

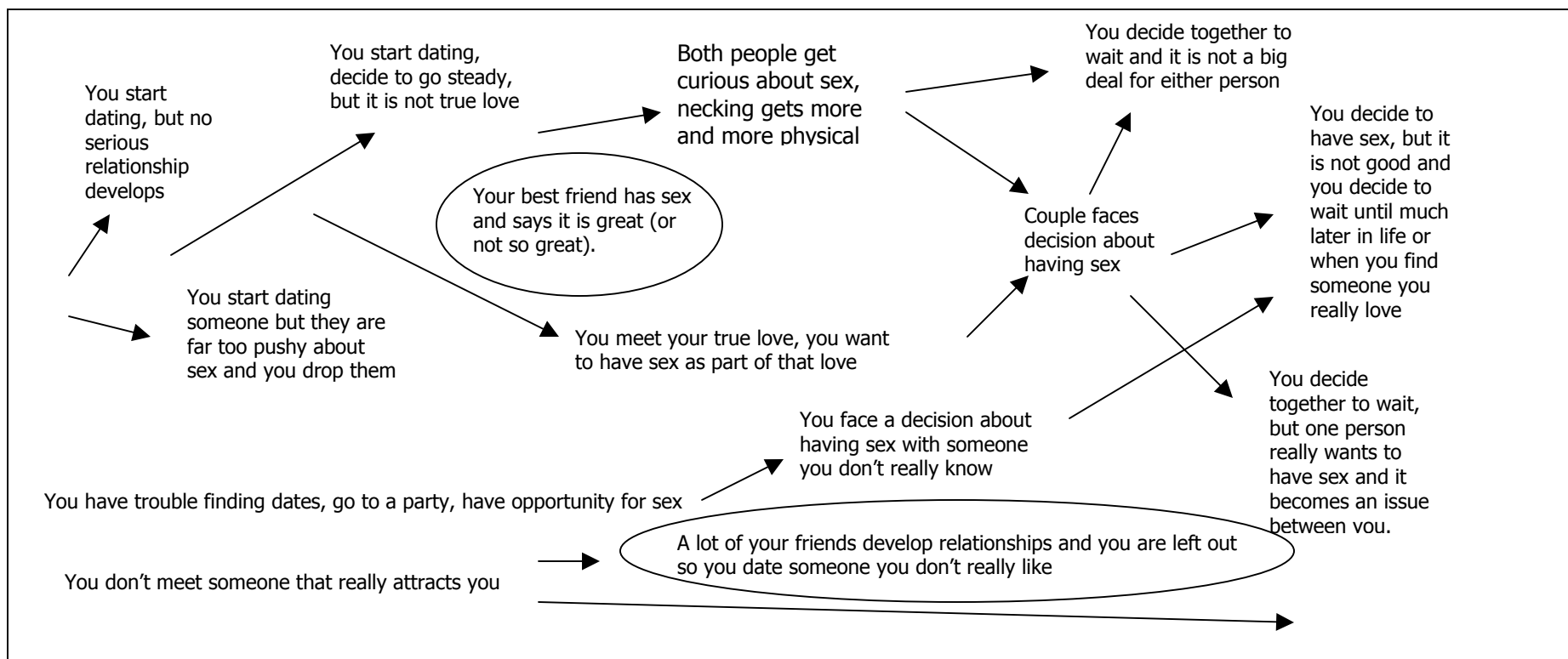


Prepare a Board Game on Postponing Sex

In this document, we have tried to provide a framework for developing a board game that is based on acquiring the knowledge and arguments that support postponing sexual intercourse. This framework is based on our more general document [How to Create a Health Game](#). Review that document for more ideas in developing your game. Read some of the articles that are linked to that document as well. We suggest that you consider these ideas for developing your game, but feel free to choose your own ideas.

