

INTRODUCE YOURSELF!

Tell the students that you are an abstinence educator.

Ask the students, "What does abstinence mean?" Allow student response.
Give the definition; the act of voluntarily doing without something.

Ask students if they have participated in the DARE program? (Most have)

Ask, "What does the DARE officer encourage you to abstain from?" Allow student response. (Drugs, alcohol, peer pressure, gang activity).

Ask, "How long did the DARE officer want you to abstain from these activities?" Allow student response. (Forever) Tell students that like the DARE officer we want to encourage you, students to abstain from something. The difference is we aren't here to encourage you to abstain forever. We simply want to encourage you to wait until the best time.

Ask students, "When do you think is the best time for sex?" (Marriage)

Ask students "Are you ready to get married today?" (NO) But even if you don't think you will ever get married the chances are that your time is coming! When it does we want you to have the best sex possible.

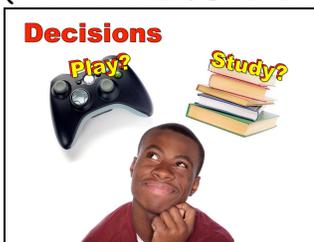
(Overhead 1 WHAT'S THE DIFFERENCE?)



Ask the students, "Guys, what's the difference between a boy and a man?" Allow Student response. (Older, bigger, more mature) "Girls, what's the difference between a girl and a woman?" Allow Student response. (More developed, can have a baby, more mature)

How many of you have ever seen a grown man act like a little boy? Or a grown woman act like a little girl? Maturity can have nothing to do with age, but how well we make decisions or choices. Allow student response. The main difference between maturity and immaturity is how decisions are made. Let's talk about how people make decisions.

(Overhead 2 DECISIONS, DECISIONS)



Ask students, "What is an example of a decision you make every day?"

Allow student response. (What to wear, what to eat)

Tell students to think about how many decisions they make every day.

Decisions have consequences!

Ask students, "When I say consequences, what do you most often think of?" Allow student response. (Punishment).

But you need to remember that good decisions have good consequences, bad decisions usually have bad consequences. Example: If you wear a jacket when it is cold, then you stay warm (good decision=good consequence) If you wear a jacket in the middle of summer, then you could have a heat stroke. (Bad decision=bad consequence).

Your decisions are always based on how you think you will be affected –

Some people make decisions based on immediate gratification

Some people make decisions based on delayed gratification.

What do these terms mean? Immediate means now. Gratification means "feels good."

So, immediate gratification means that "you want to feel good right now."

Delay means to put off or postpone. Delayed gratification means to put off feeling good now for a better time or purpose. Even adults sometimes make immediate gratification decisions.

Immediate gratification decisions will almost always come with a bill or a cost.

Now let's think about delayed gratification decisions. If you save for something you want and you go to the store with the money and buy it, you get what you want. But there is no bill, just the reward! Saving is hard and requires self discipline and being willing to delay feeling good for a purpose – the reward of getting what you want with no bill attached.

Which decision displays the most maturity? Allow student response. (Delayed Gratification/Long-term consequences)

Which of these two choices is most likely to result in good consequences? Allow student response. (Delayed Gratification/Long-term consequences).

Which of these two choices is most likely to affect your life? Allow student response. (Both)

(Overhead 3 - I WANT IT NOW)



When it comes to sex, it is easy to make a decision based on what you want now (immediate gratification). But waiting and saving for the things we want or desire can lead to greater satisfaction and reward.

Example: Let's say that you want a new video game or a really cool pair of shoes, and you ask your parents but they tell you they don't have the money. You really want them so you beg and plead and finally your parent gives in and pulls out the credit card. At that moment, you are happy, you got what you wanted, and your parent is happy; they were able to give you what you wanted. Parents like to make their children happy!

Ask students, "But at the end of the month when the bill comes how do you think your parent feels?"
Allow Student Response. (Bad, not good)

Example: If you have a test tomorrow, you will decide this afternoon to for the test or to play. If you choose to do what feels good at the moment, what would you choose? If you choose to play instead of study, (immediate gratification) then the bill will come due when you have to take the test and you are not prepared.

Ask students, "What are some possible consequences of immediate gratification decisions that relates to sex outside of marriage?" Allow Student Response. (Babies, diseases, bad reputation, etc.)

GIFT ILLUSTRATION:

We are going to pretend: Each of you has a birthday 4 weeks from today. I have brought each of you a beautiful gift. You can only have it if you promise to follow the instructions on the tag that reads "Do Not Open 'Til Your Birthday."

Ask, "How many of you would, after you made a promise to follow the instructions, sit here and open your gift in front of me?" Allow Student Response. (Most would not.)

Ask, "But once you leave the room, and I am not watching, what happens?" Allow Student Response. (More tempted to open it)

Ask, "So, you put it in your locker, out of site so that you are less tempted, but your friends see the gift and they ask you "what is it?" "Aren't you going to open it?" What happens? Allow Student Response. (Even more tempted to do what your friends want and that you know you should not do)

Now let's think about what this illustration has to do with sex!

1. If sex came in a box, the tag would read what? Allow Student Response. (Do not open until marriage!)
2. It is normal to begin having sexual feelings during adolescents; however this does not mean it is time to have sex. It will still be years before most of you are ready to get married.
3. Like that gift, sex comes wrapped in beautiful packages. The girls look better every year and the guys are "hot".
4. Like the gift I gave you, when no one is watching, it is more difficult to make the mature decision.
5. Your peers may not always encourage you to make the mature decision. Boys often pressure boys, by saying things like "don't you like girls?" Girls will pressure girls, by making their experience seem so wonderful and making the girls that are not having sex think they are missing something. Boys sometimes pressure girls, "if you love me." Girls pressure boys, "don't you want me?"

Some of you may have already opened the gift of sex. If you have, realize that I am not here to make you feel guilty, but to help you understand that you can make mature decisions starting today!

Now back to the gift I gave you. If you opened the gift you would have found ten \$10 bills, \$100.

Ask, "Is this a good gift?" Allow Student Response.

Ask, "What would you do with the money?" Allow Student Response.

What if I had not told you everything you needed to know about the gift? I did not tell you that I am coming to your house early in the morning, on your birthday. I am so excited about the gift I gave you; I can't wait to see your face when you open it!

Ask students, "How will you feel when you see me at the door?" (Not what will they do. How will they feel? Guilty, bad, ashamed)

What if it told you that when I get to your house, if you have kept the gift and followed the instructions, (gift unopened with the original \$10 bills), I will replace each \$10 with a \$100 for a total of \$1,000.00. How would you feel? Allow Student Response. (Bad)

(Overhead 4 - I WISH I HAD WAITED)



Your sexual purity is a very special gift and should be valued above what he/she looks like, how cool or popular they are, our thoughts, or even what we want.

There is always a cost or reward for every decision you make. Ask, "What are some of the costs of sex outside of marriage? What are some of the rewards of waiting?" **Allow Student Response.**

Do you know what sex is?

"Is holding hands sex?" **Allow Student Response.** (No)

"Is a quick goodnight kiss sex?" **Allow Student Response.** (No)

"Is a long, passionate kiss sex?" **Allow Student Response.** (No)

"Do you think, if you were long, passionate kissing for awhile would make you want to have sex?"

Allow Student Response. (Probably)

"How long is awhile?" **Allow Student Response.** (Possible 2 or 3 minutes).

"Is touching parts (hand to genital)* of the body covered by a swimsuit sex?" **Allow Student Response.** (Yes).

"Is mouth to genital*, sex?" **Allow Student Response.** (Yes).

"Is intercourse sex? (genital to genital)* **Allow Student Response.** (Yes)

*It is very important that you understand what sex is: sex is any sexual behavior that puts you at risk of contracting a sexually transmitted disease. Students sometimes confuse virginity (never having had sexual intercourse) with sexual purity.

Sexual purity is choosing to abstain from all sexual activity until marriage.

I am here to give you information about the possible serious, long term, negative consequences of sex outside of marriage and the incredible benefits of waiting until marriage for sex. Now let's talk about how you can learn to make mature decisions about your life and your sexuality.

In order to learn to make good decisions you must first learn about yourself, what you need and want for your life. I want to talk to you about you, about your uniqueness, and about your value.

(Overhead 5 - YOU ARE UNIQUE)



Fingerprints - no two alike (even identical twins have different fingerprints)

Our course is called **YOU ARE UNIQUE**, because we want each of you to know that you are one of a kind, that **YOU HAVE VALUE. THAT YOU MATTER. YOU HAVE A PURPOSE** that no other person can achieve.

