boys and girls.
- Allow for plenty of discussion; teenagers often have many questions about this topic.



Responsible Sexual Behavior Part 1

Ages 13+

Total Time: 3 Hours

PART 1: Ice Breaker

PART 2: Love or Infatuation?

PART 3: Reproduction

PART 4: Myths about Becoming Pregnant

PART 5: Applying Life Skills to Responsible Sexual Behavior

PART 6: Question Box

PART 7: Follow Up Activities

ANNEXURE 1: Building Blocks of Love

ANNEXURE 2: Infatuation vs. Love

ANNEXURE 3: Myths

ANNEXURE 4: What is Important to Me?

ANNEXURE 5: Values and Goals

ANNEXURE 6: Keys to Assertive Communication

ANNEXURE 7: “I” Messages Worksheet

ANNEXURE 8: Role Play Scenarios

ANNEXURE 9: Evaluation

ANNEXURE 10: Love or Infatuation Game Statements

POWERPOINT: Reproduction





Part 1: Ice Breaker

Time:

15-20 Minutes

Objective:

Participants will take part in activity to become energized and ready to learn.

Materials:

(Depending on Option Selected)

Option One:

- None

Option Two:

- Marker Board/Chart Paper
- Markers

Techniques:

- Ice Breaker

TRAINER INSTRUCTIONS:

1. Introduce one of the following activities:

Option One: Word Link – Ask the group to sit in a circle. The first person starts the link with any word they wish (for example, “red”). The next person repeats the first word and adds another word that links to the first word (“red tomato”). The next person repeats the previous word and adds another link (“tomato soup”), and so on. See how many linking words your group can get before they run out of ideas. If necessary, you can start over with a new word.

(**Note:** the teens only need to link two words; they do not need to remember the entire list.)

Option Two: Freeze Frame – Invite the teens to quietly walk around the room and wait for your instructions. As they are walking, call out the name of an animal, and the teens stop immediately and hold a still “freeze frame” acting out the animal. Continue, calling out sports, emotions, job titles, etc.



Part 2: Love or Infatuation

Time:

45 Minutes

Objective:

Participants will recognize the difference between genuine love and infatuation.

Materials:

- Chart paper, tape or glue
- Annexure 1: Building Blocks of Love, cut into blocks
- Annexure 2: Infatuation vs. Love, cut into squares

Techniques:

- Group Activity

TRAINER INSTRUCTIONS:

1. Begin by reviewing the fact that the hormones released during puberty create new feelings of attraction to the opposite gender (as was discussed in the prior unit on the changes of puberty). Since these feelings are all new, it is important to learn to recognize the differences between the feelings of genuine love vs. infatuation.
2. How do you know if the attraction you are feeling toward someone of the opposite gender is actually love? (Explain that we are talking about **romantic love**, which is different than the love you feel for your parents, grandparents, brothers, sisters, etc.) Discuss the Building Blocks of Love through the following exercise:
 - Hang the chart paper in the front of the room with the letters LOVE written in large print.
 - Distribute the 12 squares containing the building blocks of love on Annexure 1 to volunteers in the group.
 - Ask each volunteer to read their square aloud and tape or glue it to the chart paper. As they read their blocks, allow for discussion of the concept.

3. Now that the group has learned about the building blocks of love, discuss the difference between love and infatuation. Begin with the definition of infatuation:
 - An intense, unreasonable, often short-lived attraction toward someone. It is about liking everything about a person and seeing them as perfect. You don't see how they may not be right for you – you overlook the flaws and accept them.
4. Continue with the exercise on chart paper: Hang the paper with two columns – one marked Infatuation and the other marked Love in the front of the room. Distribute the squares from Annexure 2 to volunteers, ask them to read their square aloud, and tape the statement regarding infatuation to the column marked “Infatuation” and the statement regarding love to the column marked “Love.” Allow time for discussion of each point.



Part 3: Reproduction

Time:

20 Minutes

Objective:

Participants will review the male and female reproductive system and understand how fertilization occurs.

Materials:

- Power Point: Reproduction

Techniques:

- Presentation
- Discussion

TRAINER INSTRUCTIONS:

1. Explain that you will be focusing on the physiology of the reproductive system and responsible sexual behavior.
2. Begin the power point on Reproduction and be sure to discuss the notes for the power point slides.
 - **Slide #2** – Review the male reproductive system (previously discussed in Unit 11 – Caring for My Body).
 - **Penis** – The male reproductive organ which is also the male urinary organ. It is soft, spongy tissue that becomes erect when filled with blood. The penis has an opening that performs more than one function: the release of urine or the release of sperm in seminal fluid.
 - **Scrotum** – The sac of skin or pouch on the outside of the body that contains the testicles.

