

I SHOULD HAVE WAITED

DVD Version

I SHOULD HAVE WAITED

CREDITS

EXECUTIVE PRODUCER

Anson W. Schloat

PRODUCER

Mazzarella Brothers Productions, Inc.

TEACHER'S RESOURCE BOOK

Elizabeth Hoover

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I SHOULD HAVE WAITED

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I SHOULD HAVE WAITED

DVD MENU

MAIN MENU

➤ **PLAY**

➤ **CHAPTER SELECTION**

From here you can access many different paths of the DVD, beginning with the introduction and ending with the credits.

1. First Day of High School
2. The Next Day
3. Jason
4. The Party
5. Girl Talk
6. The Runaround
7. I Should Have Waited
8. The Consequences

➤ **TEACHER'S RESOURCE GUIDE**

A file of the accompanying Teacher's Resource Guide is available on the DVD. To open the file you need to load the DVD onto a computer that has a DVD-ROM and Adobe Acrobat Reader. Right click on the DVD icon and then double click on the file titled "Teacher's Resource Book."

Over the past three decades, the average age for teens becoming sexually active has dipped lower and lower. It is no longer uncommon for boys and girls as young as 12 to begin experimenting with sex. Surrounded by promiscuous images—in fashion magazines, on television, in music, films, books, advertisements, and on the Internet—young people are constantly encouraged to dress and act the part. They may assume they know a great deal about sex, but often they have very little practical knowledge about physical intimacy and the responsibilities that go with it.

The results of mixing sex with immaturity are disastrous. According to the Sexuality Information and Education Council of the United States (SIECUS), each year in the U.S., 800,000 to 900,000 adolescents 19 or younger become pregnant. In 1996, the pregnancy rate for females 15 to 19 years of age in the U.S. was 83.6 per 1,000 compared to 20.2 per 1,000 in France, 25.0 per 1,000 in Sweden, and 45.7 per 1,000 in Canada. Teen abortion rates in the U.S. are also two to three times higher than the same rates in Canada and Western Europe. In addition, adolescents are one of the fastest growing groups contracting HIV. Other sexually transmitted infections (STIs) are also being contracted by teens at alarming rates.

There is some good news. School-based sexuality education can often fill the gap between what parents and caregivers teach young people and what is learned from society and the media. Successful programs have helped young people build a positive view of abstinence, teaching the emotional, physical and social benefits of waiting for sex.

The video program *I Should Have Waited*, along with this Teacher's Resource Book, focuses on helping teens realize the realistic consequences of having sex too soon. It provides young viewers with an opportunity to develop and understand their values, attitudes and beliefs about sex. The activities will also help them develop relationships and interpersonal skills. Finally, we have created a program that will help young people exercise responsibility regarding sexual relationships, particularly by addressing abstinence and pressures to become prematurely involved in sexual intercourse.

LEARNING OBJECTIVES

After watching the video *I Should Have Waited* and participating in the class activities included in this Teacher's Resource Book, your students will be able to:

- become familiar with social factors that cause teenagers to feel pressured about sex
- recognize that waiting to have sex is an important and worthwhile decision
- better understand the physical and emotional risks that may accompany sex when it is chosen too soon or for the wrong reasons
- improve their decision-making skills about sexuality and peer pressure in general
- be aware of positive examples of abstinence
- learn how to speak comfortably and confidently about decisions relating to sex
- recognize that focusing on physical relationships can hinder personal goals, and cause social and emotional problems

The program begins on Lisa's first day of high school. Her friends have grown up much faster than she expected over the summer, sporting sexy new clothes and making out in the hallways. Nervous that she doesn't look as mature, she goes home that afternoon and begs her mother to take her shopping. When her mother says she doesn't have time, Lisa calls her friends Dawn and Nina.

Dawn and Nina help Lisa transform her wardrobe into the skin-exposing styles they see in music videos and fashion magazines. Lisa's friends also gossip about who "hooked up" over the summer. The next day at school, Lisa's makeover creates more attention from the boys than she imagined. She meets a cute, older guy named Jason and gives him her screen name. That night, as she is leaving for ballet class, Lisa is thrilled to get an instant message from Jason.