Webster's dictionary defines unique as "one and only." Of the billions of people who have lived on this earth there has never been anyone exactly like you!

HOW AM I UNIQUE? (Overhead 6 - Inside and Outside Qualities)

I am unique through...



OUTSIDE QUALITIES: body shape, hair, eyes, skin, gender, facial features, height, etc.

Example: Have you ever worked on a jigsaw puzzle? Sometimes it can take days or weeks to complete, but have you ever gotten finished only to realize that there is a piece missing.

The picture is not complete! You are like that piece; there is no one like you! If you were not here the picture would not be complete! You fit where no one else does! Your life touches those around you and they touch others, and without you the world would be a different place! Wow!

INSIDE QUALITIES: special abilities, personality, likes and dislikes, lack of abilities, life experiences. (Have students give examples such as some are gifted at math - others at science - some can dance – others can sing – some may just be good at being someone's best friend).

Now you may be saying to yourself, "Yeah, right, if i am so unique, why do I sometimes feel bad about myself?"

(OVERHEAD 7 - Why do I sometimes feel bad about myself?)



Two things that can make people feel bad about themselves:

1. TRYING TO DO THINGS BEFORE WE ARE READY



We all feel good about ourselves when we succeed. But sometimes we may try to do things before we are emotionally or physically ready. What happens then? Do we succeed? How many of you have ever failed a test? Allow student response. Why did you fail? Because you didn't study, so you took the test before you had studied or prepared. Doing things before we are ready usually results in failure and then we get frustrated or angry that we were not able to achieve our goal. We lose confidence in ourselves, and then we feel bad.

Using SELF-CONTROL and following the rules can be hard. Each of you are practicing self-control right now. How many of you would rather be somewhere else? Allow student response.

You are here at school (or in class.) Why? Allow student response. (Mother made me come)

Well if you are only here because someone made you come, then you are wasting your time and the time of your teachers. You should be here because you want to graduate, get a good job and have a brighter future. This is a mature decision based on the long-term consequences.

EXAMPLE 1: What is your dream job? What do you want to be? Allow student response. What would happen if you applied for that job today? Would you get the job? Allow student response. Why wouldn't they hire you? You would not be hired because you are not yet qualified.

Instead of doing things before you are ready, use this time in your life to begin getting ready, to discover and develop your SPECIAL ABILITIES. Do you want to be a musician or a doctor? Take steps to develop your talents and find out who you are. Take a music class, an art class, or a science class. You may even discover you have interests you never knew you had.

Ask students "What are some opportunities you could sacrifice if you make the decision to become sexually active outside of marriage?" Allow student response. (If I got pregnant/or got my girlfriend pregnant, I could not play sports or I would have to get a job)

Doing things you're good at, things you are proud of, can help you develop healthy self-esteem. Spending time doing things that you are not or cannot be proud of only make you feel bad about yourself and damages your self-esteem.

Ask students, "What are some things that students do that they are not proud of?" "What are so things students do that they can be proud of?" Allow student response.

Now is the time in your life for learning and preparing for your future, and not the time for sex.

Avoid DRUGS, ALCOHOL, and SEX, as these things only get in the way of your development and decrease your ability to make good decisions.

EXAMPLE 2: A child wants to drive a car. What would happen in that situation? Allow student response. (Could get hurt, could hurt someone else)

Ask, "If this happened and the child was hurt or hurt someone else, how would that child feels when he/she was old enough and it was time to learn to drive?" "Do you think they would be nervous, anxious, scared?"

"Why would they feel this way?" "Do you think it might be because they had tried and failed?" A child may be physically big enough to see over the steering wheel and reach the gas, but they do not understand how the car works or the rules of the road.

Sex and driving have something in common; you need a license for both.

Having a marriage license or a driver's license is a rule designed for your protection and the protection of others. To want to drive a car before you're sixteen, and to have a desire for sex before marriage, is not bad. But to using SELF-CONTROL and FOLLOWING THE RULES will protect you and others.

Another reason you might feel bad about yourself is:

2. COMPARING YOURSELF TO OTHERS

Besides doing things before you're ready, another thing that will make you feel bad about yourself is comparing yourself to others. Society tries to pressure you into a mold so that you lose your uniqueness and become exactly like everyone else. Magazines and commercials tell you if you wear the right clothes, and use the right makeup you will be beautiful, loved, or popular, but then we would all be the same.

(OVERHEAD 8 comparing yourself to others)



By comparing yourself to others, one of two things happens:

1. You will think too highly of yourself. We all know people that think they are better than the rest of us, don't we? Are these people really well liked?
2. You will think too lowly of yourself. Remember that you are unique! You should not compare yourself to others. If you compare yourself to others you could spend the rest of your life trying to measure up, and often find you can't. So what are some of the ways we compare ourselves to others?

PHYSICAL:

"She's prettier, or she's thinner, or I'm too fat" Contrary to what the media tells us, 140 lbs. is actually the average weight of an American woman. He's more muscular, he's taller
The average man may not physically stop growing until he is 18 years old.

INTELLECTUAL: Everybody else is smarter than I am or everyone else makes better grades, etc.

FINANCIAL: Their house is bigger than mine, their parents have more money/drive nicer cars, their family can afford to buy them expensive, name-brand clothes, etc.

SOCIAL: He/she has a boyfriend/girlfriend; they're more popular, etc. "You will never be okay with someone, until you can be okay alone." Instead of comparing yourself to others, if you want to feel good about yourself, learn to appreciate your inner qualities, your uniqueness. Look in the mirror and find the thing about you that you like. "I'm a good friend", or "I'm a good sister/brother," "I'm a good" Be open and honest about yourself. You do not have to be like everyone else. You are unique. You are one of a kind; each unique thing has value.

IF YOU COMPARE YOURSELF TO OTHERS, AND IF YOU DO THINGS BEFORE YOU ARE READY, YOU ARE DESTINED TO FAIL. THIS TYPE OF FAILURE MAKES YOU FEEL BAD ABOUT YOURSELF.

(OVERHEAD 9 BASIC EMOTIONAL NEEDS)



BASIC EMOTIONAL NEEDS

Remember the, fingerprint we talked about? Yes, all of them are different, but they have some things in common, too. For example: They're all on fingers, they all have lines, and everybody has them.

In the same way, we all have something in common; we all have the same basic emotional needs.

SIGNIFICANCE – Everyone wants to feel like their life matters, rich, poor, old, young, able and disabled. People who feel significant feel good about themselves.

RESPECT –Everyone wants other people to look at them as if their life matters. People who feel respected have relationships with people who think they are significant or that they matter. It does not mean that they always agree, or that they are always right. You may disagree strongly with someone, but still value him or her as a person and treat them with respect.

SUCCESS – Everyone wants to be successful, however now we do not all define success in the same way. Some people think success is money, others a nice home and others value education, but people who feel successful are proud of what they are doing or what they have done.

SECURITY - People who feel secure feel safe. This is also true about feeling secure in a relationship; security in a relationship is based on trust.

RELATIONSHIPS – Everyone needs relationships, we need relationships with our families, friends and with the opposite sex. People who have healthy relationships are associated with people who respect them, make them feel special, and want the best for them. Healthy relationships are relationships, in which both people give and don't just take.

An example of a bad relationship would be associating with someone who uses you.

COMMUNICATION – People need to be able to communicate, share their hopes, dreams and feelings in an open and honest way. Men/women, boys and girls need to have all 6 of these emotional needs met.

Different needs may be stronger for some, for example:

MEN/BOYS may have a greater need for **SIGNIFICANCE, RESPECT, AND SUCCESS.**

WOMEN/GIRLS may have a greater need for **SECURITY, RELATIONSHIPS, AND COMMUNICATION.**

This is one reason a committed relationship between a man and a woman works so well—because they complement each other's emotional needs. For many of you, your parents/guardians have met your emotional needs most of your life, but as you become an adult, you will be looking for someone else who can meet your emotional needs.

Some of you may think that these needs can be met by having sex.

When you have sex with someone you form a physical and emotional bond with that person.

***NOTE TO INSTRUCTORS: SUGGESTED READING, "MEN ARE LIKE WAFFLES – WOMEN ARE LIKE SPAGHETTI, UNDERSTANDING AND DELIGHTING IN YOUR DIFFERENCES" BY BILL & PAM FARREL. THIS WILL GIVE YOU FUN WAYS TO EXPLAIN THE DIFFERENCES IN THE WAY MALES AND FEMALES THINK.**

Clear Tape Illustration

Can you now see how having sex outside of a committed marriage can emotionally hurt you? Real closeness is emotional. Because sex outside of a committed marriage is primarily physical, healthy emotional needs are gradually replaced with unhealthy emotions.