- **Testicles** – The walnut-shaped male organs (glands) located in the scrotum which produce the sperm (reproductive cells) and the male hormone, testosterone.
- **Vas Deferens** – Two tubes that carry sperm from the testicles.
- **Urethra** – The duct that allows urine to be discharged from the bladder. It also carries sperm and semen but never at the same time with urine.
- **Slide #3** – Review the female reproductive system (also previously discussed in Unit 11 – Caring for My Body).
 - **Ovary** – The female reproductive organs or glands that produce the egg cells and the hormones (estrogen and progesterone). Each ovary is about the size and shape of an unshelled almond.
 - **Fallopian Tube** – Either of two tubes through which an egg released from the ovary each month travels on its way to the uterus. Each one is about 4 inches long and the width of a needle. The sperm meets the egg in the fallopian tube in order to make a baby.
 - **Uterus** - Also called the womb, the uterus is the upside-down pear-shaped female reproductive organ in which the baby develops until birth. It consists of layers of muscle and tissue. The lining is shed monthly as menstrual flow.
 - **Cervix** – The neck-like, narrow end of the uterus which opens into the vagina. It stretches to allow a baby to be born.
 - **Vagina** – Also called the birth canal, this soft, muscular, elastic passageway extends from the uterus to the outside of the body. Babies come through it, the menstrual blood flows through it.
- **Slide #4** – Review menstruation.

(For boys this was not covered in earlier units. Ask how they feel about girls going through menstruation. Do they know some girls have discomfort? Discuss the myths of menstruation with them.)

When the female is born she carries thousands of eggs ready to use when she becomes an adult. These are the female “seeds” that, along with sperm, contribute to creating a new life. Once a month the female ovary releases one egg which travels up the fallopian tube to the uterus. When the girl begins menstruating, her body is physically capable of getting pregnant.

- **Slide #7** – Fertilization

Sperm are the male “seeds” that contribute to starting a new life. A man’s penis becomes erect when he is ready for sexual intercourse; he puts his penis into the woman’s vagina and ejaculates his sperm. When sperm are ejaculated from the penis, they swim up the female’s vagina, through the cervix, into the uterus and then into the fallopian tubes. The sperm are looking for an egg to fertilize. Once fertilized, the first cells of a new baby begin to grow.

- **Slide #8** – Fertilized egg

The fertilized egg immediately divides into two cells, these cells divide again and again over the next few days as the cluster of cells makes its way to the uterus. Here it is implanted in the lining of the uterus and continues dividing its cells to make billions of new cells. The female is now pregnant.



Part 4: Myths about Becoming Pregnant

Time:

20 Minutes

Objective:

Participants will clear up any misinformation about how a woman becomes pregnant.

Materials:

- Annexure 3: Myths about Becoming Pregnant

Techniques:

- Group Discussion

TRAINER INSTRUCTIONS:

1. Explain that many teens (and adults) have misinformation or misunderstandings about how a woman becomes pregnant. This can lead to pregnancy before the couple is ready to care for a baby.
2. Using Annexure 3, ask the group the question and get their thoughts (do not distribute the annexure yet). Then give them the correct response. Clarify any questions.
3. Distribute Annexure 3 to the group so they can keep it for future reference.



Part 5: Applying Life Skills to Responsible Sexual Behavior

Time:

45 Minutes

Objective:

Participants will learn to apply life skills to responsible sexual behavior.

Materials:

- Annexure 4: What is important to me?
- Annexure 5: Values and Goals
- Annexure 6: Keys to Assertive Communication
- Annexure 7: “I” Messages Worksheet
- Annexure 8: Role Play Scenarios
- Annexure 9: Evaluation

Techniques:

- Discussion
- Visualization Exercise
- Role Play

TRAINER INSTRUCTIONS:

1. Explain that the various life skills they have learned through the Life Skills Education sessions they have attended so far can be very useful when managing responsible relationships.

2. Invite the group to consider how important their **values and goals** are in a relationship. Remind them that values are what you believe is most important to you in life, and they should guide your behavior and goals for the future (as we discussed in earlier units).

Values include:

- To have respect for self and others
 - To live a moral life
 - To get a good education
 - And many more...
 - It is important to consider how a committed relationship fits into what you value most and the goals you have set for yourself. For example,
 - Will the time you spend in the relationship take away from the time and focus on your studies and education, which you have identified as being a high priority?
 - Does this relationship add or take away from your feelings of self-worth?
 - Are you working so hard to please someone else that you don't have time or energy to grow yourself?
 - Remember, the teen years are a time of tremendous self-discovery, and as you grow and learn more about yourself you often find you don't have as much in common anymore with the person you were attracted to earlier.
3. Invite the teens to take some time right now to think about their values and their goals so they can better determine where a committed relationship fits in their lives: Distribute Annexures 4 and 5 which are taken from Unit 2, so they should be familiar to the teens.
 - Annexure 4 is a checklist of value statements
 - Annexure 5 describes the link between your values and your goals.

Review the Annexures with the group and make sure they remember the concept.

4. Lead the teens through a visualization exercise regarding their hopes, dreams and goals. Invite them to consider their values and goals during this exercise.
 - Inform the group that each one will be going on a journey into their life. If you can, play some soft music in the background. Ask the teens to close their eyes and relax their hands, arms and feet. Your neck and shoulders are relaxed. There is no strain anywhere.