During the next few days, Jason gives Lisa lots of attention—flattering her with compliments, carrying her books to class and bringing her presents. He even introduces her to his popular friends. When he asks her to skip class and eat lunch with him, Lisa says she can't. But Jason's power of persuasion is strong and she agrees to skip, even though it lands her in detention.

In the lunchroom, Lisa is intrigued by the promiscuous conversations that go on among Jason's friends. She plays along by sliding his hand up her thigh when no one is looking. When one of the girls announces that her parents are out of town, the others decide to have a party. Lisa says she can't make it because of ballet practice.

That night, Lisa finds a note saying that her parents are gone for the evening. She calls Dawn and Nina, inviting them to come with her to the party. At the party, Lisa is again stunned by the physical displays of the other couples. When two boys drink too much and start acting rowdy, Jason sees his opportunity. He offers to take her somewhere quiet, and they slip behind a closed door. Later that night, Dawn and Nina pester Lisa to give them details about what happened. Irritated, Lisa tells them that she and Jason "did other stuff," but did not have sex.

Jason's friends also pressure him to share details with them. He promises to have some very soon. A few days later, Lisa comes home to find her parents gone again. This time, they have not even left her a note. Feeling angry and sad about being alone, she calls Jason and asks him to come over. He consoles her while trying to get her to follow him upstairs. Eventually, she gives in.

The next day at school, Lisa tells her friends that she and Jason had sex. Spotting him down the hall, she runs to say hello. But Jason acts cold and tells her he's busy at the moment. Later, she leaves him voicemails and instant messages, but he doesn't reply.

When Jason's friends have another party, Lisa sees him leading another girl behind a closed door. She runs out, angry and ashamed. Outside, two of her friends comfort her. Dawn confides that she's a virgin and is waiting for marriage. Corinne says that she and boyfriend are also waiting, even though they love each other. Corinne also asks if Lisa and Jason used a condom or discussed sexually transmitted diseases. Although they did use a condom, Lisa admits that they didn't talk about the risks. Corinne gives Lisa a stern piece of advice. "If you're going to have sex with someone," she says, "You need to be able to discuss the consequences of sex with them."

Lisa realizes all the mistakes she made. She skipped class and ballet to be with Jason. She forgot about herself and her goals—all to make him happy. She vows to think of herself and her future next time. She sets some healthy goals for the next year and makes a vow to wait a very long time before she has sex again.

STUDENT ACTIVITIES

Name: _____

After you watch the video *I Should Have Waited*, answer the questions below in your own words. There are no right or wrong answers to these questions.

1. How did the things Lisa saw on the first day of high school affect her decisions later?

2. How does fashion—in magazines, on television and in the movies—add pressure to teens making decisions about sex?

3. Jason took advantage of Lisa in several ways. Describe at least one of those ways.

4. Lisa’s friend Nina said that Jason could have any girl he wanted. How did this attitude contribute to Lisa making a bad decision?

5. If you had been in Lisa’s shoes, what would you have done differently?

6. Did you notice a different focus on the girls’ clothes compared to the boys’ clothes? What do you think this says about our culture?

7. Did the characters who were sexually active have different reputations than those who were not? Do you think this is accurate? Explain your answer.

8. What part of the video was the most memorable for you? Why?

Name: _____

The quotes below are from the video *I Should Have Waited*. Choose one of the quotes and write a short essay describing how you feel about it. Keep the following questions in mind:

- Do you agree or disagree with the speaker? Why?
- Does the quote remind you of a situation in your own life?
- Does the quote remind you of a friend?
- What would you say to the speaker if you could?