(Overhead 10 –Replacing healthy emotions with damaged emotions)



Instead of significance ---QUESTIONING. You will wonder why you acted as you did.

Instead of respect --- LESS SELF RESPECT. You will not like yourself.

Instead of success --- FEAR AND GUILT. What about pregnancy and disease?

Instead of security --- DISTRUST AND JEALOUSY. Who is he/she talking to now?

Instead of a good relationship ---TENSION AND STRESS. What if we break up? What if he/she doesn't really love me?

Instead of communication --- ISOLATION. The relationship will focus more and more on sex and less and less on getting to know each other.



Sometimes we confuse what we need and what we want, because we are responding to physical stimulation. Men and women respond to different physical stimulation.

Men/Boys generally respond to what they see. This can make you think you need that girl.

(Overhead 12 - Guys respond!)



GUYS - PHYSICAL RESPONSES: Guys, when you go to the beach, do you look at the girl in the one piece or the girl in the little tiny bikini? Now girls do you really get excited about a guy in a little tiny swimsuit? He responds sexually to SIGHT.

I have some simple rules for dressing....NO CRACK. Girls no cleavage, boys no crack, keep your pants up; there is nothing sexy about your crack.

Girls, your top should not be so tight that you can see your heart beat, you should be able to raise your hands without showing your belly, and you should be able to touch your toes without showing your bottom. When you dress cute, not sexy, he's attracted to YOU. He notices the real you and not just your body. When you dress "sexy" he's attracted to what? TO SEX!

Girls, you know the difference in looking good and looking sexy. Girls remember that you see things differently than the guys do. Boys, if you are attracted to the girl because of the package, (her body,) just remember that one day she is going to look like her grandmother. The package is always changing and you should be attracted to her for who she is; her personality and her character because these are the qualities that are likely to remain over time.

Women/Girls generally respond to touch. That great guy comes up and put his hand on your shoulder and you think he really likes you. This can make you think you need that guy.

(Overhead 13 - Girls respond!)



GIRLS - PHYSICAL RESPONSES: Girls, you respond sexually to TOUCH. Your emotions enter the relationship when you like a guy. For you, the first time you hold hands or he puts his arm around your shoulders is VERY special. If you are attracted to a guy and he touches you, you respond.

Guys, be careful how you touch the girls, they may be getting a message you didn't intend to send. Guys, you see a girl dressed in something really sexy walking down the hall you and say, "I need me some of that!" What are you really saying? (I want that.) Girls, a great looking guy casually puts his arm around you. Your heart begins to race and you think "I need him," but you really mean, "I want him." Remember, "I want it now!" is immediate gratification, which is an immature response.

This is how guys and girls get "turned on". How does it get from looking or touching to actually having sex? Sure, people say, "It just happened." Well guess what, it doesn't just "happen".

There are only 2 times when sex just happens; one is rape, and rape is never about sex. Rape is about power and domination, forcing someone to do what they do not want to do. The other is prostitution; prostitution is not about sex, it also about power and domination. The prostitute is saying, "I have the power to take your money, and to tell others and ruin your life."

Example: When a boy touches a girl, she'll start adding his last name to her first name, and starts naming their future children.

There is a process or steps that happen, between meeting someone and having sex. Each step puts the next step closer, making it easier and easier to go too far, too fast.

(Overhead 14 - WHAT IS THE PROGRESSION OF SEXUAL FEELINGS?)



WHAT IS THE PROGRESSION OF SEXUAL FEELINGS?

Start off being together, doing fun things, and talking

Hand Holding - very exciting the first time

Arm Around; hugging; touching and teasing

Simple kiss (on cheek, then lips)

Long kiss (heavy duty kissing)

Making Out – touching intimately (unzipped, unbuttoned clothes)

Sexual Intercourse - designed to be enjoyed only in marriage.

You must decide where to draw the line. DECIDE NOW!

You may ask how far is too far? If you would feel uncomfortable kissing him/her like that in front of your parents then you should not be kissing like that. If you can't touch him/her like that in front of your parents then you should not be touching like that. Don't do anything in private that you would not feel comfortable doing in public. If you have to hide to do it; you should not be doing it.

Example 1: When the snowball starts down the hill it picks up speed, gains momentum, and is harder to stop. The further down the hill it gets, the more difficult it is to stop. This is a normal pattern. With each step you are getting closer to having sex and with each step it is harder to stop.

Example 2: It is like a freight train that sees a car on the track. Once the train is moving at full speed, it may want to stop, it may even try to stop, but if it has gone too far, too fast, it cannot stop in time.

Now, you can see why guys and girls are attracted to each other--there is both a physical and emotional attraction. Love is so much more! There are many wrong ideas about the word LOVE.

(Point to snowball and say, "A lot of people think this is love. Some even call it making love.")

(OVERHEAD 15 - Lust)



Do you think this is a good definition for love: “Having sex or making love with someone, or the desire to have sex with him or her? Is this LOVE? No. This is LUST! Lust is like a fire. Fire in its proper place and controlled can provide warmth and nourishment, but when it gets out of control, it consumes and destroys.

Sexual activity without an emotional commitment is just a selfish way to satisfy your physical wants. It is using another person to please you. Remember earlier we said an example of a bad relationship would be associating with someone who uses you.

Example: Flash Paper/Candle Demonstration – Tell students to watch carefully – don’t blink you will miss this. Light a candle – Take a 1” square of flashpaper, hold flashpaper by the corner and light it and toss in the air. The flashpaper will burn bright and quickly disappear.

Tell students, the flashpaper is like lust.

Lust is like putting charcoal starter on the grill it will burn bright and hot, but only temporarily without a base or fuel. Point out the candle; tell students, this candle has a base. But flash paper does not have a base, and when it burns it burns hot and fast but can not be sustained because it has not base, or foundation. Significance, respect, communication, relationship, security-marriage, are the base for successfully love relationships.

Which is more exciting, the flash paper or the candle? Allow student response (Flash paper.) The flash paper is more exciting, but does not last, and afterward there was nothing left. Which one will last? The candle last because there is a base, steady fuel, to feed the flame. Which type of relationship do you want?

THEN WHAT IS LOVE? (Overhead 16 Love is)



LOVE IS SEEKING THE HIGHEST AND BEST FOR THE OTHER PERSON, EVEN IF IT

MEANS GIVING UP YOUR OWN DESIRES.

Guys, if a girl says she loves you and wants to have sex with you, ask yourself, "Am I ready to be a daddy 9 months from today? Am I ready to make a decision on what to do if she gets pregnant? Do I want to put myself at risk of getting a Sexually Transmitted Disease?" If she loves you, she wants what is best for you, graduation, a good job, and the ability to provide for your family.

Girls "Does he really love me or does he love sex? Am I ready to be a mother? Do I want to have children in the future, and am I willing to risk getting an STD that can prevent that?" If he loves you, he does not want people talking about you, calling you names, and he does not want you to worry about pregnancy or disease. He wants the best for you.

Remember: love is doing what is best for the other person, placing his/her need ahead of your own.

The paper heart: (Hold up paper heart)

Let's pretend that this heart represents a person's emotions. A guy and girl are dating, and they really like each other. They feel pressured to have sex, and let's suppose they give in to sex. Sex is both a physical act, and an emotional bond. (Tear a piece off the paper heart.) When a person has sex, part of that person is forever part of the other person emotionally.

You have given away a part of yourself that you can never get back! (Tear several more pieces from the heart.) With each sexual partner, another part of you is given away. You get hurt and hardened. You build up walls of protection. Is it love when a person is willing to damage you emotionally to satisfy his or her own wants? Do you want to go into marriage hurt like this? Do you want to marry someone who is hurt like this?

Today it is common to hear comments like, "I want someone that completes me!" No human being can ever truly meet all our emotional needs, nor can someone complete us. When we go into marriage, with damaged emotions, or a heart like this (Hold up the broken heart) we often expect our partner to fix us. We begin marriage expecting to receive from our partner, rather than expecting to give to our partner. When our partner fails to meet our expectations we are disappointed, or we may think that we picked the wrong person to complete us. This could be one reason the divorce rate is so high today. Beginning marriage with a healthy emotional life can help us maintain a healthy marriage.

Today, we've talked a lot about emotional needs. Tomorrow there will be a medical instructor here to talk to you about the physical consequences of sex.

