Family Health

Healthful and Dysfunctional Families
We are family....

• Everyone belongs to a family
• Family—a group of people who are related by blood, adoption, marriage, or have a desire for mutual support
Family Structures Vary

• Traditional Married Families
• Single Parent Families
• Families Built around Partnerships
• Healthful family: family that has all the skills needed for loving, responsible relationships
• Dysfunctional family: a family that lacks the skills to be successful and function in healthful ways
Dysfunctional Family Characteristics

- Chemical Dependence
- Other addictions
- Perfectionism
- Violence
- Physical Abuse
- Emotional Abuse
- Neglect
- Sexual Abuse
- Abandonment
- Mental Disorders
No Family is Perfect

• We are all human, and make mistakes.
• Each person has strengths and weaknesses. Even you!
• HOWEVER, in healthful families, children can learn from their parents.
• What can you learn? 12 things!!!
HEALTHFUL FAMILY
Self-Respecting Behavior

• Treating yourself in a healthful and responsible way
  – Don’t harm self
  – Are not self-centered
    • Fulfills personal needs and cares little for others
Healthful Attitudes Toward Sexuality

• Feelings and attitudes a person has about her body, sexual identity, and sexual orientation
  – Part of self-esteem and body image
    • Eating disorders
  – Can you talk to your parents about sex?
  – Have you talked about puberty?
  – How did you learn about your menstrual cycle?
Effective Communication

• Learn to communicate through family
• Can you talk to your parents?

• Get ready for a Communication Activity!
Communication Activity!

- Partner A will be the drawer first.
- Partner B will turn around so they are back to back with Partner A.
- Given 1 minute, Partner A will draw whatever they like; Partner B sits quietly.
  - Partners may not communicate during this time.
- After the minute is up, the students remain back to back; it is Partner B’s turn to draw.
- Partner A will now describe their picture to Partner B.
- Partner B has 3 minutes to replicate the drawing.
Clear Sense of Values

• Values—standards, principle, or beliefs of a person
• Parents act consistent with the values they teach
  – Example: Parents value education; therefore, they help you with your homework.
Make Responsible Decisions

• Evaluate options before deciding
• Weight the consequences
  – Skip class… or go to it?
    • Miss notes and discussion, do poor on test
    • Have notes, learn something new!
• Parents set guideline and expectations
• Guideline for breaking guidelines
Resolve Conflicts

- Listen to both sides and find a solution
  - “I don’t care who started it!”
- No violence
Effective Coping Skills

• Emotional strength
• Share feelings
Delay Gratification

• It is not appropriate to be sexually active during teenage years
• Waiting until marriage protects your health
  – What does it tell your future spouse?
Express Affection, Integrate Love

• Parents warm expressions help you feel loved
• What are some examples of appropriate affection and love?
  – Hug
  – Kiss
  – Handshake
  – WORDS!
Give and Receive Acts of Kindness

• Do things for your family, without expecting anything in return.
• Be thankful when someone does something nice for you!
Work Ethic

• Work hard and “know your role”
• Do your best
• Do not give up
• How can you do it?
  – Homework
  – Chores
  – Participate in athletics
  – Get a job
  – Volunteer
Respect Authority

• Do not break guidelines
• Know there will be consequences
• Obey laws and rules of others
Being a Loving Family Member

• Effort
• Practice
• Good intentions
DYSFUNCTIONAL FAMILY

Members relate to one another in destructive and irresponsible ways.
Chemical Dependence

• Obtain and use drugs
  – Cause changes in thinking and behaving
  – More violence
  – More sexual abuse

• You are at risk of becoming a drug user
Other Addictions

- Eating disorders
- Exercise
- Gambling
- Shopping
- Television
- Thrill-seeking
- Workaholism
- Perfectionism
Perfectionism

• Parents are overly critical of themselves and their children
• Children feel inadequate and insecure
• Behavior is self-destructive and harms relationships
• You can become a perfectionist too
Violence

• Controlling
• Keep peace by avoiding disagreements
• Between violence, family member may be kind, gentle, and apologetic
• Thus, children blame themselves—NOT YOUR FAULT
• At risk of becoming juvenile offenders
Abuse

• Controlling and moody
• Children are afraid and confused
• Can understand the changes
• Want to feel loved
  – Deny feelings about abuse
  – Cover up abuse
  – Blame self
  – Believe they deserve to be abused

• YOU DO NOT DESERVE TO BE ABUSED. IT IS NOT YOUR FAULT!
Abandonment

- Absence can cause pain, suffering, confusion
- Difficult getting close to others
- Push away others
- Can be overly needy
Mental Disorders

• Feel responsible and guilty
• May allow disorder to dominate family life
• NOT YOUR FAULT.
Important Terms

• Codependence—a compulsion to control, take care of, and rescue people by fixing their problems and minimizing their pain
• Intimacy—deep and meaningful sharing between two people
It can IMPROVE!