“New year, new you, right? You look exactly like that model in Seventeen.”
—Nina

“What’s up with you and Lisa anyway? We want all the details.”
—Ryan

“A word of advice. Let Jason lead tonight. He can have any girl he wants. Remember that.”
—Nina

“Do you want to go upstairs? You might be more comfortable.”
—Jason

“Trey and I love each other, but that doesn’t mean we have to do it. Having sex with someone is a big decision. I’m waiting until I’m ready.”
—Corinne

“I should never have had sex with him. I didn’t even want to. But everyone else was doing it, and he wanted to, so I just did it.”
—Lisa

“If you’re going to have sex with someone, you need to be able to discuss the consequences of sex with them.”
—Corinne

“I forgot about myself and things that were important to me. I took detention to be with Jason. I skipped ballet class to hang out with him. There’s more to life than boys and flirting and sex. I needed to concentrate on me and things that I wanted to do. I couldn’t rely on some boy to make myself happy. I had to do it on my own.”
—Lisa

Name: _____

ACTIVITY 4
JUST THE FACTS

What opinions and misconceptions do people in your school or community have about sex? To find out, use the questions below to survey other students, family members and friends. Each student in your class should gather at least three responses to the questions. When you are all finished collecting the data, work as a group to find out what beliefs are most prominent at your school. Use an additional sheet of paper if necessary.

	Respondent 1	Respondent 2	Respondent 3
In your opinion, how many students in our school (or community) are sexually active? Give your answer in percentages (i.e. 25%, 50%).			
Do you think most sexually active teenagers in our school/community have protected sex? Why or why not?			
Do you know someone who has been affected by teen pregnancy or an STI (sexually transmitted infection)? If so, what happened? How did it change his or her life?			
Do you think there is peer pressure for teens to become sexually active? Is the pressure greater for boys, for girls, or equal?			
Do you think this pressure is greater now than it used to be? If so, why?			

After you have gathered responses to the questions from at least three people, share your results in an open class discussion. Were you surprised by the results? Why or why not?

Name: _____

Each word below relates to the video *I Should Have Waited*. In the spaces below, write a personal statement using each word. Make sure your statements reflect your interpretation of the program, as well as the relevant meanings of the words. You might want to check a dictionary to learn more about some of the words.

1. naive

2. assert

3. consent

4. inhibit

5. abstinence

6. clique

7. coerce

8. manipulate

Name: _____

WHAT DO YOU DO?

- 1.** A friend sets you up on a blind date. She says the guy is cute and very sweet. You trust her, but you're not comfortable going on a solo date with a stranger. What do you do?

- 2.** You invite your boyfriend over while your parents are out. You've been dating for almost a year, and you really care about him. But on this night, he's really coming on strong with the romantic words and the physical touching. What do you do?

- 3.** Your best friend is being pressured to have sex with her boyfriend. He's very good at being manipulative and dominating, and your friend has a hard time standing up to him. What do you do?

- 4.** You and the person you've been dating for a year are going camping with two other couples. The other couples are both sexually active. They are excited about the two of you "joining the club" during the camping trip. You don't feel ready to get physical, but your significant other does. What do you do?

- 5.** You suspect that your sister is having unprotected sex with her boyfriend. You don't want her to have sex at all, and you're worried about her safety. What do you do?

Name: _____

Before people can make healthy decisions about sexual activity, they have to be comfortable enough to talk about it. It can be embarrassing or awkward at first, but practice can make it easier.

PART ONE: For this activity, your class should be divided into groups of four to five people. Using the questions below, start up a conversation with your group. Not everyone will agree on the answers. That's okay. Just try to be honest and mature in your discussion.

Do you know anyone who had a baby as a teenager? What happened?

What are some good reasons to stay abstinent?

When is someone "ready" to have sex?

Can a couple have a healthy relationship without having sex? If so, how?

What do you think about someone who tries to pressure a girlfriend/boyfriend into sex?

Is sex worth the risks to your health, reputation and self-esteem?

Are teens who stand by their beliefs and say no to sex respected by their peers?

Do males face more pressure to be sexually active than females?

Why do some young people have sex before they are ready?

PART TWO: When you are finished, answer the questions below on the back of this sheet.

1. How did it feel to talk about sex?
2. Did it get easier as the conversation went along?
3. Did you feel uncomfortable talking about sex? If so, why?
4. Which question was the hardest to talk about? Why?
5. Can you think of some things that might make talking about sex easier?