- Your eyes are closed and you are seeing yourself on the road of your life. On the road there are many people you know, your friends and your family. You come to a junction and realize that you are in the next year. Think: What do you look like?
- What are your clothes like? What are you doing? Are you in school? Are you working? Are you healthy? Have you changed any of your behavior? Who are your friends at that time? Are you in a relationship with anyone? Is it healthy and balanced? Does the relationship fit into your life goals? Are you happy?
- “Now you are walking again on the road and now you are five years older.”
Trainer: Repeat questions such as above and if appropriate add: “Are you married? What is your spouse like? Where do you live? Does your relationship fit into your life goals?”
- “You are walking again on the road and now you are 10 years older. Trainer: Repeat questions as above and add: Have you changed in any way? Are you married? Is your relationship comfortable and happy? Are you working? How does your relationship fit into your life goals?”
- Quietly soften your voice. After a minute or so ask the teens to open their eyes and relax. Do not say anything for a minute or two. Ask if anyone would like to share their hopes and dreams and how a relationship fit into their goals, but do not force anyone.

(**Trainer Note:** You may need to do a quick energizer after the visualization to prepare the group to move on to the next section.)

5. Remind the group that the **communication skills** they have built through LSE will help them to set boundaries in their relationships.
 - You have the right and responsibility to protect yourself from inappropriate or unwanted sexual activity.
 - Loving someone and being ready to have sex with them are two different things. If you know you love someone deeply, try to concentrate on other ways to express it until you both know you're ready. If someone you love is pressuring you to take that step, and possibly even threatening to break up with you if you don't, it says a lot about how they love you back. Intimacy is about communication, trust, and respect. In the end, if he or she really loves you, they'll be willing to wait.
6. Review the concepts from the communication unit that focused on sending clear messages that match their non-verbal messages, and assertive communication techniques, defined as:

- Stating clearly what you want or need, and defending your right to have what you want or need
 - Saying what you feel or think
 - Refusing to do what is not in your own best interest
 - Respecting other people and never teasing, threatening, punishing or humiliating another for disagreeing with you.
7. Distribute Annexure 6 and review the keys to assertive communication. Practice using “I” messages with the group as described on the handout. (Optional: Use Annexure 7 as a review of “I” Messages.)
8. Using Annexure 8, lead the group in a role play activity to practice setting boundaries. Remind them to use appropriate voice and body language.
- (Trainer Note:** if you feel the group is ready, divide them into smaller groups of 3-4 for the role play. If the group needs more direction, you may ask volunteers to role play in front of the whole group so you can provide more feedback and direction.)
9. Distribute Annexure 9 and invite the teens to complete the evaluation form regarding this Unit.
- Explain that they are to give a score from 1-5 (5 being the highest) for each part of the Unit, as well as a score for the Unit overall.
 - Then they should write comments under the happy face for items they liked/learned, and under the sad face for items they didn’t like or are confused about.
 - Briefly recap what was covered in each part so their memory is fresh when evaluation.
 - Instruct them to be as specific as possible in their comments.
 - Items to consider include:
 - Did you understand the topics covered? If not, what was confusing?
 - Was there enough time to cover the material?
 - Did the presentation keep your interest?
 - Were the handouts/powerpoints/videos helpful?
 - Add any comments that would be helpful for future programs.
10. Gather the completed evaluations and include them in your trainer report.



Part 6: Question Box

Time:

20-30 Minutes

Objective:

Participants will have an opportunity to have their questions answered in a safe, respectful setting.

Materials:

- Question Box
- Paper, pens/pencils
- Annexure 9: Evaluation

Techniques:

- Discussion

TRAINER INSTRUCTIONS:

1. Reassure the group that most people have beliefs based on incorrect information and often it impacts their actions. No question is silly – correct information is important to take care of yourself.
2. Give participants 5 minutes to write any question they have related to this session. They do not need to write their names on the papers.
3. Ask participants to drop the papers into the question box.
4. Once collected, begin answering the questions, one at a time. Encourage the teens to analyze myths and ask more questions if desired.



Part 7: Follow-Up Activities

Time:

Varies by Activity

Objective:

Participants will have the opportunity to practice the skills learned in this session.

Materials:

(Depending on Option Selected)

Option One:

- Paper
- Pens
- Marker board/chart paper
- Markers

Option Two:

- Annexure 10: Love or Infatuation Game Statements

Option Three:

- Paper
- Markers
- Craft supplies (optional)

Techniques:

- Applying learning to daily life

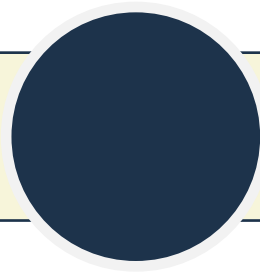
TRAINER INSTRUCTIONS:

1. Assign one of the options below for this first week. Additional activities will be assigned in the following weeks.

Option One: Love Songs – Divide the group into smaller groups of 4-5. Ask each group to brainstorm songs that talk about love. One person in each group should keep a list and be prepared to share it with the whole group. Bring the groups back together to share their list of songs. Review the qualities of love and infatuation as discussed in this unit. Create two columns on the marker board: “Love” and “Infatuation” and ask the group to discuss which column the various songs fit under and why.