- Give love and respect as much as possible
- Change your own behavior
- Individual and group therapy
- Recovery programs
- TELL SOMEONE
  - Someone you trust
  - Someone that can DO something to help
Application

- We are all different.
- You do not know what is happening in someone else’s home.
- Be sensitive to others.
- Get to know your friends’ families.
- Be alert.
- Talk to your parents.
Changes in the Family
Extended Families

• Who is in my extended family?
  – All relatives in addition to parents, brothers, and sisters
  – Grandparents, aunts, uncles, cousins
  – Stepparents, stepbrothers, stepsisters
Marital Conflict Resolution

• The process in which married partners:
  – Identify their problems
  – Agree upon solutions
  – Reestablish intimacy

• Attitude of each partner is vital

• Conflict resolution is impossible if both partners are not committed to restoring the quality of the marriage (this goes for any relationship)
Different Marriage Counselors

- Member of clergy
- Psychologist
- Psychiatrist
- Social worker
Separation and Divorce

- 50% of first marriages end in divorce
  [http://www.divorcereform.org/rates.html](http://www.divorcereform.org/rates.html)

- Separation: the living apart of marriage partners

- Divorce: a legal way to end a marriage
  - Court decides the terms with respect to property, custody, and support
Stages in the Divorce Process

6 Stages
Stage 1

• Marriage deteriorates
• Partners show less affection and begin to detach
• One or both partners do not meet the needs of the other
• This stage may last several years
Stage 2

- One or both partners seek legal counsel
- Begins the process of discussing the grounds for divorce
- Different options for ending marriage
  - **Annulment**: decided that what was a legally binning marriage actually is not
  - **Dissolution**: marriage partners decide terms with respect to property, custody, support
Stage 3

• Issues regarding property and support payments are finalized

• What is property?
  – Home, household items, jewelry, cars, life insurance, money in savings, stocks

• One partner may agree to pay spousal support
  – Usually the one who has the greater ability to earn money
Stage 4

• Issues of custody, visitation rights, and child support are negotiated

• **Singly custody**: one parent keeps legal custody of a child or children

• **Custodial parent**: parent with whom a child or children live; parent has the legal right to make health and wellness decisions
• **Joint custody**: both partners keep legal custody of a child or children
  – May live with one parent or alternate
  – Both parents maintain legal rights
  – Requires meaningful communication between parents, even after marriage is ended.
• **Visitation rights**: guidelines set for the visitation of children by the parent who does not have custody
  – Exact number of days and time amounts
  – Set schedule
  – Flexible

• **Grandparents’ rights**: the visitation rights with grandchildren when marriage is over
Stage 5

- Each partner establishes a new identity with family, friends, and coworkers
- *Difficult stage*
  - Some delay telling others
  - Fear old and new relationships
Stage 6

• Partners made emotional adjustments to the new lifestyle that results from being divorced
• Affects both marriage partners and children
Family Adjustments

Made by Children
Parents Separate or Divorce

• Initial reaction: vulnerable and fearful
  – Youngsters—Difficult sleeping, nightmares
  – Teens—Loss of concentration, cling to others

• Lack of contact with one parent
  – Grades drop
  – Depressed
  – Sexually active
  – Drug and delinquent behavior
Suggestions for Dealing with Divorce

• Practice stress management
• Avoid using alcohol and drugs
• Recognize becoming sexually active will not fill your emptiness
• Choose healthful ways to express anger
• Be aware of your feelings of rejection and betrayal
• ASK FOR HELP!
Parental Dating

• Can occur before or after divorce

• Children fantasize about parents getting back together
  – May hope for reconciliation for years!