1. Consider developing a game that is based on selecting or following pathways. To move along the pathways, you roll dice and have to answer questions, make choices or deal with unplanned situations. The game could include "players" who start the game with certain characteristics such as shyness/confidence, good looks, lots of friends/few friends, or they could roll dice to acquire those characteristics at the start of the game. The board game can include dice to create some situations based on chance. The game could include a "board" as well as having the players use their computer to visit web sites to take quizzes and other information. The goal of the game is to arrive at the end of the game having maintained the decision to postpone sexual intercourse until later in life.
2. The game could be intended for teens and pre-teens (so you know what they are likely to enjoy learning).
3. The pathways in life that include whether to have sexual intercourse are varied. It is not necessarily a straight line, with one person or one relationship. See below for some examples of how things can develop in different ways

As well, there are several factors that will influence your decision. Things like your long term goals, close friends, religious beliefs, your parents' values and feelings, your own feelings about being ready, your confidence, the type of people you date or form relationships with, the time you spend alone with the other person, the opportunities you have for privacy in your life, etc.



Steps to Build Your Game

Step 1: Content Analysis

First we need to analyze the content of the issue underlying the game. Let's look at the why, what, how, where and who of the issue. We can start by examining the reasons why people decide to have sexual intercourse or not.

Why People Decide to have Sex or Not

Examine the reasons that people have sexual intercourse or decide to postpone having sexual intercourse. Let's face it...there are several reasons why young people (and older people) have sex. Some of those reasons are good, some not so good. The poor reasons to have sex are easy to challenge. For example, having sex to be popular or to keep a girlfriend/boyfriend is not too wise, right? The better reasons (such as you really love the other person) need to be respected. Consequently, alternative ways for lovers to express their love to each other should be emphasized so that people can develop their relationship further without getting too physical.

Go to the www.sexualityandu.ca web site and read the lesson plan on [Postponing Intercourse](#). This page is a lesson plan that has students identifying the reasons for postponing or having sex. We will use the potential answers from the chart at the bottom of that lesson plan to help us prepare the content of our game.

Start with the list of the reasons people have sexual intercourse and identify a counter argument, alternative or other way to respond to that argument for having sexual intercourse. Here are some examples. Develop a full list using the list from the lesson plan with your own additions. As you build your list of reasons and arguments, try to think of how you could present these ideas in a game. .

Reason for having Sex	Counter-Argument or Alternative	Ways to Include this in the Board Game
Feeling pressured by your partner/or others	Learn how to negotiate with partner, offer other ways of being sexual	Eg Test player knowledge of arguments to be used with partner Eg Test player knowledge of sexual activities other than intercourse, anal sex or oral sex
To demonstrate love for partner	There are lots of ways to be romantic other than sexual	Eg Challenge player to come up with at least three ways to show romantic love
Influence of alcohol and/or drugs	Avoid drinking in compromising situations	Eg Present player with choices in party situation
Physical Urges/Hormones	There are other ways to satisfy these urges such as masturbation	

Similarly, we need to find ways to support the reasons for postponing sexual intercourse until the person is ready, the relationship is ready and the sex part fits their life goals.

Reasons for Postponing Sexual Intercourse	Ways to Support that Reason
I am not ready	Ways, words to talk to partner to express this feeling, self-assessment tools and quizzes
More time for the relationship to develop	Ways to assess relationships,. Ways to build trust
Had sex once before and decided s/he is not ready for a sexual relationship	Identify ways to be emotionally and physically satisfied without intercourse

What exactly are we talking about when we say "having sex"?

There are lots of different kinds of sexual activity. Some are fairly risk-free, such as kissing and petting. Some activities, such as mutual masturbation, can be satisfying without going as far as sexual intercourse. Others, such as anal or oral sex, are sometimes thought to be less risky, but are in fact just as risky. Go to this web site for a detailed explanation of the alternatives to sexual intercourse.

As well, there are related emotional and psychological aspects of sexual activity. Shared and mutual fantasizing, flirting and play-acting between two people can be great. But teasing and coercing are definitely out. For inexperienced lovers and partners, these things can be confusing and become confused. So, when we make up a game about postponing sexual intercourse and other intense sexual activity, we are talking about certain physical activities, but we are also taking about related feelings and interactions between people.