Option Two: Love or Infatuation Game – Divide the group into teams. Read the statements on Annexure 10 aloud and ask teams to determine whether it sounds like Love or Infatuation and write their answer on a piece of paper. When all statements have been read, review the correct answers with the group and discuss. (You may give a small prize to the winning team if desired.)

Option Three: Key Words – Instruct the teens to think of key words that they believe best represent the lessons of this unit on Relationships and Responsible Sexual Behavior. Ask them to create a poster with the key words and decorate it however they wish. Then, ask each teen to share their poster with the group and discuss their reasons for choosing the words they did. Review the lessons of the unit through the discussions. (Optional: allow the teens to work in small groups if desired).



Annexures

Responsible Sexual Behavior Part 1

Ages 13+

ANNEXURE 1: Building Blocks of Love

ANNEXURE 2: Infatuation vs. Love

ANNEXURE 3: Myths

ANNEXURE 4: What is Important to Me?

ANNEXURE 5: Values and Goals

ANNEXURE 6: Keys to Assertive Communication

ANNEXURE 7: “I” Messages Worksheet

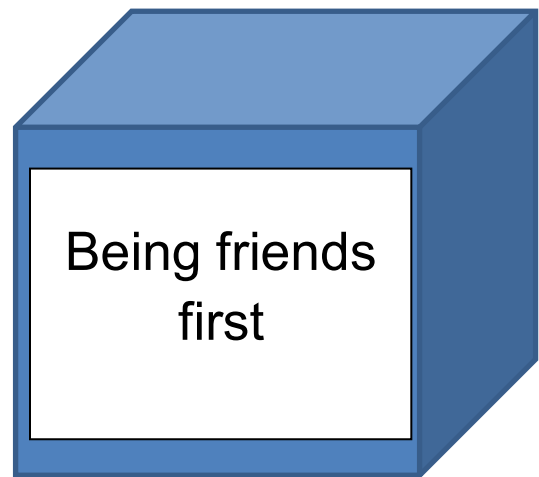
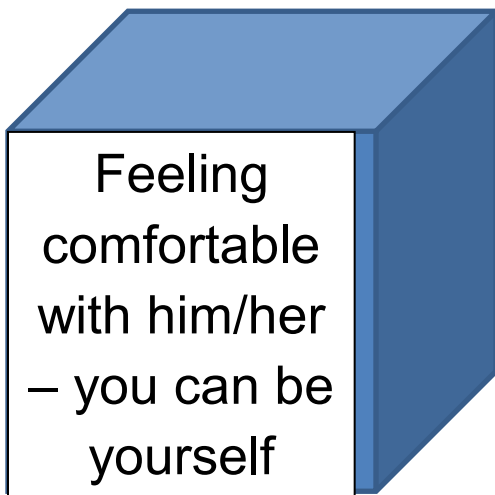
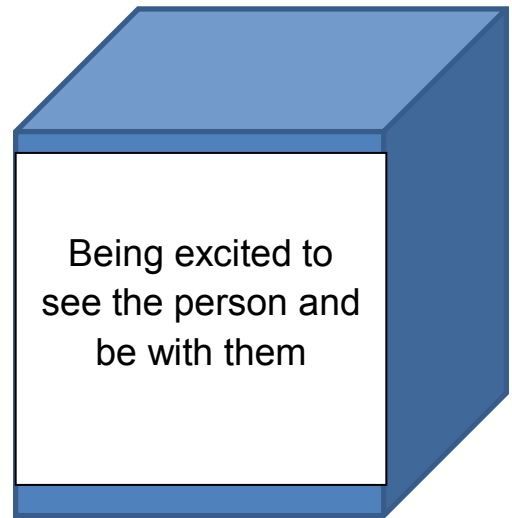
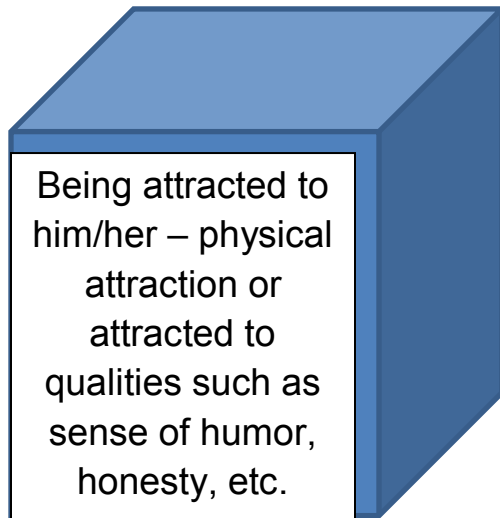
ANNEXURE 8: Role Play Scenarios