• Children may resent time and attention given to new person
  – Jealousy
  – Attempt to disrupt the relationship
2 Traits of Children of Divorce

• Fear of Rejection
  – *Females* fear abandonment
    • *BOYFRIENDS* galore
  – *Males* feel awkward with females
    • *Hold back feelings*
    • *Difficulty trusting others*

• Fear of Betrayal
  – Indulge in work or sports
Single-custody Family

• Child/children live with one parent
  – Term used rather than single-parent family
• More likely to live with mother; thus, economically challenged
  – May lack resources: good medical care, clothing, food, and shelter
Joint-custody Family

• Life with mother and have little or not contact with father
• Unless there is another male figure, they will not experience a good male role model
• If parent works outside home, less time to supervise and be involved
Suggestions for Teens

• Recognize the financial pressures on your parent
• Schedule time to be with your parent
• Look for a mentor who can be a role model
• Pay attention to your grades
• Discuss your fears and concerns with your parents
Remarriage
Blended Family/Stepfamily

• A family consisting of:
  – The marriage partners
  – Children that one or both of them had previously
  – Children they have by their marriage to one another
Greatest Conflicts

- Determining which set of rules children will follow
  - Discipline!
- Adjusting to a new budget
  - Birthdays
Other Issues

• Arise from new relationships
• The success of a blended family often depends on how stepsiblings interact.
  – Clear guidelines must be set by parents.
  – No acting on attraction
• Many teens resent their stepparent
Help Dealing with Remarriage

• Respect the new guidelines for behavior.
• Help your family follow a budget.
• Interact in helpful ways with stepbrothers and stepsisters.
• Interact in healthful ways with your stepparent.
Parent Loses a Job

• Parent may become depressed, embarrassed, worried, anxious
• Parent way need training before new job
• What to do?
  – Give your parent emotional support and encouragement
  – Discuss with parents what to say to others
  – Discuss what changes will occur in the family budget
• Get ready for an Adjustment Activity!
Adjustment Activity!

A parent has just lost their job:

• Provide an example of some encouraging words.

• Describe a supportive action you could do.

• What would an appropriate response to others be?

• How can you help the budget?
  – What changes can you make?
Parent Goes to Jail

• Family experiences great deal of stress
  – Shortage of money and legal fees
  – Move elsewhere or with relatives
• Foster care: an unrelated adult assumes temporary responsibility for a child
• Responses from society
  – Cruel remarks
  – Angry about crime
  – Assume child is like the parent
Parent Goes to Jail

- Be resilient
- Do not be embarrassed
- You are not responsible
- You can choose to follow the law

- Discuss your feelings with a trusted adult.
- Ask about changes that may happen.
- Don’t accept blame for your parent’s actions.
- Pledge to not engage in illegal behavior.
Application

• Be aware of your family’s communication and relationships.
• Be considerate of all your family members.
• Follow the rules and avoid unnecessary conflict.
• You cannot control the relationship between your parents.
• You cannot control the actions of others.
• Always be ready for change.
Healthful Friendships
What is a healthful friendship?

• A balanced relationship that promotes mutual respect and healthful behavior
  – Improves the quality of life
• Friends…
  – take a personal interest in each other
  – support each other
  – encourage each other
  – participate in social activities together
“A friend is a gift you give yourself.”

“To have a friend, you must be a friend.”
Initiating Friendships

• Make a background check on the person
  – What do I know about this person?
  – Does this person have good character?
  – Do my parents know this person?
  – Will my parents approve?

• There is always a risk in initiating friendship!
Conversation Activity!

• Two students will stand or sit in front of the classroom and begin a short conversation.
• The class is to observe the conversation, and take note of what the two students are talking about.
  – What is the mood of the conversation?
  – What is the main topic?
  – Would you want to join the discussion?
Conversation Keepers/Killers

- Asking questions
- Showing interest in others
- Listening carefully
- Responding to others
- Encouraging others
- Being positive
- Making eye contact
- Sharing ideas/feelings
- Encouraging others to talk

- Talking about yourself
- Appearing disinterested
- Interrupting
- Changing the topic
- Bragging
- Complaining
- Avoiding eye contact
- Talking about others
- Dominating the conversation
Rejection

• Everyone experiences rejection
• **Rejection**: the feeling of being unwelcomed or unwanted
• How should you respond?
  – Anger?
  – Bury feelings?
  – Don’t care?
Handling Rejection