(End of session 1 material)

SESSION 2

Intro Example 1: Have students number off 1-5, all the way around the room. Explain that for this demonstration we will pretend that all the students in this class have been sexually active. As you explain the disease statistic have the appropriate number of students stand (all the 2's for example) and explain that this is the number that at the ripe old age of 80 that will still be going to the pharmacy to get their herpes medication. This makes it personal and long term.

Intro Example 2: To explain the spread of STD's you may wish to have one student stand and shake hands with 2 of his/her friends. Have these 2 students stand and shake hands with 2 of their friends. Explain that the 4 students standing had no contact with the original student, however, they may have contracted the STD that he/she has.

YOU ARE UNIQUE -- MEDICAL SCRIPT
2010 Medical Revision

THIS MEDICAL INFORMATION IS BASED ON NATIONAL STD STATISTICS. WE HIGHLY RECOMMEND THAT YOU RESEARCH YOUR STATE/COUNTY/METROPOLITAN AREA STATISTICS.

During yesterday's class you were told about the emotional consequences of having sex outside of a committed marriage relationship. Today we are going to talk about the physical risks of having sex outside of a committed marriage.

I'm sure many of you have heard of STDs or Sexually Transmitted Diseases, or you may have heard them called STIs or Sexually Transmitted Infections. I'm sure you have also heard the term "safe sex". Today we will begin by talking about some of the most common STDs, and how they are transmitted (or how you get them), the symptoms, and the long-term physical effects.

We will also be discussing whether or not there is such a thing as "safe sex". In our country, over 65 million people are living with incurable Sexually Transmitted Diseases, with 19 million people infected with STD infections every year.

NOTE TO INSTRUCTORS: THE DIFFERENCE BETWEEN AN STD AND A STI IS THIS: ALL OF THESE WE DISCUSS ARE SEXUALLY TRANSMITTED INFECTIONS, BUT IN ORDER TO CONSIDER IT A SEXUALLY TRANSMITTED DISEASE, AN INFECTION MUST BE PRESENT A COMPLICATION OR DAMAGE TO THE BODY (I.E. HPV IS A STI, BUT WHEN IT CAUSES WARTS OR CERVICAL DYSPLASIA IT IS CONSIDERED A STD)

The good news: If you are not -

- Having sex
- Or using IV needles

You don't have to worry about getting a STD.

What is sex? Allow student response. (Intimate contact hand to genital, mouth to genital or genital to genital contact, including anal) Genitals are what your underwear covers.

Research has shown that teenagers (ages 10-19) are at much higher risk to get an STD than those over 20. During adolescents your body is still maturing and developing, and your cells are in a state of change, which makes you more susceptible to STDs.

(CLICK SLIDE FOR VIDEO 1) - "HEAT OF THE MOMENT"

(AFTER VIDEO IS COMPLETE - SHOW GENDER APPROPRIATE DISCUSSION SLIDE)



(CLICK SLIDE FOR VIDEO 2) - "STD'S"

(AFTER VIDEO IS COMPLETE - SHOW STD CHART)

Sexually Transmitted Diseases:	
Bacterial	Viral
• Chlamydia	• Herpes
• Gonorrhea	• HPV (Warts)
• PID	• Hepatitis B
• Syphilis	• HIV/AIDS
• Trichomonas*	

Today there are at least 25 STDs, many with different types or strains of each disease, and new types of STDs are still being discovered. One in five people in the United States have an STD with about half of the new cases among 15- to 24-year-olds. Three STDs, human papillomavirus, trichomoniasis and chlamydia, account for 88% of all new cases of STI among 15- to 24-year-olds.

- Chlamydia
- Gonorrhea
- PID(Pelvic Inflammatory Disease)
- Syphilis
- Trichomonas

There are different types of diseases. Most of the STDs are either bacterial or viral, although some are caused by a parasitic infection.

Who knows the difference between a bacteria and a virus?

The differences between a bacteria and a virus are: Bacteria are very simple life forms, each consisting of a single cell. Antibiotics can cure most bacterial diseases (and some parasitic infections too.)

Bacterial diseases can be cured but contracted over and over (example strep throat.) Viruses are cellular life forms and are much smaller than bacteria.

Diseases caused by viruses cannot be cured (for example HIV) – the goal is to treat the symptoms. Viruses will live in your body until they die of their own natural death or until you die, but there are some viruses your body cannot control.

Chlamydia, gonorrhea, and syphilis are some of the STDs caused by bacteria. Trichomonas is a parasitic – or microscopic bug - infection that can be killed with antibiotics like the bacterial infections.

Other STDs like Human Immunodeficiency Virus (HIV), Genital Herpes (HSV), Human Papilloma Virus (Genital Warts HPV) and Hepatitis B and C (HBV and HCV) are caused by a virus.

Example: The common cold – a cold is caused by a virus your doctor will treat by telling you to rest, take Tylenol and get plenty of fluids – and eventually your body with its' healthy immune system will control the virus.

CHLAMYDIA

Most common bacterial STD in the US

- 3 million new cases every year
- Most of the time there are no symptoms
- Transmitted through exchange of body fluid
- Symptoms (if they occur) can appear 1-3 weeks after exposure:
 1. yellow or greenish discharge
 2. painful urination
 3. abnormal bleeding
 4. pelvic pain
- Long term results:
 1. PID
 2. Ectopic or Tubal Pregnancy
 3. Infertility (Not being able to have children)
- Treated with antibiotics

The most commonly reported bacterial STD is Chlamydia. How many of you have heard of this disease? The Center for Disease Control and Prevention estimates that more than 3 million new cases of Chlamydia occur in America each year. 3 of every 4 reported cases of Chlamydia cases are found in people under the age of 25. Women infected with Chlamydia have a 5 times greater risk of acquiring HIV, if exposed.

Chlamydia is often called the “silent disease” because most of the times those infected do not even know they are infected. 75% of infected women and 50% of infected men who suffer from Chlamydia have absolutely NO symptoms⁵ – which means the disease can be spread without even knowing it, and because there a often no symptoms the disease can go untreated.

GIRLS: Chlamydia is serious for girls because when it goes untreated the infection can spread into the fallopian tubes, uterus, and ovaries causing Pelvic Inflammatory Disease (PID). PID, which we'll discuss in a few slides, can cause permanent damage resulting in chronic pelvic pain, infertility, and potentially fatal ectopic pregnancy.

Some people do have symptoms. Symptoms can start anytime from one to three weeks after sexual contact (incubation period). Symptoms include vaginal discharge, and burning during urination.

Pregnancy: Chlamydia can cause premature delivery, and can infect the baby during birth causing life-threatening pneumonia or eye infections.

Guys: Complications among boys/men are rare. Infection sometimes spreads to the epididymis (the tube that carries sperm from the testis), causing pain, fever, and rarely, sterility. If symptoms are present, they may include burning during urination and discharge.

GONORRHEA

- After one exposure there is a 70% chance of being infected
- Transmitted through exchange of body fluid
- Most women will not have symptoms until complications have occurred
- Symptoms may occur within 2-3 days after exposure and may include:
 1. Discharge
 2. Painful urination
 3. Abnormal bleeding
- Infection can be in the:
 1. Throat
 2. Genitals
 3. Rectum
- Treated with antibiotics (*Some types are resistant)

There are 700,000 new infections of Gonorrhea each year in the U.S. Symptoms may include painful urination or vaginal discharge that is white or yellow. These symptoms are more common among men. 75% of all reported cases of gonorrhea are found in people aged 15-29 years, with the highest rate of infection being 15-19 year old women, and 20-24 year old men.

GIRLS – In women, the symptoms of gonorrhea are often mild, but most women who are infected have no symptoms at all. Do not let this fool you. You can still develop serious problems. Both chlamydia and gonorrhea can cause chronic pelvic pain as well as infertility. Gonorrhea, like chlamydia can lead to PID and serious **LONG TERM CONSEQUENCES**. PID can lead to internal abscesses (pus-filled “pockets” that are hard to cure) and long-lasting, chronic pelvic pain. PID can damage the fallopian tubes enough to cause infertility or increase the risk of ectopic pregnancy. Ectopic pregnancy is a life-threatening condition in which a fertilized egg grows outside the uterus, usually in a fallopian tube.

GUYS– Men may have painful or swollen testicles, and a yellow-white discharge from the penis. Gonorrhea can cause swelling of the testicles that can lead to infertility if left untreated and it can also cause swelling in the urethra and make urination difficult

SOME STRAINS OF GONORRHEA ARE NOW RESISTANT TO ANTIBIOTIC TREATMENT.

This makes gonorrhea much harder to cure. Gonorrhea can be spread to the blood or joints, and this condition can be life threatening. Also, as with the other STDs, persons with gonorrhea can more easily contract HIV and are more likely to transmit HIV.