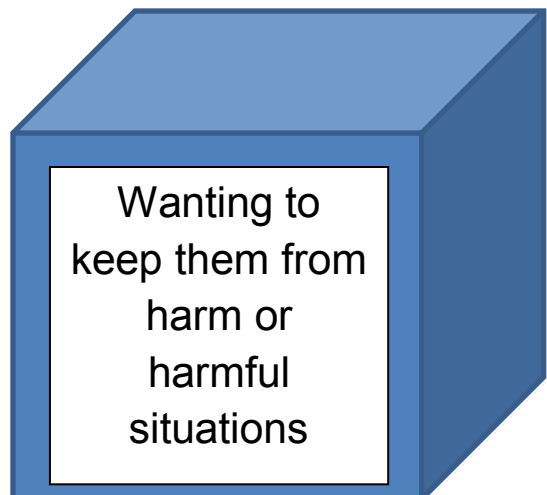
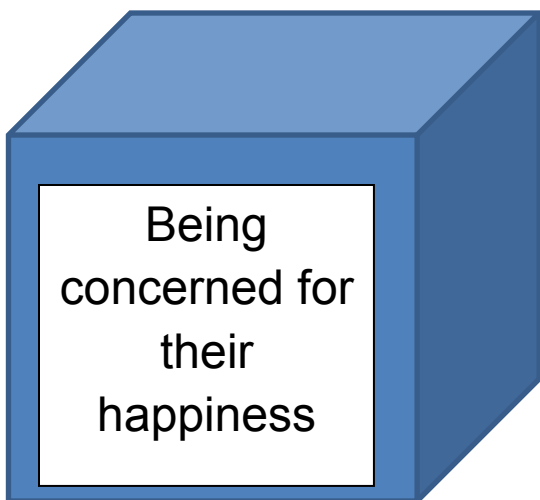
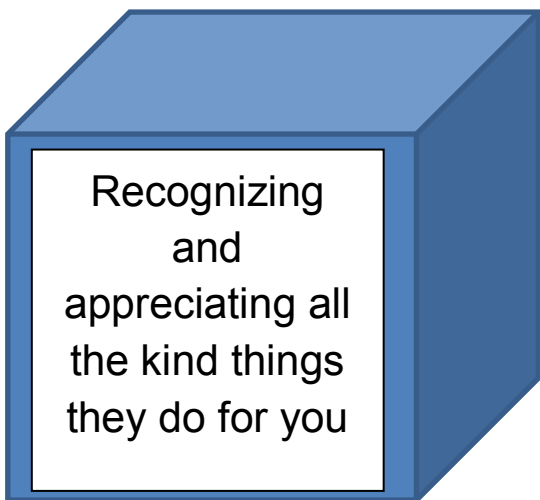
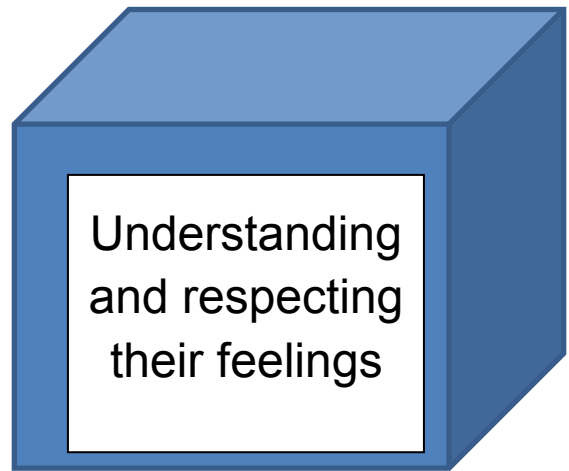
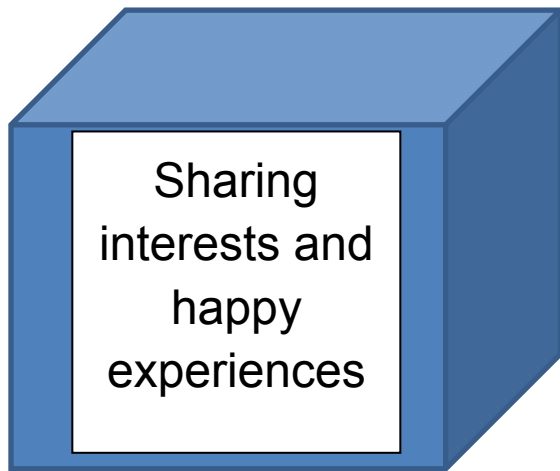
ANNEXURE 9: Evaluation