• Use I-messages to share feelings with the person who rejected your gestures of friendship.
• Share your feelings with a trusted adult.
• Reaffirm your high-self worth always!
  – “They don’t know what they’re missing!”
Barriers to Making New Friends

• **Shyness**: characterized by discomfort, inhibition, and awkwardness in social situations
  – Withdraw from interaction and expression

• **Loneliness**: characterized by unpleasant, painful, or anxious feelings as a result of having fewer or less satisfying relationships than desired
  – Temporary!
Balanced Friendships

• Friendship requires the commitment of 2!
• **Balanced friendship**: 2 people give and receive from each other acts of kindness
• EQUAL giving and receiving!!
Ways to Give & Receive

Giving
- Listening
- Helping celebrate success
- Buying special gifts

Receiving
- Listening
- Accepting gifts or help
- Express gratitude
One-sided Friendships

• **One-sided friendship**: a friendship in which one person does most of the giving and the other person does most of the receiving

• Why?
  – People Pleasers
  – Don’t know how to receive from others
• **People pleaser**: person who constantly seeks the approval of others
  – Insecure
  – Give to be liked and noticed by others
Uncomfortable

• Some do not know how to receive acts of kindness from others
• They are uncomfortable accepting gifts of time or support
• They have never learned to rely on others
• THUS, they play the role of giver
“Users”

- People who do most or all of the receiving
- Take from others to get their needs met
- Little interest in meeting the needs of their “friends”
- The believe they always should come first
- Want to be in control of decisions
- They do not know how to become close to others
Ending Friendships

• Changing friends is a part of growing up!
• Why do friendships change?
  – Friends may move away
  – A friend may break confidence
  – Interests change
• There are times when a person needs to be objective about and decide if a “friend” is a friend
  – Encourages wrong actions contrary to one’s own values
Application

• Not everyone will be a friend.
• You must be a giver before becoming a receiver.
• Don’t be consumed with yourself, take interest in others.
• If you are unhappy in a friendship, confront the other person kindly.
• Do not feel guilty about ending a friendship.
Harmful Relationships
Relationship

- **Relationship**: a connection a person has with another person
- A person’s health status is affected by the quality of relationships they have
- In general, relationships are usually *healthful* or *harmful*
Relationships

Healthful relationship
• promotes self-respect
• encourages productivity and health
• free of violence and drug misuse and abuse

Harmful relationship
• harms self-respect
• interferes with productivity and health
• includes violence or drug misuse and abuse
Harmful Ways of Relating

- The People Pleaser
- The Enabler
- The Clinger
- The Fixer
- The Distancer
- The Controller
- The Center
- The Abuser
- The Liar
- The Promise Breaker
The People Pleaser

• Constantly seeks the approval of others
• Do almost anything to be liked
  – Use alcohol or other drugs
• Described as “doormats” because others can walk all over them with no consequences
• Sabotage their chances for healthful relationships because others don’t respect them
The Enabler

- Support others’ harmful behavior
- Deny or overlook another person’s harmful behavior, such as:
  - Drinking, gambling, or cheating
- Make excuses or cover up others behavior
- Might contribute to others behavior
  - Make bets for another with gambling problem
  - Drink with another who has a drinking problem
- Sabotage: don’t require others to behave responsibly
The Clinger

- Needy and dependent
- Feels empty inside and constantly turns to another person to feel better
- No amount of attention or affection keeps the clinger feeling fulfilled
- Eventually “suffocates” the other person
- Sabotage: not giving other people space
The Fixer

• Tries to fix other people’s problems
• Take on problems that are not their responsibility
• Quick to give advice
• Will identify different possible solutions and try them for the person
• Fixers avoid their own feelings and problems
• Sabotage: health people do not want others to solve their problems
The Distancer

- Emotionally unavailable to others
- Keeps other people from getting too close in a number of ways
  - Being too busy to spend time
  - Avoid sharing feelings
- Keep others at a distance to avoid getting hurt
- Sabotage: not risking emotional involvement
The Controller

- Possessive, jealous, and domineering
- Seeks power
- Might tell another person what to do, what to wear, and what to believe
- Might monopolize a girlfriend/boyfriend’s time
- Sabotage: not respecting the interests or opinions of others; dominating
The Center