Name: _____

Choose one of the topics from the list below. You can locate information at your school or local library, as well as on the Internet. Write a brief paper on your findings. Use a *Resource Tracker* worksheet to collect your information.

Teen Pregnancy

How does teen pregnancy affect young people socially and economically?
How can it change their goals and plans? What special health risks do teen mothers face? How can teen parenthood alter the life of the baby's father?
What are his legal obligations?

Teens and HIV

What are the statistics on teenage HIV infection rates? Why are teens considered a high-risk group for infection? What is the outlook for someone who becomes HIV-positive at a young age?

Sexual Abstinence

What percent of American teens are choosing abstinence? What are some of the major benefits of choosing abstinence as a teen? How might this lead to a healthier intimate relationship as an adult? What do statistics tell us about teens who wait to have sex?

STIs

What are the most common sexually transmitted infections (STIs)? Do people always have symptoms when infected? Which STIs are curable and which are not? What are the long-term consequences?

Date Rape

What separates date rape from other types of rape? What role do drugs like GHB and Rohypnol play in the problem of date rape? In what ways can the side effects of alcohol contribute to a rape? What precautions can someone take to lower the risks?

Name: _____

Below are some reasons why teenagers choose to have sex. Each reason can actually backfire and end up hurting the people involved, sometimes for many years. Think carefully about each one, then write a possible negative result of having sex for that particular reason.

1. Some people have sex to rebel or get back at their parents.

2. Some people have sex to keep a girlfriend or boyfriend.

3. Some people have sex to fit in or be popular.

4. Some people have sex to “prove” they are grownup or independent.

5. Some people have sex to feel needed, worthy or loved.

6. Some people have sex because they are under the influence of drugs or alcohol.

7. Some people have sex because their looks or popularity allow them to use others.

8. Some people have sex to get the first time over with, or to lose the label “virgin.”

This exercise discusses some of the bad reasons for having sex. In the space below, describe some good reasons for abstinence (waiting to have sex).

Name: _____

Imagine yourself on a date. You like your date very much, but you don't feel prepared to have sex with him/her. Fill in the spaces below by responding to your date's statements in an assertive way.

YOUR DATE: You say you care about me. Why can't you show me?

YOUR DATE: Are you putting your high morals above me?

YOUR DATE: You've done it before. There's no point in saving anything now.

YOUR DATE: Everybody we know started at our age.

YOUR DATE: I know you want to as much as I do. You're just afraid of what your friends will say.

YOUR DATE: It's just part of growing up.

YOUR DATE: If you don't think I'm good enough, maybe I shouldn't see you anymore.

Look over your answers. Are any of them too weak to get your point across? Do any of them involve insults or disrespectful language? If so, rewrite those answers on the back of this sheet to make them more effective.

Name: _____

Divide the class into two equal groups. One group must argue yes, and the other must argue no. Each side should support its position with facts and valid arguments.

Choose one of the following debate topics:

Do people respect those who resist peer pressure and stand up for their own values? Why or why not?

If a person has already engaged in sexual activity, is it too late for him or her to decide that abstinence is the right choice? Why or why not?

Does our society—as portrayed in movies, TV shows and music videos—respect abstinence as an acceptable choice for males and females? Why or why not?

Are males more pressured to be sexually active than females? Why or why not?

Can a couple have a healthy, loving relationship without sex? Why or why not?

Name: _____

In the space below, identify some of your goals—things you would like to do in the next ten years. Examples include going to college, getting a job, buying a car, traveling, etc.

NOTE: You will need two different colored pens for this activity.

My Ten-Year Goals

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

When you have finished your list, follow these instructions:

- 1.** Use a colored pen to draw a line through any goal that would have to be postponed or given up if you unexpectedly became a parent.
- 2.** Using a second colored pen, draw a line through any goal that might be affected if you got an STI, including HIV.

What do you think of the results of this activity? Are you ready to risk your goals by having sex too soon?

FACT SHEETS

Name: _____

Deciding to wait before becoming sexually active is an important and healthy way to take control of your body, your future and your life. Sticking to your decision will be easier if you follow the ten steps below.