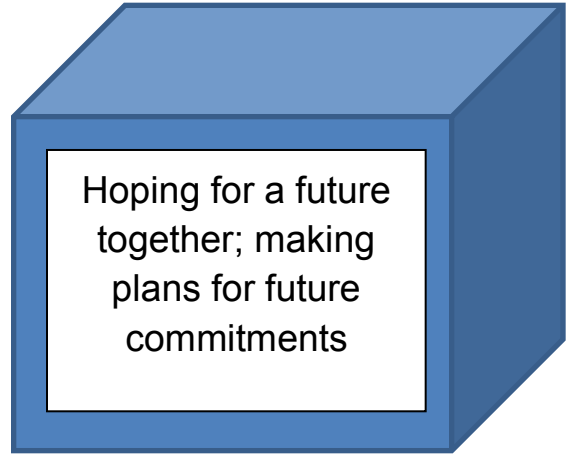
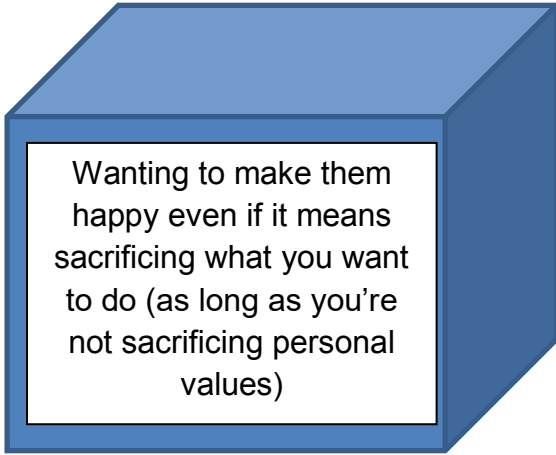




Annexure 1: Building Blocks Of Love









Annexure 2: Infatuation Vs. Love

Infatuation happens instantly.	Love is a slow process.
Infatuation craves physical affection.	Love craves a deeper connection.
Infatuation makes you act “crazy.”	Love calms you down.
Infatuation is intense but short-lived.	Love is comfortable but lasts longer.
Infatuation brings out obsession and jealousy.	Love brings out understanding and trust.
Infatuation is shallow.	Love is deep.
Infatuation is selfish and draining.	Love is kind and energizing.
Infatuation makes a big deal out of small things.	Love lets them go.
Infatuation is possessive.	Love is generous.

Infatuation holds grudges.	Love forgives.
Infatuation is rocky.	Love is solid.
Infatuation stems from insecurity.	Love stems from self-assurance.
Infatuation can be self-destructive.	Love can heal you.
Infatuation thinks love should be perfect.	Love knows it's not, but it doesn't matter.



Annexure 3: Myths

Myth #1: Can I get pregnant if I'm a virgin and it's my first time having sex?

Yes. Your chances of becoming pregnant are **always** the same, whether it's your first time or 20th time.

Myth #2: Is there an age limit? Can someone be too young to get pregnant?

No. Once a woman is ovulating, she can become pregnant. This can happen even before your first period (since ovulation begins 14 days before your period).

Myth #3: What if the guy "pulls out" before he finishes?

Once a guy is aroused, he releases pre-ejaculation fluid. That's at least 300,000 sperm swimming upstream. And guess what? It only takes 1 sperm to fertilize an egg.

Myth #4: Can I get pregnant if I'm on my period?

Absolutely. For those that have shorter cycles (or are irregular), you can ovulate during your period. Sperm can also live in the body for up to 5 days, so if you ovulate within 7 days of having unprotected sex, chances are you could become a mom.

Myth #5: Will rinsing out my vagina, jumping up and down, or peeing after sex prevent pregnancy?

No, sperm can enter a woman's uterus as quickly as 90 seconds after intercourse so it is not likely you will be able to cause them to exit.

Myth #6: What if I have sex standing up?

No matter what position you are in, whenever you are having sexual intercourse without any form of birth control, you are at risk of getting pregnant. Gravity has no effect on a sperm's ability to travel through the vagina, into the uterus, where it can potentially reach an egg. The truth is that there is no sex position where you can't get pregnant.



Annexure 4: What Is Important To Me?

Place a check mark next to the items that are important to you. Then circle the 5 you consider most important.

- | | |
|--|-------------------------------|
| To be needed and important to others | Having a safe and secure home |
| Taking care of others | Having good friends |
| To feel good about myself | Being liked |
| To be trusted by others | Having others look up to me |
| To be loved | Being treated fairly |
| To love others | Being courageous |
| Being appreciated | Being with people |
| Being well-organized | Having self-control |
| Learning and knowing a lot | Working toward perfection |
| Making a contribution to the world | Living with good morals |
| Living according to my religious beliefs | Being free from pain |
| Having a friend I can always count on | Being a spiritual person |
| Becoming famous | Having fun |
| Making a lot of money | A long and healthy life |
| Having children when I am ready | Freedom to live as I want |
| Having a job I really like | Being comfortable |
| Getting things changed for the better | Being an honest person |
| Being healthy | Being a successful student |
| To work hard at whatever I am doing | To enjoy nature |
| To speak up for my personal beliefs | To be attractive to others |



