

*Note: this is a **guide** it is not intended to be an exhaustive list of exam topics. Make sure to read all assigned chapters and view all videos/lectures.

Chapter 11

- **Premarital Sexual Behavior.** African Americans report a higher incidence of premarital intercourse than Caucasians, have had more partners, and report being currently sexually active. Adolescents who are religious tend to be lower in sexual permissiveness. Adolescents who report having a boyfriend or girlfriend are more likely to have sex, especially true of girls who have boyfriends that are 2 or 3 years older than them. Those who are the youngest at first intercourse tend to engage in more sexual behavior in adolescence. Girls (periods) and boys who go through puberty at an early age are more likely to become sexually active sooner. Warm, close parent relationships normally have teens who are not as sexually active early in adolescents. Parents who monitor their children's behavior by setting rules and curfews are less likely to have sexually active teens. Girls who come from a father absent home are also more likely to engage in early sexual behavior.
 - o **Reasons for first intercourse.** Mentioned above. Also, peer standards of sex and problem behaviors influence sexual behavior in young adolescents.
 - o **General sense of:**
 - **How many adolescents have had sex?** 7% of kids have has sex by 13. 30% of 15-17 year olds have reported engaging in sexual intercourse, and 66-70% of kids ages 18-19 say they are not virgins.
 - **Who they are having sex with (age of partner, relationship type)?** Most sexually active adolescents have partners their own age. $\frac{3}{4}$ of adolescent girls report that their first sexual partner was either the same age or 1-3 years older than them. Boys answered their first sexual intercourse to opportunity and most girls answered that they were in love.
- **Sexual pluralism.** Americans live in a pluralistic society- different individuals accept not one, but a number of standards.
 - o **abstinence, commitment, friends with benefits, ulterior motives for sex.** The term abstinence varies greatly from individual to individual. Standards differ- some allow kissing with affection, or sex with affection. Sex with affection but without commitment has become the standard of many adolescents. The double standard refers to how it's more acceptable for men to be sexually active than girls. Girls fear reputation more than boys. Men accept sex without love more readily than females.

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- **Sexual aggression and saying no to unwanted sex.** 9% of high schoolers report being abused by their partners. Many teens feel obligated to his or her partner to have sexual intercourse. Teens afraid of being labeled "gay" if they are not sexually active. Females use a variety of rejection strategies, avoiding sexual behavior, "I'm not ready yet".
- **Contraceptives and STDs**
 - o **What kinds of contraceptives are adolescents most likely to use?** Condoms (94%) and birth control (61%)
 - o **What are the most common STDs among adolescents?** Most to least common- HPV, Trichomonosiasis, chlamydia, genital herpes, gonorrhea
 - o **Why contraceptives are not used?** Students are misinformed about about safe times to have sex and the likelihood of pregnancy, teens believe it "won't happen to them", and some want to get pregnant because they believe they are in love and want to ensure the long-term relationship.
 - o **Access to contraceptives – can adolescents get contraceptives?** What impact does this availability have on sexual activity among teens? Some adults are worried about the availability of contraceptives will increase sexual interest in teens. The availability of contraceptives is a major determinant as to whether they are used and pregnancy results. Sex education should educate about contraception but then adults argue that if teens know too much they will get in trouble.
- **Teen pregnancy**
 - o **outcomes for mothers and fathers.** 97% of adolescent mothers decide to keep their babies. Teenage mothers are more likely to be poor, have poor relationships, poor with social skills, not likely to go to college, trapped in a downward spiral. Normally, 3 generations share the cost of the baby for women. Adolescent boys who become fathers are similar to adolescent girls in relation to being poor, live in poor neighborhoods, and do poorly in school. Contact with the mother and child decrease over time. They can't contribute financially to the child.
 - o **differences in rates between US and other countries** US has highest rates of teen pregnancy out of most all countries. This number is decreasing.
- **Gay and lesbian youth**
 - o **theories of determinants of sexual orientation** 1. Biological theories. Genetic differences, exposure to atypical concentrations of prenatal sex hormones, differences in brain structure. 2. Psychoanalytical Theories/Parenting Differences- homosexuality being caused in problems with parent-child relationships 3. Social Learning Theories- conditioning

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through reinforcement or punishment of early sexual thoughts, feelings and behaviors.

- o **youth adjustment**- Gay Teens find it difficult to come to grips with their sexual identity. Some go through a period of denial, and are afraid to tell their parents. They experience different stressors such as teasing.
- **Sex education**
 - o **Approaches and their effectiveness**. Parents are an important source of transmission of information about sex to their children. Some parents are embarrassed to discuss the subject, some are uninformed and do not know how to teach sex to their children, and some think that "the talk" will lead to sexual exploration in their teens. Many agree how schools should teach students all about sex, STD,s, and birth control.

Chapter 12

- **Views on education**
 - o **Traditionalists vs. progressives**. Traditionalists argue the purpose of education is to teach the basics, English, math, science, history, and foreign languages to increase student knowledge and intellectual powers. Progressiveness urge that the purpose of education is to prepare students for life by teaching citizenship, home and family living, a vocation, physical health, gratifying use of leisure time, and effective personal growth. The traditionalist-progressive debate has continued partly because both sides that education has an important role in reforming society.
 - o **Performance goal structure vs. task mastery structure** Performance goal structure is schooling presented as a competitive atmosphere in which the goal is to get the highest grade in the class. This fosters competition. Task mastery structure are less competitive and highly value effort and improvement, rather than meeting present standards. Adolescents experience fewer problems in these types of schools. These students are more likely to ask for help if they do not understand something being taught.
- **Middle schools**
 - o **Characteristics of effective schools** Students do better if they feel part of a caring, supportive community. In a small school, students can enjoy active participation in activities. In a smaller school, the quality of monitoring by teachers is less adequate in larger schools. In small schools, most teachers know all students by name. Schools must create an atmosphere of learning that makes students believe they are responsible for their own learning rather than being held responsible for it. These students are more interested in course material. Students do better when they can discover