Where do young people have sex? The answers to this question will lead to places and situations that can be incorporated into your game. List the places where young people might have a greater opportunity for sexual intercourse here. For example, your list might include:

- parties where the parents are not home
- at home after school, when both parents work
- etc

When do young people have sexual intercourse? Identify the times when young people might have more opportunity to have sex. Not so much the time of day, but the times in their lives such as:

- before, during, or after graduation dances
- on field trips
- on summer vacations away from home
- after a big fight with your parents
- etc

Who do young people have sex with? This simple question leads to some other interesting ideas for your game such as:

- Do some girls go out with older boys? (Or vice-versa) Will this age difference influence their decisions?
- Do young people have sex only with their boyfriends/girlfriends?
- Do some groups of young people (smokers, drinkers, star athletes, good-looking people, people who use dope/drugs) have sexual intercourse earlier or more often?

To complete this phase of preparing your game, take a look at these readings for more ideas: [What is sex?](#) [Choosing Abstinence](#), [Virginity: A Very Personal Decision](#), [Debating Abstinence](#), [Choosing Virginity](#), [The Abstinence Quiz](#), [Sex: Ten Best Reasons to Wait](#), [50 Things You Should Know about Abstinence](#)

Step 2: Incubation

One of the magic things about creativity is that your mind works on problems without your knowing it. After you've generated a list of possible aspects of your topic, take a break. Walk away from the place where you generated your list and do something entirely different. Some time later, come back and look at your list. New ideas will suddenly occur to you. Connections and alternatives that you didn't notice will become apparent. Add them to your list and then you're ready for the next step.

As part of this reflection, take a look at some of these scenarios for possible incorporation into your game. There are several [case studies](#) contained in a lesson plan on the www.sexualityandu.ca web site. See how that lesson plan asks students to identify the factors that will influence the decisions of the young people in those scenarios. Your game could present those kinds of scenarios and challenge the players to identify some of the factors that should be considered.

Try to think up other scenarios or go to the scenarios/advice presented by Planet Ahead (Health Unit in Richmond, BC) You could challenge the players in your game to identify a person who would be [good for you in a relationship](#), or to state some [rights that all people have in their relationships](#).

Another good source of choices/scenarios that you could incorporate into your game comes from the Peel Health Unit in Ontario, where they have quizzes on [Am I Ready for Dating?](#), the difference between [love and infatuation](#), important, [necessary things in relationships](#), a [quiz on relationships](#), [unhealthy relationships](#), And [questions to ask yourself before having sex](#).

Another source of scenarios and specific argument, strategies and situations can be found by reading the [pamphlets on sexual abstinence](#). Although these pamphlets try to make a complex issue too simple, they can be used for identifying ideas and arguments.

Step 3: Chunking (Creating Combinations of Ideas/Information/Scenarios that Could Fit in Your Game)

Now it's time to take the list of content elements and put them into categories related to board games. Take a large sheet of paper and divide it into six sections labeled **Pieces**, **Patterns**, **Paths**, **Probabilities**, **Prizes** and **Principles**. Recopy the items that you've listed by putting them into the proper category. If something seems to fit in more than one place, don't hesitate to put it in multiple spots.

Parts/Combinations	Explanation	Examples to Consider for Your Game
Pieces	Elements that seem as though they might make sense as markers to be moved around on the board or as score keeping devices.	<p>The players (pieces in the game) could be given predetermined characteristics (confidence/shyness, supportive/difficult parents, lots of friends/few friends etc) or they could roll dice to acquire those characteristics at the beginning of the game.</p> <p>Dice can be used in the game to proceed through the squares on the game board. Different squares could present different choices and scenarios. Some squares could require a visit to a web site to take a quiz.</p> <p>During the progress of the game, players could start with and accumulate "wisdom" and "happiness" points as they maintain their decision to postpone sex.</p>
Patterns	Are there combinations of things in the content that seem to go together? Are there combinations of things that when put together become something else or take on some additional meaning?	Some of the supportive factors (for postponing sex) could be grouped together in the game. For example, if a person has supportive parents, an understanding partner, lots of other activities and friends, religious beliefs, avoids compromising situations etc, their decision to postpone sex will be easier. See your notes on the reasons why people choose to have sex or not for these factors. Also, review the scenarios discussed earlier. These scenarios could become key points in your game.
Paths	Are there progressions of events in the content that could be thought of as paths? Is there a physical place in the content that one can move around in?	See the diagram presented earlier in this guide and develop other pathways. Decide if your game board will be a simple square or will it have several pathways for people to follow. Some pathways could be longer than others and the players could be forced to go down a pathway because of the roll of the dice or by their own choices.