• Self-centered
• Wearing “badge” that says “ME, ME, ME”
• They do most of the talking and have little interest in what you say
• Do what they want to do, when they want to do it
• Aren't too concerned with others
• Sabotage: focusing on themselves; ignore other’s needs
The Abuser

- Person who is abusive
- Constantly put others down or harm others
- Threaten, begin fights, act in other violent ways
  - Force another person to have sex
- Tend to alternate periods of abusiveness with periods of gentleness
- Sabotage: threatening and harming others
The Liar

• Does not tell the truth
• Honesty is a foundation in any healthful relationship!
• Lie about themselves to look good
• Pretend to be something they are not
• Avoids truth to manipulate others into the responses the liar wants
• Sabotage: lying to get what they want
The Promise Breaker

• Not reliable
• Make plans with another person and then be a “no show,” opting to do something better that has come along
• Might promise to change their ways
• People doubt their sincerity and commitment
• Sabotage: not keeping their word
Interactions

- Interactions or dynamics in harmful relationships often explain why people end up in such relationships.
- People who relate in harmful ways are drawn to each other.
- Some examples match-ups…
Promise Breaker & People Pleaser

• PB makes plans to go to a movie with a PP
• PB cancels the plans when something else comes along
• PP is angry, but keeps anger inside and accommodates PB with new date
• PB—must learn to keep commitments
• PP—must set limits and share feelings
Controller & Enabler

- C objects when girl/boyfriend spends time with friends
- C is suspicious and accuses
- E makes excuses for him, “He loves me so much…”
- E gives up all her friends for him
- C—respect gf’s rights to have friends
- E—take responsibility for herself
Clinger & Distancer

- C attracted to D because they fear being abandoned
- D is emotionally unavailable
- C & D afraid to get close
- D runs from relationships; spends time, then backs off
- C chases harder
- C—address emptiness; develop self-confidence
- D—share feelings and become close to others
What to do!

- Evaluate each of your relationships on a regular basis.
- Recognize when you must end a relationship, rather than work it out.
- Identify changes in behavior that must occur for you to stay in that relationship.
- Talk to a parent, guardian, or trusted adult.
- Have a frank discussion with the other person, sharing concerns and expectations.
- Set a future date to evaluate again.
Application

• Life is full of relationships.
• You can prevent, change, and free yourself from harmful relationships.
• You do not have to stay in a harmful relationship.
• Evaluate. Discuss changes. Set and keep a date to reevaluate!
• Watch for others who may be in trouble.
Dating and Marriage
Dating

• Young teens are still interested in group activities, but groups include both sexes.
• **Dating**: having social plans with another person
  – An extension of friendship
Why is dating significant?

• Learn to develop and sustain successful relationships in order to prepare for more important decision regarding commitment and marriage

• Provide opportunity to learn about themselves and others
Dating gives the opportunity to:

- Strengthen self-esteem
- Improve social skills
- Develop skills in intimacy
- Understand personal needs
Is dating exclusively vital?

• NO!!!
• GROUP DATES ARE THE WAY TO GO.
• Why group date?
  – Not as intimidating; less pressure
  – Get to know a group of people
  – Parents will approve
  – Less opportunity for sexual activity
Establishing Dating Standards

• Concern of parents and guardians: the appropriate time to begin dating
  – Don’t want dating to interfere with emotional, social, and psychological development

• Dating at a young age can have negative consequences

• Dating before 15, teens tend to be more superficial
Establishing Dating Standards

• Early dating can interfere with the development of an independent sense of identity
  – May base identity on dating experience
  – May not remain abstinent if dating begins too early

• Research findings: Teens who begin dating at a young age are more at risk for becoming sexually active!
6 Dating Standards

• Give parents/guardian background info on the person you will be dating.

• Tell your parents/guardian your exact plans. This requires honesty.

• Arrange for safe transportation.

• Establish a reasonable curfew.
  – **Curfew**: a fixed time when a person is to be at home
6 Dating Standards

• Establish a personal code of conduct.
  – Use wise judgment
  – Money!

• Establish the expected code of conduct for the person you will date.
  – Respect: high regard for someone or something
Brainstorming Activity!

• Consider what things should be included in a personal code of conduct.
  – Alone at your date’s home?
  – How much money will you spend?
  – Who should pay for what?
  – What are the physical boundaries?
  – Curfew?