Gonorrhea survives well in the throat, and gonorrhea throat infections from oral sex are relatively common. Most people with throat infections have vaginal or penile infections as well. Although most throat infections from gonorrhea cause no symptoms, you can develop a sore throat, fever and swollen lymph nodes.

Pregnancy: Gonorrhea can also cause blindness, joint infection, or a life threatening blood infection in the baby.

Pelvic Inflammatory Disease

- Most often caused by Gonorrhea and/or Chlamydia
- Most common among sexually active adolescents
- Symptoms may include:
 1. Abdominal Pain
 2. Pelvic Pain
 3. Fever
 4. Nausea
 5. Vomiting
- Often requires hospitalization
- Cause of most ectopic or tubal pregnancies.

Pelvic Inflammatory Disease is a term that refers to infection of the fallopian tubes and of the other internal reproductive organs in women. This is a serious infection, which can scar and block fallopian tubes, causing infertility, chronic pelvic pain, abscess formation, or ectopic (tubal) pregnancy.¹⁰ PID occurs when bacteria moves upward from a woman's vagina or cervix into the internal reproductive organs.

It is estimated that as many as 40% of women with Chlamydia develop PID. Each year one million women experience an episode of PID. Of those with PID, 20% will become infertile; 18% will experience debilitating, chronic pelvic pain; and 9% will have a life-threatening tubal pregnancy.

Ectopic means "out of place". An ectopic pregnancy occurs when the fertilized egg cannot travel through the tubes to the uterus due to scarring of the tubes. The pregnancy will continue to develop and eventually cause the tube to rupture. This causes acute pain, and is potentially life threatening due to hemorrhage (bleeding). The baby cannot survive when the tube bursts.

SYPHILIS

- Affects multiple organs in the body
- Skin to skin contact with ulcer or sore on an infected person
- Progresses in Stages
 - 1) Primary Ulcer or sore (usually painless) appears 3-4 weeks after exposure
 - 2) Secondary 6-8 weeks, flu like symptoms appear with fever, joint pain, rash, and yellowing of the skin
 - 3) Latent or Final Irreversible damage to heart, brain, and paralysis.

Most who die from syphilis are men Syphilis is a disease that has been around for a long time. Syphilis is passed from person to person through direct skin-to-skin contact with the sore on an infected person. Many times this sore is not in an area covered by a condom. Sores occur mainly on the external genitals, vagina, anus, or in the rectum. Sores also can occur on the lips and in the mouth. Transmission of the infection occurs during vaginal, anal, or oral sex.

The primary stage or 1st stage of syphilis is a single sore that appears between 3 weeks, to 3 months after sexual contact. The sore is small, round and painless. A single sore marks the primary stage of syphilis. The sore lasts from 3-6 weeks and will heal on its own.

The second stage of syphilis starts when you develop a rash. The rash does not itch and it may appear on your hands and feet (the rash can appear anywhere). The rash may even be faint so it is hard to see. The rash clears up on its own. During this stage, fever, swollen lymph nodes, sore throat, tiredness, and weight loss may also appear. You may think that you have the flu. After a short while, all of the symptoms will disappear. This marks the latent stage of syphilis.

The disease will then lie dormant and re-appear two to twenty years later. It will have damaged many organs – brain, eyes, heart, nervous system, and skin. Syphilis can be cured in the initial stages, but in the final stage it is incurable and can cause death.

Genital sores (chancres) caused by syphilis make it easier to transmit and acquire HIV infection sexually. There is an estimated 2- to 5-fold increased risk of acquiring HIV infection when syphilis is present.

GUYS – The rate of infection is 1.5 times higher in males than females.

Pregnancy: syphilis can cause miscarriages, stillbirth, and premature delivery. It can be transmitted to babies at birth and results in stunted growth, and often acute deformities and retardation. If syphilis is left untreated, there is a 40% chance of a stillbirth or having a baby who dies shortly after delivery.

TRICHOMONAS

- Parasitic infection
- Most of the time there are no symptoms

- Transmitted through exchange of body fluid
- Symptoms (if they occur) yellow-greenish discharge often with a foul odor
- Treated with antibiotics

Trichomonas is actually a protozoan parasitic infection and is the **MOST COMMON TREATABLE** sexually transmitted infection. An estimated 7.4 million new cases occur each year in women and men.¹³ Symptoms usually appear within 5-28 days.

Girls: Symptoms include a foul-smelling frothy yellow-green discharge, painful urination, and vaginal itching. This can also increase a woman's risk of acquiring HIV.

Guys: Most men with trichomonas do not have any signs or symptoms of disease. If symptoms are present, there may be an irritation inside the penis, mild discharge, or burning with urination because the infection site is in the urethra of a man.

Pregnancy: Trichomonas can cause premature labor, which can cause a baby to have a low birth weight.

Current evidence does not show that Trichomonas vaginalis sexual transmission is reduced even with 100% condom use.

Viral or Incurable STDs

- Genital Herpes
- HPV (Human Papilloma Virus)
- HIV/AIDS (Acquired Immunodeficiency Syndrome)
- Hepatitis B

GENITAL HERPES

- Painful open ulcer or sore
- Skin to skin contact with an infected person
- Herpes Simplex 1 – most often occurs:
 - a. Face
 - b. Lips (cold sores)
 - c. Mouth
 - d. Throat
- Herpes Simplex 2 – most often occurs:
 - a. in areas below the waist
- 1st outbreak may require hospitalization
- Medication is available to help reduce the frequency and severity of outbreaks.
- There is **NO CURE**

Have you had a mouth ulcer or cold sore on your lip? (HSV-1) You know how they hurt. Well, imagine these sores covering your genital area! Nationwide, at least 45 million people ages 12 and older, or one out of five adolescents and adults, have genital HSV infection.

Guess what? 80% of the people infected with Herpes don't even know it!

Genital herpes is a sexually transmitted disease (STD) caused by the herpes simplex viruses type (HSV-1) and type 2 (HSV-2), and it is possible to be infected with both.

When symptoms of infection do occur, they typically appear as one or more blisters. The blisters break, leaving tender ulcers (sores) that may take two to four weeks to heal the first time they occur. Typically, another outbreak can appear weeks or months after the first, but is usually less severe and shorter than the first outbreak.

HSV-1 can cause genital herpes when it is spread by sexual contact, but it also causes infections of the mouth and lips, so-called "fever blisters." HSV-1 infection of the genitals can be caused by oral-genital or genital-genital contact with a person who has HSV-1 infection.

HSV-2 is more common in women (approximately 1 out of 4) than in men (almost 1 out of 8). This may be due to male-to-female transmission being more likely than female-to-male transmission. HSV-1 and HSV-2 can be spread from the sores that the viruses cause, but can also be spread between outbreaks from skin that does not appear to be broken or to have a sore. Generally, a person can only get HSV-2 infection during sexual contact with someone who has a Herpes infection.

Transmission can occur from an infected partner who does not have a visible sore and may not know that he or she is infected. In fact, most herpes infections are acquired from a person with no history of Herpes, someone that does not even know they have it.

HSV-1 can cause genital herpes when it is spread by sexual contact, but it also causes infections of the mouth and lips, so-called "fever blisters." HSV-1 infection of the genitals can be caused by oral-genital or genital-genital contact with a person who has HSV-1 infection.

HSV-2 is more common in women (approximately 1 out of 4) than in men (almost 1 out of 8). This may be due to male-to-female transmission being more likely than female-to-male transmission.

THERE IS NO KNOWN CURE FOR HERPES. Antiviral medications help control the symptoms and recurrent episodes of outbreaks when used daily. These medications do not prevent the viral shedding and you can still infect your partner or be infected even when taking them. These drugs do not get rid of the virus or affect the frequency and severity of the outbreak once the drug is stopped. Unfortunately Herpes is 100% persistent, meaning your body can not ever rid itself of this virus.

Valtrex is a brand of Herpes medication that you may have seen advertised a lot on TV. VALTREX, must be taken daily and can help reduce the number of outbreaks, however, it does not get rid of the virus. The makers of Valtrex will also say, "You might be surprised to learn that you may pass genital herpes on to your partner at any time, even if you don't get that many herpes outbreaks. The virus can be active on the surface of your skin without showing any signs or symptoms. In fact, one study found that up to 70% of people who had genital herpes got it from their partner when their partner had no signs or symptoms of an outbreak.

A person can still spread Herpes to their sexual partners even when taking this medication". Valtrex cost for treating one outbreak of herpes: approx. \$225.