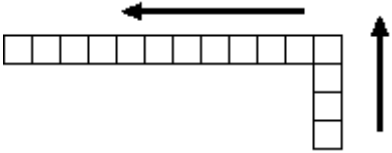
<p>Probabilities</p>	<p>Do some things in the content happen by chance or happen outside the control of someone dealing with that content?</p>	<p>There are several scenarios that could happen by chance in the game, including going to a party, meeting someone with whom you become infatuated, meeting an older person, having a fight with your boyfriend/girlfriend etc.</p> <p>Dice could also determine the outcome of situations that are based on chance. For example, the "chance" that your girlfriend/boyfriend accepts your decision to postpone sex, could be determined by rolling the dice (Even number = yes, odd number = no)</p>
<p>Prizes</p>	<p>What's valuable in this content area? What do people strive for or try to acquire?</p>	<p>In this game, the goal is predetermined. You "win" the game by postponing sexual intercourse until later in life. Wisdom/experience and happiness/unhappiness are a guaranteed outcome, so your game could be based on acquiring those things. Acquiring or keeping a boyfriend or girlfriend would not be a true outcome because there are no guarantees that this will happen in life.</p>
<p>Principles</p>	<p>What general statements can you make about how the world of this content works? What IF-THEN statements can you make that relate one content element to another?</p>	<p>Try to develop a set of principles that will underlie your game. For example, consider the following wording:</p> <p>"The underlying logic of this game is that if you postpone having intercourse or other intensive sexual activity until you are ready, until your relationship is ready, until that level of commitment fits with your other life goals, until you have discussed safer sex and until you find a truly committed relationship, then your first sexual intercourse will be more meaningful and you will be happier and wiser."</p>

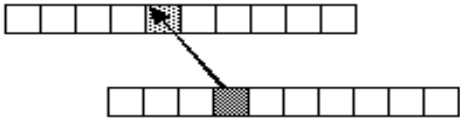
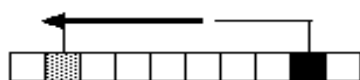
Step 4: Aligning the Real Life Content with the Structure of your Game

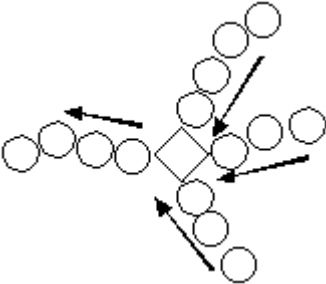
The next step is to look for specific patterns, elements and structures in real life that influence the decision to postpone sexual intercourse and match them with the structure of a game. Look over the list of content elements that you just chunked out and see how you might align them with typical structures found in a board game. In doing this, remember the two rules:

1. Whenever possible, the structures of the game should *mirror* the real life situations.
2. The structures of the game should never *contradict* the real life situations.

Go through the chart below and add your ideas to those that are already presented. Add things to the "real life side of the chart and then try to figure out how to present that real life situation in the game.