• Appropriate suggestions will be written on the board.
Dating Skills

- Do not base your self-worth on your ability to get a date.
- Ask questions and get the **facts** before accepting a date.
- Decline a date when there will be pressure to drink or be sexually active.
  - Older guys are not cooler.
  - Ask yourself, “Why can’t they date someone their own age?”
Dating Skills

• Honor your dating commitments and don’t change your plans if someone better comes along.
  – Treat people with respect

• Recognize the advantage of dating a variety of people rather than going steady.

• Make a fast exit when you find yourself in a situation that violates the guidelines.
Dating Skills

• Don’t hesitate to call your parents or guardian if you’re on a date and need help.
• Feel comfortable about staying home when you don’t want to date.
• Be clear about your expectations when you give or receive a gift.
  – You never owe anything
• Be honest when you turn someone down for a date.
Marriage!!
Marriage

• A traditional marriage is an emotional, spiritual, and legal commitment a man and a woman make to one another.
  – Intimacy and companionship
  – Framework for the family unit
  – Children!
Intimacy

• **Intimacy** is a deep and meaningful sharing between two people.

• 4 important types
  – Philosophical
  – Psychological
  – Creative
  – Physical
Philosophical Intimacy

• Sharing of beliefs and values
• Belief influence decisions
• Determine day-to-day priorities
  – Relationship with parents
  – Religious involvements
Psychological Intimacy

• Sharing of needs, emotions, weaknesses, and strengths
• Share needs such as a hug, or listening
• Share and rejoice in individual successes
• Support when disappointed
• Accept weaknesses
• Deepens through the years
Creative Intimacy

• Sharing of efforts to accomplish tasks and projects

• Engage in cooperative efforts
  – Making a house a home!
  – Choose furniture, plant garden, select wallpaper
  – Learn a sport together

• Share child-raising responsibilities
Physical Intimacy

• Sharing of physical affection and includes a wide range of behaviors that express warmth and closeness
  – Have a healthful attitude about sex
  – Committed to each other!!

• What examples can you think of showing physical intimacy?
Sex & Intimacy

• Sex before marriage **does not** predict sexual satisfaction during marriage.

• Because sex before marriage does not involve a commitment, there is not feeling of security.

• It is a **RESPONSIBLE** decision to **wait until marriage** to have sex.
Predicting Success of Marriage

• Age
  – Teens have high divorce rate

• Reasons for marriage

• Length of relationship and engagement
  – Longer the better

• Similar attitudes about children and child raising

• Similar interests
  – “Opposites attract, and then retract.”

• Commitment to sexual fidelity
  – Provides closeness and respect

• Good character

• Parents’ success at marriage
Predicting Success of Marriage

• Parental attitudes toward the potential marriage partner
  – Parents do know best 😊

• Careful selection of marriage partner
Marriage Commitment

- When two people marry, they take vows and make promises.
- People cannot promise how they will feel for a lifetime; however, they can promise how they will act.
Teen Marriage is Risky

• More than 75% of teen marriages end in divorce
• Teens need to master development of adolescence before tackling stages for marriage
Self-Assessment

• Number your paper from 1-7, leaving a few lines in-between

• For each of the Tasks for Adolescent Maturity, rate your self using the scale below (1-5). Then, write a sentence or two defending your rating.
  • 1 = Not at all
  • 3 = Working on it
  • 5 = Yes, I’m confident
7 Tasks for Adolescent Maturity

- Develop healthful friendships with members of both sexes
- Become comfortable with one’s body
- Become emotionally independent from adults
- Learn skills needed later for marriage and parenthood
- Prepare for a career
- Have a clear set of values to guide behavior
- Understand and achieve socially responsible behavior
Application

• Start with group dating.
• Wait until you are older to date. Do you really think you will marry the person you date in high school?
• Be PICKY about who you date.
• If they don’t match your criteria, keep looking!!!
• Marriage = Forever
Abstinence! and Parenthood
Abstinence from Sex

- **Abstinence from sex** is voluntarily choosing not to be sexually active.
- Only 23% of teens (15-17) agree that sexual activity is appropriate for teens their age.
  - Don’t believe everyone is doing it!
- 2/3 of teens reported not having sexual intercourse
Why not?