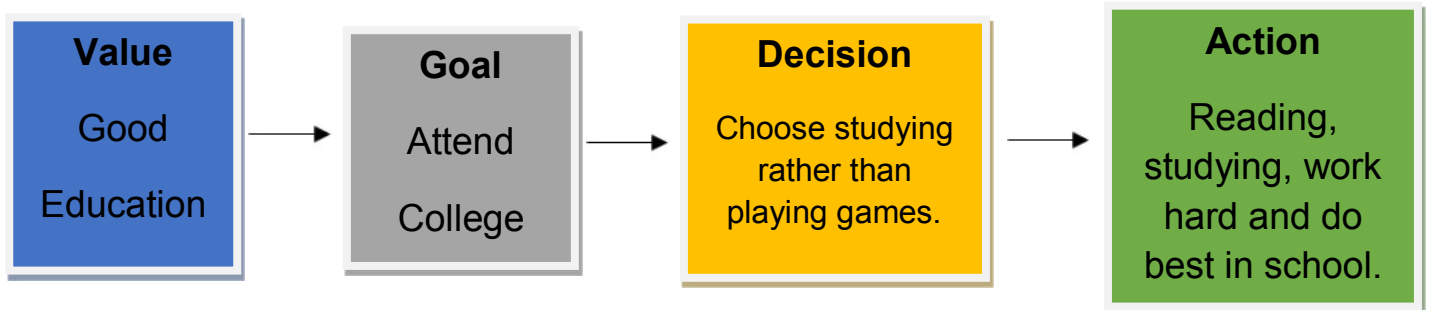
Annexure 5: Values and Goals

Values affect your **Goals** and guide many of your **Actions and Decisions**
Everyone has their own unique personal values that guide them.

Values only have value when they're **acted upon**. It's not hard to make **decisions** once you know what your **values** are.

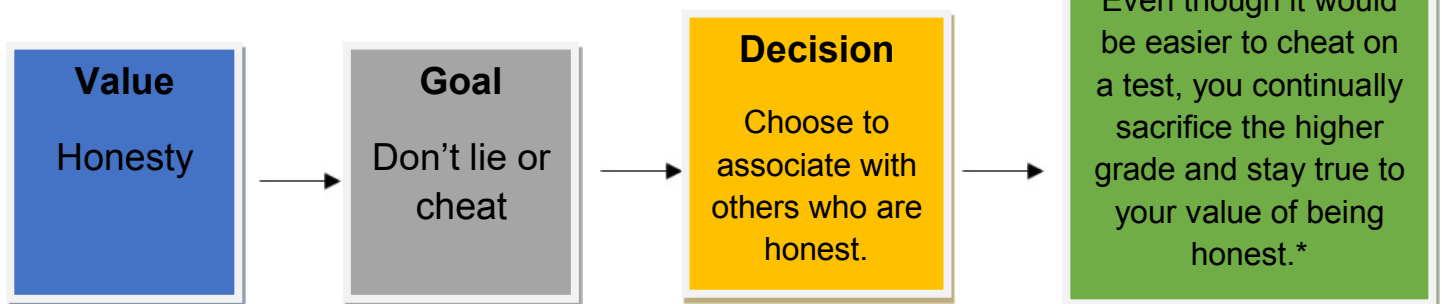
- You don't just talk about your value; **you live it**. You spend time and energy developing it.
- **You associate with others** who have the same values; you would be uncomfortable spending time with people who didn't value the same thing.
- **You make sacrifices to live by your value**. It may be easier to do something against your value, like cheat or lie, so you will sacrifice the "easy way out" by sticking to your values.

Example Value 1: "Good Education"



Example Value 2: "Honesty"

* Not cheating on one test doesn't mean you value honesty; if you truly value honesty you don't cheat on anything, from a large test to a smaller homework assignment to a simple game with friends.





Annexure 6: Keys To Assertive Communication

Assertive Communication is when you communicate what you need or want clearly, honestly, calmly and directly without trying to offend or scare anyone else and without apologizing. You defend your right to have what you want or need and refuse to do what is not in your own best interest. Always respect other people and never tease, threaten, punish or humiliate another for disagreeing with you.

Key Points of Assertiveness:

- Know your beliefs and values and be able to communicate them to others
- Everyone has the right to be their best and act in their own best interest
- You have the right to make a fair request
- You have the right to be treated fairly and not to be intimidated
- You have the right to make a mistake
- You have the right to change your mind

Techniques of Assertive Communication:

- Choose the right **time and place**. Make sure you have privacy if needed, and enough time to discuss.
- Use a **confident voice** – speak firmly but calmly.
- Use **assertive body language** –stand tall, use eye contact, keep a serious expression on your face.
- Use **“I” Messages** - begin the statement with “I” rather than “You”.
- State **firmly and clearly** what you need without avoiding the subject or apologizing for your request.
- **Let the other person know** that you hear what they are saying, and then repeat your position.

- Go on the **offense (gently)** - Ask a question. Explain how you feel.
- Offer a **compromise** if appropriate.
- **Respect** the other person's feelings and needs, but be clear about your feelings and needs as well.
- If you aren't getting anywhere, **refuse to discuss** the issue further, change the subject or walk away.