Pregnancy: Show baby pictures Genital herpes can be passed on to your baby during vaginal delivery. It is important that women avoid contracting herpes during pregnancy because a newly acquired infection during late pregnancy poses a greater risk of transmission to the baby. Pregnant women giving birth with signs or symptoms of herpes will have to deliver their babies by C-section. C-section delivery does not completely eliminate the risk of mother to baby transmission of HSV during delivery. Neonatal herpes can cause eye and throat infections, swelling of the brain, central nervous system damage, developmental delays, and death.

Herpes may play a role in the spread of HIV, the virus that causes AIDS. Herpes can make people more susceptible to HIV infection, and it can make HIV-infected individuals more infectious. Having the Herpes virus almost doubles your chance of acquiring HIV.

HUMAN PAPILLOMA VIRUS – GENITAL WARTS

- Skin to skin contact with infected person
- Most of the time NO symptoms
- There are more than 100 types of HPV; 30-40 of those types are Sexually Transmitted
- Causes 99% of Cervical Cancer
- Treatment is removal by:
 1. Freezing
 2. Acid
 3. Laser or burning
- Vaccine is available for some types of HPV
- Costs: approx. \$350

Gardasil® is available for males & females HPV is the name of a group of viruses that includes more than 100 different strains or types.

Genital human papilloma virus (HPV) is the most common sexually transmitted infection. The virus infects the skin and mucous membranes. There are more than 40 HPV types that can infect the genital areas of men and women. You cannot see HPV. Most people who become infected with HPV do not even know they have it.

HPV types are often referred to as "low-risk" (wart-causing) or "high-risk" (cancer-causing), based on whether they put a person at risk for cancer. In 90% of cases, the body's immune system clears the HPV infection naturally within two years. This is true of both high-risk and low-risk types.

Genital warts usually appear as small bumps or groups of bumps, usually in the genital area. They can be raised or flat, single or multiple, small or large, and sometimes cauliflower shaped. They can appear on the vulva, in or around the vagina or anus, on the cervix, and on the penis, scrotum, groin, or thigh. Warts may appear within weeks or months after sexual contact with an infected person, or, they may not appear at all. If left untreated, genital warts may go away, remain unchanged, or increase in size

or number. They will not turn into cancer. Visible genital warts can be removed by patient-applied medications, or by treatments performed by a health care provider. Some individuals choose to forego treatment to see if the warts will disappear on their own. No one treatment is better than another.

Cervical cancer does not have symptoms until it is quite advanced. For this reason, it is important for women to get screened regularly for cervical cancer. The Pap test can detect precancerous and cancerous cells on the cervix caused from HPV and help with early detection of cancer. In some people HPV can clear up without treatment, usually within 3-24 months. If the virus hasn't cleared within 24 months, then it will not clear itself. It is also possible to be REINFECTED with a strain of HPV even after your body has cleared an infection.

Cervical cancer is most treatable when it is diagnosed and treated early. There are new forms of surgery, radiation therapy, and chemotherapy available for patients. The American Cancer Society estimates that in 2008, 11,070 women will be diagnosed with cervical cancer in the U.S.

NOTE TO PRESENTER: WE CAN NOT RECOMMEND THE HPV VACCINE. HOWEVER, ENCOURAGE GIRLS TO TALK TO THEIR PARENTS. THE VACCINE IS RELATIVELY NEW, WE DON'T KNOW HOW LONG IT WILL LAST, AND THERE ARE POSSIBLE SIDE EFFECTS. CDC RECOMMENDS: GIRLS 11 & OVER, BEFORE SEXUALLY ACTIVITY. FDA HAS APPROVED GARDASIL FOR YOUNG MEN.

Other less common HPV-related cancers, such as cancers of the vulva, vagina, anus, and throat, also may not have signs or symptoms until they are advanced. Other HPV-related cancers are also more treatable when diagnosed and treated early. There are new forms of surgery, radiation therapy, and chemotherapy available for patients.

HPV is highly contagious. Approximately 20 million Americans are currently infected with HPV, and another 6.2 million people become newly infected each year. At least 50% of sexually active men and women acquire genital HPV infection at some point in their lives. It is possible to be infected with more than one type of HPV.

There is a vaccine that targets 4 HPV types that cause up to 75% of all cervical cancers and about 90% of genital warts. The vaccine will not treat existing HPV infections or their complications. This vaccine is given in a series of 3 injections over a period of 6 months and should be given prior to becoming sexually active. This vaccine is designed to prevent the body from acquiring only these 4 strains. It is not currently available to use as a treatment. The vaccine is only available for both males and females. Estimated cost of HPV vaccine: approx. \$350.

Pregnancy: HPV can be passed from a mother to her baby during delivery causing respiratory tumors (tumors in the lungs), lesions on the vocal chords, and troubled breathing for the baby. These tumors are surgically removed and most likely reoccur, resulting in multiple surgeries for your child. A cesarean delivery can offer some protection, but that's not guaranteed.

HEPATITIS B

- Attacks the liver
- Transmitted through the exchange of body fluids
- Symptoms include:
 1. Nausea
 2. Vomiting
 3. Fever
 4. Aches
 5. Yellowing of skin
 6. Enlarged and tender liver
- There is a vaccine available to prevent infection - 3 shots over 6 months

Hepatitis B is a disease caused by a virus that attacks the liver. This virus is carried in the blood and body fluids of an infected person. The Hepatitis B virus is easier to catch than some of the other diseases. About half of all Hepatitis B infections are transmitted through sexual activity. At the present time, there are about 1.25 million Hepatitis B carriers in the U.S. In 90-95% of those infected with Hepatitis B, the disease will just clear up by itself, but others will become “silent carriers”, capable of transmitting the disease to others.

Approximately 30% of those infected have no symptoms. Some symptoms are: yellowing of the skin or eyes, nausea and vomiting, a rash, joint pain, loss of appetite, and feeling tired. The disease has serious effects, which may not appear until many years following the initial infection, and includes scarring of the liver, liver damage, and liver cancer, that leads to death. There is a vaccination available to prevent Hepatitis B. Encourage students to get vaccinated against this preventable disease.

Hepatitis C is a different type of Hepatitis but can also be transmitted through sexual activity. 75-85% of people infected with Hepatitis C will not clear up the infection.

Pregnancy: Mothers can pass the disease to their unborn babies 70-90% of the time. Most infected infants become lifelong carriers unless vaccinated within one hour of birth.

HIV/AIDS

HIV- Human Immunodeficiency Virus

AIDS-Acquired Immune Deficiency Syndrome

- Partner notification is done to notify others who might have been exposed to the HIV virus.
- HIV progresses to AIDS over time when the immune system breaks down and is no longer able to fight illnesses.
- Medications are available to help the body fight off the infections.
- The medications are powerful and have serious side effects.
- The medications will not always work.
- Different medications will be required when the virus “outsmarts” the medications.
- A person who contracts the HIV disease may not have any symptoms for 5 to 15 years .

The first cases of what would later be known as AIDS were reported in the U.S. in June of 1981. Scientists identified a type of chimpanzee in West Africa as the source of HIV infection in humans. The virus most likely jumped to humans when humans hunted these chimpanzees for meat and came into contact with their infected blood. Over several years, the virus slowly spread across Africa and later into other parts of the world.

What do the letters HIV stand for? (Human Immunodeficiency Virus)

This is a virus that weakens the body's defense force (immune system) until it can no longer fight off infections that it normally could have, such as pneumonia, tuberculosis, cancer, and others. HIV kills your CD4 cells (T cells) which direct your body's immune system to defend against infection.

What is AIDS? (Acquired Immunodeficiency Syndrome)

You are considered to have AIDS when your immune system is seriously damaged by HIV. This usually means a person's CD4 count is less than 200 or a person has been diagnosed with a specific illness. (A healthy person's CD4 cell count is around an average of 1,150).

Although there are drugs that can "prolong life", there is no cure for HIV or AIDS. HIV is transmitted through the exchange of blood, semen, vaginal secretions and breast milk of the infected person. The main methods of transmission are through sexual contact or IV needles.

The virus can enter the body through the lining of the vagina, vulva, penis, rectum, or mouth during sex.

Kissing - Casual contact through closed-mouth or "social" kissing is not a risk for transmission of HIV. Because of the potential for contact with blood during "French" or open-mouth kissing, CDC recommends against engaging in this activity with a person known to be infected. However, the risk of acquiring HIV during open-mouth kissing is believed to be very low. CDC has investigated only one case of HIV infection that may be attributed to contact with blood during open-mouth kissing.