The Structure of the Content or Knowledge/Skill Underlying the Game	Reflect this in the Game Structure
<p>1. How do people move through or around the issue of deciding about sexual intercourse in real life?</p>	<p>Show Movement Along a Path</p>
<p>They embark on a Journey or Quest: In real life people seek to establish a loving, long-term relationship with another person as part of their goals in life. Regular sexual intercourse is part of that relationship. However, for young people, it is often wiser to postpone sexual intercourse until they have established and reaches some of their other goals, dated and developed experience with relationships, met someone and developed a relationship with that person that is able to truly enjoy the benefits and responsibilities of sexual activity. (Add to or change this description of the real life quest now.)</p> <p>They perform a specific procedures directly related to the issue. In real life people date, form relationships and encounter choices about sexual activity. See the pathways described in the diagram presented earlier in this guide. (Add to or change those pathways now.)</p> <p>There are natural and human processes related to the issue There are several characteristics of growing up that influence the choices of young people about sexual intercourse. These include a healthy need to experiment and form relationships, an emerging sex drive, inexperience with handling new, highly charged emotions and situations, inexperience with sexual activity and other factors. (Add to or change this list of processes now.)</p>	<p>Structure the pathways of your game to reflect this journey, these procedures and processes. To reflect movement, the players will roll dice and then answer questions or face challenges when they land on those squares. Players can try to be the first to finish", or they can try to accumulate points for making the right choices of knowing certain answers.</p>  <p>(Decide on the pathways for your game now)</p>

<p>2. What are the obstacles that people will encounter in postponing sexual intercourse?</p> <p>Physical/Transportation/Money/Other Resources For example, girls with good looks, or guys with a sports car may feel that they have a better chance of getting dates. A girl may get "stuck" at a party because of a lack of a car and therefore have to deal with a drunk boyfriend. Having a car may create more private situations where sexual activity can be pursued.</p> <p>Lack of friends/allies/or there are specific enemies or competitors Parents can be understanding or they can be a source of conflict. Some young people rebel against their parents' values, while others wish to respect those values and not disappoint their parents. A boyfriend or girlfriend can be understanding and patient about sex, or they can be putting on the pressure. Sometimes a good friend can provide good advice, or be a bad example. Sometimes the friends that you hang around with may seem to all be having sex, or they may a group of people that has many other interests and that offer interesting, fun alternatives to experimenting with sexual activity.</p> <p>Psychological/Emotional/Knowledge/Skills/Individual Resources A lack of experience with sexual activity may cause some to lose control and do something they did not intend to do. A lack of confidence may cause a person to say yes, when they are not really ready. A boy can be sexually teased into doing something that he did really not want to happen. A girl could be coerced into having sex by an older boy etc</p> <p>Read these articles for more ideas: Why Am I Always in a Bad Mood?, How can I Improve my Self-Esteem?, Putting Shyness in the Spotlight, Getting out of a Bad relationship, Quiz on STD's, Assess Your STI Risk, Abusive Relationships, Making and Keeping Friends, Why am I so Sad?, Stress in Teens,</p> <p>(Add to this list of obstacles or change these obstacles now.)</p>	<p>Create Blocks/Detours on the Path</p> <p>Show the obstacles on the game board by adding squares that they need to go over before they reach the end of the game.</p> <p>You can make getting past the obstacle contingent on a specific dice throw or possession of a particular card.</p> <p>A player can accumulate points for making earlier choices. For example, going out on a date with a group of friends to a movie can help the player gain confidence before they start to go out on dates with just the other person.</p> <p>(Decide on your list of obstacles and decide how they will be presented in the game now.)</p>
<p>3. Are there Shortcuts & Setbacks that people encounter about this issue in real life?</p> <p>Jumping ahead A person can meet someone who is their true love and who also strongly believes in postponing sex. A person can have lots of other interests and have little motivation for thin king about or deciding about sexual activity because they are happy with their life right now.</p> <p>Moving backward A person can make a mistake and go "too far" in the extent of their sexual activity and will need to re-establish the rules with their partner, decide to postpone in the future etc. A person can be on the rebound and make the mistake of rushing into another relationship.</p> <p>Read more about these issues: Ways to mend a Broken Heart, Date Rape, Prom Night Risks, (Add to this list of short cuts and setbacks or change them now)</p>	<p>Have Players Jump Several Squares</p> <p>Decide how you will show these short cuts or setbacks on the game board.</p> <p>Jumping from one path to another path</p>  <p>or jumping ahead on the same path</p> 