“I” Messages – begin the statement with “I” rather than “You” (For example, “I wish” or “I feel” rather than “You always” or “You never”). Use the following template to form your sentence:

1. Say what you feel (**I feel...**)
2. Tell what the other person did that upset you (**when you...**)
3. Describe how you were affected (**because...**)
4. State what would make the situation better for you (**and I want...**)



Annexure 7: “I” Messages Worksheet

Taking responsibility for your feelings will help you improve your communication when you feel upset or angry. One way to achieve this is by using “*I*” statements. This technique will allow you to communicate what is upsetting while minimizing blaming. If our statements feel too blaming, the person we are trying to speak to will often become defensive.

“I” Statement format: “I feel _____ when you _____ because _____.”

Examples

Regular “You make me angry because you are always late”

“I” Statement “I feel frustrated when you come home late because I stay awake worrying.”

Regular “You never call. You don’t even care.”

“I” Statement “I feel hurt when you forget to call because it seems like you don’t care.”

Practice

Scenario

Your friend keeps cancelling plans at the last minute. Last weekend you were waiting for them after school but they never showed up. You left feeling hurt.

“I” Statement:

Scenario

You are working on a project with a group and one member is not completing their tasks on time. You have repeatedly had to finish their work which has been very frustrating.

"I" Statement:

Scenario

A friend who borrows items from you usually brings them back damaged. They want to borrow one again but you're feeling worried.

"I" Statement:

Scenario

You know you need extra help in math, but when you ask for tutoring your friend makes fun of you. It really hurts your feelings.

"I" Statement:

Scenario

One of the other girls in your room leaves her things laying all over your bed. You have asked her to move them several times before, but she just keeps leaving a mess. You

are so frustrated.

"I" Statement:

Scenario

Your good friend complains to you constantly about everything. You enjoy their company, but lately it seems like the complaining doesn't stop and you are really tired of it. You don't want to hurt their feelings, but you've got to say something before your friendship is ruined.

"I" Statement:



Annexure 8: Role Play Scenarios

Scenario #1 – Every time Anika sees Bhavin at school, she gets a warm feeling in her heart. He seems to be the perfect guy for her. That's why she was so excited when he asked to spend time with her after school one day. They seemed to be getting along really well, just talking and laughing, when he started getting a little too close. He was making Anika uncomfortable with his advances, but she didn't want to risk losing his friendship if she said anything about it.



Scenario #2 – Ira and Dhruv have been dating for a year. Even though they are only 16 years old, they feel like they will marry someday soon. Since they are planning on marrying anyway, Dhruv feels like they are ready to get physical, and when he gets time alone with Ira he pushes himself on her. Ira does not feel ready and wants him to stop.

Scenario #3 – Rohan's friends have been teasing him about not having sex with his girlfriend, Tara. They call him names and tell him he is a coward. Rohan values their friendship, but doesn't know how to tell them that he has plans to go to college one day and doesn't want his relationship with Tara to become so serious that it gets in the way. He wants them to just stop teasing him about it.

Scenario #4 – Prisha's older sister just got married, so now she feels very much alone. She misses her sister and wants to be married just like her – she seems so happy. Prisha has an idea that maybe she can convince her boyfriend, Shray, to marry her if she agrees to have sex with him. She offers herself to him that evening, but he is confused and feels like they need to wait until they are older.



Annexure 9: Evaluation

Unit 13 Part 1 – Responsible Sexual Behavior	Score (Circle a number, 5 is the Best)	 What I Liked/Learned	 What I Didn't Like or Things I'm Confused About
Part 1: Icebreaker	1 2 3 4 5	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Part 2: Love or Infatuation?	1 2 3 4 5	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Part 3: Reproduction	1 2 3 4 5	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Part 4: Myths about Becoming Pregnant	1 2 3 4 5	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Part 5: Applying Life Skills to Responsible Sexual Behavior	1 2 3 4 5	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Part 6: Question Box	1 2 3 4 5	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Overall Score	<div style="display: flex; justify-content: space-around; align-items: center;"> 1 2 3 4 5 </div>		



Annexure 10: Love Or Infatuation Game Statements

1. I knew you were the one as soon as I saw you. (Infatuation.)
2. When I'm with you I feel calm and comfortable. (Love)
3. Every time you look at another girl I get all angry inside. (Infatuation)
4. I get silly and act crazy when I think about you. (Infatuation)
5. I know you didn't mean to hurt me; I forgive you. (Love)
6. I enjoy helping you with your homework; helping you to be successful at school makes me happy. (Love)
7. I am so happy that we were such good friends before you became my girlfriend. (Love)
8. I want you to spend all of your time with only me. (Infatuation)
9. I feel so proud when my friends see me walking with you. It makes me look cool. (Infatuation)
10. I feel like I can be myself with you. (Love)
11. I would never want to hurt you or see you get hurt. (Love)
12. I don't care if we never really have a deeper relationship, it just feels good when you hug me. (Infatuation)
13. I know that I can trust you even when you spend time with other girls. (Love)
14. Two weeks ago I couldn't stop thinking about you. Now I'm not sure that I'm even interested in you. (Infatuation)
15. I understand that you are not perfect, but that's ok. (Love)