- 1.** Write out your decision on paper. Include your reasons for waiting and explain specifically why staying abstinent is important to you.
- 2.** Learn the risks of teen sexual activity to your health, relationship, reputation and self-esteem.
- 3.** Believe in yourself and your value as an individual. Remember that your decisions are part of what make you special and unique.
- 4.** Practice standing up for yourself and what you believe in.
- 5.** Clearly explain your feelings to your romantic partner. Be honest and direct from the beginning.
- 6.** Plan your dates and include fun, positive things that will help you and your romantic partner get to know each other better. Plan to spend most or all of your time in public places or with friends.
- 7.** Avoid alcohol and drugs. Aside from being harmful, they make it harder to think clearly and make good decisions.
- 8.** Keep your physical involvement “short and sweet.” If things get hot and heavy, you and your date will just end up frustrated.
- 9.** Find friends who share your views. You’ll be able to talk and encourage one another.
- 10.** Say goodbye to people who don’t respect your beliefs.

Name: _____

Continuous abstinence means choosing not to have sexual intercourse. Continuous abstinence...

- is the only 100 percent effective method of pregnancy prevention.
- offers total protection from sexually transmitted diseases (STIs), including HIV.
- is completely free.
- has no medical or hormonal side effects.
- is supported by many people of different faiths as the best choice for unmarried people.
- is practiced by the majority of people under the age of 18.
- is an option available to anyone, even people who have had sex in the past.
- is much safer than periodic abstinence, or not having sex some of the time.
- has been linked to a young person's self-esteem and success in later romantic relationships.

NEED MORE? THINK ABOUT THIS:

Any worthy relationship is based on respect. If you sense that your partner doesn't respect your feelings, think carefully about what that says about your relationship. Set your own goals and stick to them, even if it means avoiding situations that could make things tricky.

Name: _____

When it comes to personal intimacy, you have the right to make your own choices. No one else can make them for you. You always have the right to say no without making a single excuse. If a person respects you, he or she must respect your decision. Anything less is unacceptable.

Here are some strategies you can use if you are being pressured to do something that you don't want to do:

- 1.** Say no firmly and calmly. You'll feel stronger and more confident every time you stand up for yourself.
- 2.** Don't offer reasons or excuses. You don't owe anyone an explanation. Chances are, someone who is pressuring you won't respect your reasons anyway. He or she will simply try to talk you out of your decision in order to "win."
- 3.** Just because you agree with some of the things the person is saying, you do not have to change your position.
- 4.** Make eye contact. Don't stare at the floor or ceiling. Say "no" directly to the person.
- 5.** Let your partner know exactly how you feel about the pressure. If you are angry or annoyed by it, say so.
- 6.** Do not allow yourself to feel guilty or intimidated by threats. You will have more control of the situation if you ask direct questions: "Why do you feel like you have to keep asking the same question? Why can't you respect my decision? What part of NO don't you understand?"
- 7.** Do not feel pressured to continue the discussion. Say, "I'm not going to talk about this anymore." Then change the subject or walk away.
- 8.** Don't accept pressure from your partner's friends or peers. People who pressure others into sex often get a friend to say that sex is "okay" or a "normal part of growing up." It's all about manipulation. Don't fall for it.

Name: _____

If you ever need a quick comeback for someone who is pressuring you to be sexually active, keep these in mind:

“I make the decisions when it comes to my body.”

“If you don’t respect my choices, then you don’t respect me.”

“I don’t like being pushed into doing anything.”

“I know the risks and I’m not ready to deal with them.”

“There are lots of other ways you can show me that you care.”

“I don’t want to have this conversation every time we’re together.”

“If you don’t understand why abstinence is important to me, then you don’t understand me.”

“I don’t need to do prove anything to anyone. I know who I am.”

“You know my choice. I don’t have anything else to say.”

And last but not least:

“Goodbye.”

Name: _____

Teenagers who decide to have sex face greater risks than any other age group. Consider these facts:

Teen Pregnancy & Birth

Pregnancy presents significant health risks to a woman of any age. Pregnant teenagers face added risks because their bodies are still developing. Other problems may happen because the pregnant teen denies or ignores her situation, which keeps her from getting proper care.