4. Are there decisions or choices that people need to make about other issues in real life that may have an impact on postponing sexual intercourse ?	Have Branching Paths in the Game
<p>Career/Work Choices: Getting a part time job can mean that you meet older people, who are more likely to be more interested in sexual activity as part of a relationship. Having strong career and life goals can mean that you are willing to wait to have sex or get in a serious relationship until you have made progress in meeting those goals. Having an income can mean that you can buy a car or clothes and some people may think that those things will help them in dating.</p> <p>Relationship/Family Choices Deciding to date, deciding to go steady with someone, your reasons for dating and having a relationship are all choices you will have to make. You will also face the choice of talking honestly with your partner about what you want and your wish to postpone sexual intercourse.</p> <p>Lifestyle Choices The clothes you wear, smoking, drinking, driving your own car, the friends you choose, all of these things will have an influence on how other people perceive you and this may be a factor on your decisions about sexual activity. Joining a church youth group, participating in sports, wearing tight clothes are all potential signals.</p> <p>Ethical/Moral/Spiritual Choices and Dilemmas Players can make choices based on honesty or dishonesty, telling on a friend for his/her good, deciding if light sexual activity such as petting is OK, etc</p> <p>Competition/Cooperation Choices Another person can be competing with you for your boyfriend/girlfriend and appear to be using sexual activity as part of the competition. People are sometimes faced with a choice to compete in that way.</p> <p>Situational Choices Drinking too much at a party or when you are alone with your boyfriend/girlfriend, smoking marijuana or doing ecstasy in those same situations can be equally risky if you lose control of yourself , being frank or discreet, taking/avoiding risks, accepting challenges</p> <p>Read these articles and quizzes for more ideas: Am I in a Healthy relationship?, To have sex or not, Am I ready for Dating?, Why Do I want to Date?, Problem Solving, Alternatives to Achieve Intimacy/Affection, Outercourse (Sex without Intercourse), Ways to Show Your Love, How to Avoid Drinking,</p> <p>(Add to or change this list of decisions or choices now)</p>	<p>Decide how you want to show the effect of those decisions and choices in the game now.</p> <p>You can show those choices are different routes, or the players can gain points for making certain decisions.</p> 

5. Are there general situations or conditions that increase risk/reward in real life about decisions relating to sexual activity?	Risky Paths
<p>Risk/reward from Choices Made Some choices lead to a chain of events that are more risky than others. Deciding to go to a party where you know that the parents are away may increase the risk. Driving to a lonely spot with your boyfriend may be an opportunity for some privacy but it may also create a situation where you, or both of you are tempted to be more sexually active.</p> <p>Risk/reward from certain related situations or conditions Being able to communicate in an assertive manner, being able to communicate with your boyfriend/girlfriend, being able to communicate with your parents, being in a trusting relationship... all of these things make it easier to maintain your decision to postpone sexual activity. At the same time, adolescence is a time of strong physical and emotional urges. These can be difficult to control.</p> <p>Read these articles for ideas for your game: Communications Skills, Make Choices at a Party, Masturbation, Internet Safety,</p> <p>(Add to this list or change this list of situations and conditions that might make it easier or more difficult to maintain a decision to postpone sexual activity.)</p>	<p>If one path is meant to be riskier than another, put more squares on it that require turning over a card that describes an undesirable event. Or more squares that might send the player back to square 1.</p> <p>(Decide how you will show these general situations or conditions in your game.)</p>

6. Are there elements related to differing power/influence among the people in real life that may have an impact of the decision to postpone sexual intercourse?	Pieces with Differing Power
<p>Age-related Young people who date older people may be faced with more decisions about the extent of their sexual activity.</p> <p>Gender related Males are often portrayed as always wanting to have sex and this may cause pressure and stereotypes. Females (and males) can provoke situations by teasing in a sexual way. The negotiation and discussion of sexual choices can be hindered by these stereotypes and by gender inequities.</p> <p>Status related People in positions of power or trust can sometimes abuse that power and trust by exploiting young people sexually. This can include a parent, older relative, teacher, clergy, coach or others. Your game could include an encounter where someone more powerful pressures a young person and then challenges</p>	<p>Example: In chess some pieces can move in more directions or over a greater distance.</p> <p>Example: In Backgammon two pieces together cannot be captured, but one piece alone can be hit by an opposing piece.</p>