• Concern about pregnancy
• Concern about HIV/AIDS
• Concern about STDs
• Feel they are too young
• Parents taught them not to
• Learned in sex education
• Religious or moral values
• Concern for personal reputation
Abstinence = Responsible

- Promotes health
- Protects safety
- Follows laws
- Shows respect for self and others
- Follows guidelines of parents/responsible adults
- Demonstrates good character
- Promotes dignity, respect, strength, health, and sexual fidelity in marriage
Setting Limits for Affection

- Everyone has a need to be liked
- Liking includes affection and respect
- **Affection**: a fond or tender feeling that person has toward another person
  - “I like you.”
  - Physical touch
- **Respect**: high regard for someone or something
Respect

• Knowing how to set limits, and stick to them
• Helps keep feeling sunder sontrol
• Sexual feelings result from physial and emotional attraction
  – When you see a certain person
  – Kiss or touch
  – Look at a picture
Kissing leads to sex?

• Physical expressions can intensify sexual feelings
• Kissing and/or hugging are enjoyable—and can result in sexual feelings
• Might not stop with a hug or kiss
  – Prolonged kissing
  – Caressing or touching
  – Physical changes in the body
Physical Changes in the Body

• Increased blood to reproductive organs
  – Male: penis erects
  – Female: vagina arousal and warm feeling

• The body attempts to override the brain’s message to say no sexual activity
Limits for Physical Expression

• Hand hold, hugging, casual kissing
• Tell the other person your limits
• Do not date anyone who does not respect your limits
• Avoid drinking alcohol or doing drugs
• Do not date others who drink or do drugs and interfere with wise judgment
Resisting Peer Pressure to be Sexually Active

• Be confident and say “NO!”
• Give reasons for choosing abstinence
• Use the broken-record technique, repeat!
• Use nonverbal behavior
• Avoid being with any who pressures you
• Know and obey laws that protect you
• Influence your friends to practice abstinence
Brainstorming Activity!

• What are some reasons for practicing abstinence?
Reasons for Practicing Abstinence

• I practice abstinence to promote my health.
  – No HIV/AIDS for me.
  – No STDs for me.
  – I do not want to be a teen parent.

• I practice abstinence to protect the safety of others.
  – Teen parenting.
  – I do not want to be accused of date rape.
Reasons for Practicing Abstinence

• I practice abstinence to show respect for others and myself.
  – Protect my good reputation.
  – Uphold my personal values.
  – I want to protect my health and the health of others.

• I practice abstinence to follow the guidelines of my parents and other responsible adults.
Reasons for Practicing Abstinence

• I want to demonstrate good character.
  – Have a good reputation.
  – I do not want to feel guilty or anxious.
  – I want to postpone sexual intercourse until marriage.
Changing Behavior

• Young people who have been sexually active can change their behavior.
  – Write a list of reasons for choosing abstinence.
  – Talk to a trusted adult about past and decision to practice abstinence.
  – Consider the negative health consequences.
  – Set new limits for expressing affection.
  – Asses current relationship.
  – Avoid behaviors that impair wise judgment.
Teen Parenthood

• 4 in 10 girls become pregnant at least once before age 20
• More than 900,000 teens become pregnant each year
• 40% of pregnant teens are 17 or younger
• 79% of births to teen mothers are out of wedlock
Risks to the Baby

- Low birth weight
- Damaged heredity material
- Inadequate parenting skills
Risks to the Females

• High demands on the body
  – Anemia: oxygen carrying pigment in the blood is below normal
    • baby can be affected

• Toxemia of pregnancy: disorder characterized by high blood pressure, tissue swelling, and protein in urine

• Disrupts education and career plans

• Dating opportunities limited
Risks to the Male

• Responsibility of providing for the baby
• Some states require child support until the child is 18
• Drop out of school
• Usually do not marry the mother of their children
• If they do, they divorce within 5 years
• Small amount of time with their children
• Children do not thrive
• Father feels empty
Faulty Thinking

• I can have a baby now; mom mother had a baby when she was a teen and managed okay.
• I’ll be the center of attention if I have a baby.
• I (she) won’t get pregnant the first time.
• I can drink alcohol and still stay in control of my decisions about sex.
• It’s up to her to set the limits; “boys will be boys.”
Application

Wait until marriage!!!!