The CDC estimates that approximately 40,000 people will be infected with HIV each year. The only way to know if you are infected with HIV is to be tested. You cannot rely on symptoms to know whether or not you are infected. Many people who are infected with HIV do not have any symptoms at all for 10 years or more and unknowingly infect others during that time. HIV test can usually detect HIV within 3 months of infection, but in some cases it can be up to 6-12 months.

HIV sexual transmission is reduced by approximately 85% with 100% condom use, leaving approximately 15% relative risk – even with 100% condom use. Inconsistent condom use affords significantly less risk reduction. 85% risk reduction rates were found in an ideal situation for condoms reducing the risk of HIV transmission.

NOTE TO INSTRUCTORS: WE HIGHLY RECOMMEND THAT YOU RESEARCH STATISTICS RELEVANT TO THE INDIVIDUAL GROUP/COUNTY OR REGION YOU ARE ADDRESSING - ALWAYS SITE YOUR SOURCES.

People infected with another STD are 2 to 5 times more likely to acquire HIV if exposed. The link between having an STD and acquiring HIV is due to genital ulcers (or breaks in the skin that make it

easier for HIV to infect you) and greater concentration of the cells in genital secretions that HIV targets.

THERE IS NO CURE FOR HIV. It is a 100% persistent infection, meaning your body can't fight it off or get rid of it.

STDs and Same Sex Partners. FACTS ABOUT STDs:

- Chlamydia
- Gonorrhea
- Syphilis
- Trichomonas
- Genital herpes
- Hepatitis B & C
- HIV

All of these diseases can be transmitted among same sex partners.

Facts About STDs

- No vaccines available except for Hepatitis B and some types of HPV
- You **cannot** build immunity against STDs.
- You **can** get STDs through intimate contact – you **do not** have to have sexual intercourse.
- You **cannot always** see signs of STDs in yourself or your sexual partner
- **Half** of all new cases of STDs are of people under the age of 25

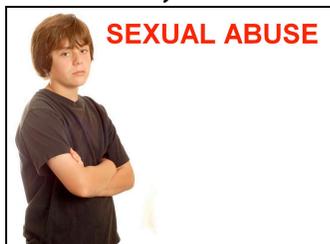
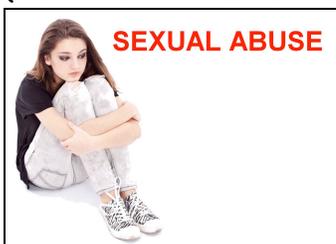
If you have been sexually active, you should be tested. DON'T WAIT.

NOTE TO INSTRUCTORS: HAVE LOCAL RESOURCES AVAILABLE (SUCH AS STD TESTING –PHONE NUMBERS) HAVE ALL STUDENTS WRITE DOWN THE NUMBER, SO THAT NO STUDENT IS EMBARRASSED WHO NEEDS THE INFORMATION!

EXAMPLE: African Americans are disproportionately affected by HIV infection; accounting for 55% of all HIV infections reported among persons aged 13–24.

<http://www.cdc.gov/hiv/resources/factsheets/youth.htm>

(SEXUAL ABUSE SLIDE - GENDER SEPCIFIC)



NOTE TO INSTRUCTORS: INFOMRATION ON SEXUAL ABUSE SHOULD BE COVERED. THE MAIN OBJECTIVE IS TO HELP YOUNG PEOPLE RECOGNIZE SEXUAL ABUSE, RELAIIZE IT IS NOT THEIR FAULT AND TO ENCOURAGE THEM TO SEEK HELP. IF AT ANY TIME YOU EVEN SUSPECT OR ARE TOLD OF ABUSE YOU MUST:

- NOTIFY ABSTINENCE DIRECTOR

- NOTIFY SCHOOL GUIDANCE COUNSELOR
- PUT EVERYTHING IN WRITING

WHAT IF I HAVE HAD SEX UNWILLINGLY?

Some of you may have had some kind of sexual experience that you did not want.

An adult or older child may have done things to you without your permission, which made you feel uncomfortable or icky inside.

YOU MAY NOT FEEL IT IS NECESSARY TO IDENTIFY THE TYPES OF ABUSE LISTED BELOW. HOWEVER, YOU AS INSTRUCTORS SHOULD HAVE THIS INFORMATION.

THERE ARE SEVERAL DIFFERENT TYPES OF SEXUAL ABUSE:

NON-CONTACT ABUSE

- EMOTIONAL INCEST (INAPPROPRIATE SEXUAL TALK WITHIN THE FAMILY)
- FLIRTATION
- NUDITY AND EXHIBITIONISM (EXPOSING GENITALS, WALKING AROUND NUDE, ETC)
- VOYEURISM (WATCHING OR VIDEO RECORDING SOMEONE WITHOUT THEIR PERMISSION)

CONTACT ABUSE

- SEEMINGLY "INNOCENT" TOUCHING
- SEXUAL TOUCHING (WITH OR WITHOUT PERMISSION FROM VICTIM)
- INTERCOURSE (WITH OR WITHOUT PERMISSION FROM THE VICTIM)

If someone has touched your body (in the area covered by your swimsuit), penetrated your body with fingers or instruments, or forced you to have sex, then you need to reach out for help.

WAS IT MY FAULT? DID I DO SOMETHING WRONG?

NO!! Though you may feel shame or embarrassment because of the sexual abuse, in truth, you are an innocent victim. No abuse you have suffered is your fault. Someone older has mistreated and wronged you in sexual way.

WHAT DO I DO NOW?

Tell another adult. Sexual abuse is against the law. NO ONE has a right to abuse you sexually. If the person you tell does not believe you, tell someone else until you find help.

There are many that can help you: your family, teacher, counselor, pastor, or the police. (FIND YOUR LOCAL CHILD ABUSE HOTLINE. WRITE IT IN THE BOARD. HAVE EVERY STUDENT WRITE IT DOWN! TELL THEM THAT THEY MAY HAVE A FRIEND THAT WILL NEED IT ONE DAY. THIS WAY NO ONE CHILD IS SINGLED OUT!)

WHAT IF I FEEL AFRAID?

Almost everyone who has been sexually abused feels afraid and confused.

You may have been warned never to tell anyone. Your abuser may have threatened to hurt you if you tell. You may be afraid that no one will believe you. You may be afraid of what your family will say. Just be sure to tell someone! If they don't believe you, keep telling someone, until someone does. Remember that there are people who will believe you and who will protect you. Just remember that when you first tell, some people may not know how to react. Things may get confusing while the people who want to help you are working out the best way to help you get better. You may feel powerless and overwhelmed, but don't give up. The abused can be stopped. You don't have to try to end the abuse alone. People will help you.

WHAT IF THE ABUSE HAS STOPPED?

Tell and adult anyway. You need someone to talk to and help you with feelings from the past. The feelings and the pain that come with being hurt, being used, and begin betrayed often don't just go away. Finding an adult you can talk to and trust will be an important step in rebuilding your self-esteem.

Remember there is a difference in giving your virginity or sexual purity away and having it taken away.

Protect yourself and your future husband/wife. The only SAFE SEX is NO SEX until you are in a committed marriage relationship.

BIRTH CONTROL: How effective is birth control in preventing diseases and pregnancy?

- Pill: **No** protection from STDs
- Patch: **No** protection from STDs
- Depo Provera: **No** protection from STDs
- NuvaRing: **No** protection from STDs
- Diaphragm: **No** protection from STDs
- Intrauterine Device: **No** protection from STDs
- Vaginal Spermicides: **No** protection from STDs
- Condoms: **Limited** protection from STDs with 100% consistent and correct use
 - Chlamydia – **50%** relative risk of infection
 - Gonorrhea – **50%** relative risk of infection
 - Syphilis – **50 to 71%** relative risk of infection
 - Trichomonas – **No** evidence of risk reduction
 - HPV – **No** evidence of any risk reduction
 - HIV – transmission is reduced by approx. **85%** with 100% condom use, leaving **15%** relative risk.

ORAL CONTRACEPTIVE – PILL: Birth control pills are the most commonly used method of hormonal birth control. They must be taken daily, and if skipped they will not offer the suggested protection. 1

out of 4 women stop taking the pill because of the side effects. Most frequently reported: weight gain, mood changes, nausea, headache, and spotting/bleeding. The pill provides NO protection from STDs.

THE PATCH: The patch contains the same forms of progesterone and estrogen found in many birth control pills. A new patch is applied each week and the hormones are absorbed through the skin. Side effects include changes in the menstrual cycle, nausea, headache, depression, yeast infection, swelling, weight gain, etc. The patch provides NO protection from STDs.