<p>the players to come up with the appropriate answers about what to do,</p> <p>Read these articles for more ideas: Abuse, Abusive Relationships,</p>	
<p>7. Are there Goals, Outcomes or Rewards that people seek in relation to the issue in real life?</p>	<p>Provide Valuable Pieces, End Squares, Points, Chips etc as part of the game</p>
<p>Examples:</p> <p>Interim goals and rewards: In this game, players could accumulate wisdom and happiness points while maintaining their decision to postpone sexual intercourse. If they make the wrong choices and place themselves in more difficult situations, or if they don't have the knowledge to maintain their decision, they will likely lose happiness points. However, they could still earn wisdom points....the hard way!</p> <p>End goals/Outcomes: The end goal of this game is not really a race to the finish line, nor is it never to have sex. Players could arrive at the end of the squares (representing their teen years), having faced certain choices, dated, developed relationships and still maintained their decision to postpone sexual intercourse until they are ready.</p>	<p>Interim or gradually acquired prizes can be represented as play money or tokens that look like valuable things.</p> <p>(Clarify the rewards and goals of your game now)</p>
<p>8. Are there any uncontrollable (economic, social, physical) conditions that can change suddenly about their sexual health in real life?</p>	<p>Change the Board</p>
<p>Examples:</p> <p>There are economic, social and physical conditions that can affect our sexual health choices. These include conditions such as coming from a single parent or divorced parent family, living in a neighbourhood or going to a school where the apparent social norm is to be sexually active (or not be sexually active), having a physical or learning disability that prevents us from making friends easily, thereby influencing how we make friends and deal with sexual health choices.</p>	<p>You can create short cuts or "long cuts in different pathways on the game board to reflect conditions that hinder or help individuals with their sexual health.</p>
<p>9. Are there mathematical calculations or calculations that are related to this issue in real life?</p>	<p>Provide Look-Up Tables</p>
<p>Example:</p> <p>There are very few mathematical calculations that are relevant to sexual health decision-making. However, one might be the proportion of times that condoms can be used without breaking.</p>	<p>Develop rules for how a roll of the dice will affect play. For example, a player could roll the dice five or ten times and could be penalized for a defective condom (combined</p>

	with a time when the woman was ovulating) if the dice tosses came up even or odd all five or ten times.
10. Are there random or uncontrollable events related to sexual health that can affect a person's choices or consequences about sexual health?	Provide randomizers such as roll of the dice, spinners and other devices.
<p>Examples:</p> <p>Meeting the person of your dreams very early in life can alter your plans. Having a condom break during sexual intercourse can lead to unintended pregnancy.</p> <p>Read this web page about emergency contraception</p>	<p>Explain how the random factors will be used.</p> <p>For example, a positive or negative outcome can be decided by having a even or odd number from rolling the dice.</p>

Step 5: Drafting

Now you have a list of possible game elements in hand. It's time to take a large sheet of paper and begin to sketch out a game board. Grab some small tokens, coins, or whatever's handy and put them to work as game pieces. Play with possibilities until the design of your game begins to gel.

At this point in the process, keep asking yourself what kinds of thinking the players will be doing as they play. Are they focused on game stuff or will your game engage them in learning about the health issue? Does winning the game require learning the content better than the other players? If not... you've got more work to do.

Step 6: Incubating

It's time to let your subconscious work on this some more. Put your rough draft aside for a while and resume normal life. When you come back to your work, you'll have new ideas and insights to apply to it. That brings the early design steps to a close. The rest of the process is a cycle of testing and refinement with as many people as you can draw into the process.