Teen mothers have a higher rate of anemia and hypertension (high blood pressure) during pregnancy.

Babies of teen mothers are more likely to be born prematurely and/or suffer from low birth weight.

Babies of teen mothers also face a greater risk of mental retardation, brain damage, and injury at birth.

Teen mothers are more likely to have premature labor.

Babies born to teen mothers are more likely to be stillborn, or dead at birth.

Young People and STIs

Young people between the ages of 15 and 25 are at the highest risk of contracting an STI.

Each year, one out of four sexually active teens becomes infected.

Using drugs or alcohol increases a young person's risk of contracting an STI.

Every year, about three million cases of STIs occur among teenagers.

Name: _____

Print Resources

Ayer, Eleanor H. It's Okay To Say No: Choosing Sexual Abstinence. New York: Rosen Pub. Group, 1997.

Benson, Michael D. Coping with Birth Control. New York: Rosen Pub. Group, 1998.

Buckingham, Robert W. and Mary P. Derby. I'm Pregnant, Now What Do I Do? Amherst, NY: Prometheus Books, 1997.

Campos, David. Sex, Youth and Sex Education: A Reference Handbook. Santa Barbara, CA: ABC-CLIO, 2002.

Coles, Robert. The Youngest Parents. New York: W.W. Norton, Inc., 1997.

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Kirby, A. No Easy Answers: Research Findings on Programs to Reduce Teen Pregnancy. Washington, DC: The National Campaign to Prevent Teen Pregnancy, 1997.

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Rickel, Annette U. Teen Pregnancy and Parenting. New York: Hemisphere Pub. Corp., 1989.

Winikoff, Beverly and Suzanne Wymelenberg. The Whole Truth About Contraception: A Guide to Safe and Effective Choices. Washington, DC: Joseph Henry Press, 1997.

Wong, James Wong and David Checkland, eds. Teen Pregnancy and Parenting: Social and Ethical Issues. Toronto; Buffalo: University of Toronto Press, 1999.

Name: _____

Internet Resources

Ask NOAH About: Pregnancy, Fertility, Infertility
www.noah.cuny.edu/pregnancy/pregnancy.html

Birth Control Choices: The National Network for Family Resiliency
www.nnfr.org/nnfr/adolsex_controltg.html

Centers for Disease Control and Prevention
www.cdc.gov

Love, Dating and You: The National Network for Family Resiliency
www.nnfr.org/nnfr/adolsex_lovetg.html

Planned Parenthood
www.plannedparenthood.org

Not Me, Not Now
www.notmenotnow.org

Sexuality Information and Education Council of the United States
www.siecus.org

Teen SMART Questionnaire (pregnancy, contraception)
www.efn.org/~djz/birth/MT/teen.html

United States Food and Drug Administration
www.fda.gov

Web MD
www.webmd.com

Worth the Wait
www.worththewait.org

Name: _____

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OTHER PRODUCTS

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<i>AIDS Update: The Latest Facts</i>	video/print or DVD/print
<i>Abstinence First: Teen Birth Control Decisions</i>	video/print or DVD/print
<i>Dangers of Sexually Transmitted Infections</i>	overhead transparency kit
<i>1208 Sherwood: The Emotional Impact of HIV</i>	video/print or DVD/print
<i>Preventing Sexually Transmitted Infections</i>	video/print or DVD/print
<i>Sexually Transmitted Infections folding display</i>	folding display
<i>Curriculum in a Box: Sexual Responsibility</i>	10-video curriculum with print
<i>Not One More Person: Avoiding HIV</i>	video/print or DVD/print
<i>It's Your Choice: Preventing Pregnancy & STDs</i>	video/print or DVD/print
<i>No Excuses: Sexual Harassment</i>	video/print or DVD/print
<i>Sexual Abstinence: Making the Right Choice</i>	video/print or DVD/print
<i>Feeling Good About Growing Up</i>	video/print or DVD/print
<i>Dating for Real Series</i>	video/print or DVD/print
<i>Adoption Option</i>	video/print or DVD/print

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