DEPO PROVERA: Depo is given by injection once every three months. Side effects include, weight gain, headaches, abnormal bleeding, depression, and irregular periods. They have recently learned that it also decreases bone density, which can lead to osteoporosis late in life. The younger the female using Depo Provera is, the greater the risk. Another study showed an increased risk for breast cancer among women under the age of 35 within their first four years of using Depo Provera. It does not protect against STDs.

NuvaRing: The NuvaRing is another hormonal birth control that comes in the form of an open flexible ring that stays in the vaginal canal for about 3 weeks before it must be replaced by a new ring. The NuvaRing is a contraceptive ring that releases hormones for 21 days, and then is removed before the start of the woman's menstrual cycle. If you use NuvaRing, then you must insert it in the vagina and remove from the vagina as directed for the best results. It has some of the common side effects of other hormonal birth control contraceptives. It does not protect against any STDs.

THE DIAPHRAGM: The diaphragm is a rubber disc is inserted into the vagina right before having sex. It has to be fitted by a doctor or clinician. It has a 6-20% failure rate in preventing pregnancy. The diaphragm provides NO protection from STDs. It also can increase the risk of urinary tract infections.

THE IUD: The IUD is a t-shape device made of either copper or progesterone and must be inserted into the uterine wall by a doctor. The IUD has a 3% failure rate for pregnancy, but is not recommended for teenagers because of increased risk of serious infections which can cause sterility. Again it cannot protect against STDs.

VAGINAL SPERMICIDES: This is a cream, foam, jelly, or insert that is placed inside the vagina to kill sperm. Spermicides actually increase the risk of transmission of some STDs by causing irritation and often cause allergic reactions. It does not protect against STDs.

CONDOMS:

What you need to know: Even 100% consistent and correct condom use does not eliminate the risk of any STD including HIV.

- Chlamydia transmission is reduced by approximately 50% with 100% condom use, leaving an approximate 50% relative risk of infection.
- Gonorrhea transmission is reduced by approximately 50% with 100% condom use, leaving an approximate 50% relative risk of infection.
- Syphilis transmission is reduced from 29% to 50% with 100% condom use, leaving 50-71% relative risk of infection.

- Genital Herpes - you can cut your chance of getting genital herpes by 50%. Genital herpes infects 1 in 6 teens and adults. Once you're infected, you have it for life. If you don't stay on medication, sores can keep coming back. Even if you have no symptoms, you can still spread the infection to others.
- HPV - (Human Papillomavirus - If you use condoms every time you have vaginal sex, you may be able to cut your chance of getting HPV by 50%
- HIV sexual transmission is reduced by approximately 85% with 100% condom use, leaving an approximate 15% relative risk of infection with this usually fatal disease.²⁴ Condoms must be used "consistently" and "correctly" to even get these at best protection rates mentioned above. Common failure of condoms is because of using them incorrectly: flipping, slipping, heat, friction, and age all reduce condom effectiveness.

What do these illustrations tell us about using condoms?

Not even a condom makes sex safe – there is still a lot of risk!

NOTE TO INSTRUCTORS: FLIPPING – PLACING THE UNWRAPPED CONDOM ON THE TIP OF THE PENIS, REALIZING THAT IT WILL NOT UNROLL, (BACKWARD), FLIPPING IT OVER AND PLACING IT ON THE PENIS FOR SEXUAL ACTIVITY.

Pregnancy Options:

About one-third of girls in the United States get pregnant before age 20.

Teen parenting:

- 7 out of 10 teen mothers drop out of high school.
- Long-term earning power of teen fathers is greatly reduced.
- Daughters of teen mothers are 50% more likely to be teen mothers.
- Sons of teen mothers are 2.7 times more likely to spend time in prison.
- More than 80% of single moms under 18 end up in poverty and dependent on welfare assistance.

Adoption: A hard choice to make but it is often the most loving choice for young mothers. This gives a young mother the chance to place her child in a loving family.

Abortion: A difficult decision that has lifelong effects both physical and emotional. The potential health risks from abortions are damage to a woman's genital organs, later resulting in infertility or possible premature delivery, and depression or grieving.

However, there is good news about Sexually Transmitted Diseases – IF YOU DO NOT HAVE INTIMATE SEXUAL CONTACT OR USE IV NEEDLES, YOU HAVE VERY LITTLE CHANCE OF CONTRACTING AN STD.

Example: If I told you that I was going to drive down a major interstate on the wrong side of the road going 90 miles an hour what would you say? OK- but what if I told you that I was wearing my seat belt? It still doesn't make sense to take the risk.

¹Trends in Reportable Sexually Transmitted Diseases in the United States, 2006. National Surveillance Data for Chlamydia,

- Gonorrhea, and Syphilis. Available: <http://www.cdc.gov/std/stats/trends2006.htm>
- 2 Tracking the Hidden Epidemics: Trends in STDs in the United States (2000). Centers for Disease Control and Prevention. Updated April 2001. Available: http://www.cdc.gov/nchstp/dstd/Stats_Trends/Trends2000.pdf
- 3 Weinstock H, Berman S, Cates W, Jr. Sexually transmitted infections among American youth: incidence and prevalence estimates, 2000. *Perspect Sex Reprod Health*. 2004;36(1):6-10.
- 4 Chlamydia CDC Fact Sheet. Centers for Disease Control and Prevention, Division of STD Prevention. Available: [STD Facts - Chlamydia - http://www.cdc.gov/std/Chlamydia/STDFact-Chlamydia.htm](http://www.cdc.gov/std/Chlamydia/STDFact-Chlamydia.htm)
- 5 Chlamydia CDC Fact Sheet. Centers for Disease Control and Prevention, Division of STD Prevention. Available: [STD Facts - Chlamydia - http://www.cdc.gov/std/Chlamydia/STDFact-Chlamydia.htm](http://www.cdc.gov/std/Chlamydia/STDFact-Chlamydia.htm)
- 6 Chlamydia CDC Fact Sheet. Centers for Disease Control and Prevention, Division of STD Prevention. Available: [STD Facts - Chlamydia - http://www.cdc.gov/std/Chlamydia/STDFact-Chlamydia.htm](http://www.cdc.gov/std/Chlamydia/STDFact-Chlamydia.htm)
- 7 Chlamydia CDC Fact Sheet. Centers for Disease Control and Prevention, Division of STD Prevention. Available: [STD Facts - Chlamydia - http://www.cdc.gov/std/Chlamydia/STDFact-Chlamydia.htm](http://www.cdc.gov/std/Chlamydia/STDFact-Chlamydia.htm)
- 8 Gonorrhea CDC Fact Sheet. Centers for Disease Control and Prevention, Division of STD Prevention. Available: [STD Facts - Gonorrhea - http://www.cdc.gov/std/Gonorrhea/STDFact-Gonorrhea.htm](http://www.cdc.gov/std/Gonorrhea/STDFact-Gonorrhea.htm)
- 9 Gonorrhea CDC Fact Sheet. Centers for Disease Control and Prevention, Division of STD Prevention. Available: [STD Facts - Gonorrhea - http://www.cdc.gov/std/Gonorrhea/STDFact-Gonorrhea.htm](http://www.cdc.gov/std/Gonorrhea/STDFact-Gonorrhea.htm)
- 10 Pelvic Inflammatory Disease CDC Fact Sheet. Centers for Disease Control and Prevention, Division of STD Prevention. Available: <http://www.cdc.gov/std/PID/STDFact-PID.htm>
- 11 Syphilis CDC Fact Sheet. Centers for Disease Control and Prevention, Division of STD Prevention. Available: <http://www.cdc.gov/std/Syphilis/STDFact-Syphilis.htm>
- 12 Syphilis CDC Fact Sheet. Centers for Disease Control and Prevention, Division of STD Prevention. Available: <http://www.cdc.gov/std/Syphilis/STDFact-Syphilis.htm>
- 13 Trichomoniasis CDC Fact Sheet. Centers for Disease Control and Prevention, Division of STD Prevention. Available: <http://www.cdc.gov/std/Trichomonas/STDFact-Trichomoniasis.htm>
- 14 National Institute of Allergy and Infectious Diseases, National Institutes of Health, Department of Health and Human Services. "Workshop Summary: Scientific Evidence on Condom Effectiveness for Sexually Transmitted Disease (STD) Prevention." July 20, 2001. Available at: <http://www.niaid.nih.gov/dmid/stds/condomreport.pdf>
- 15 Genital Herpes CDC Fact Sheet. Centers for Disease Control and Prevention, Division of STD Prevention. Available: <http://www.cdc.gov/std/Herpes/STDFact-Herpes.htm>
- 16 Valtrex by Glaxco Smith Kline. Available: [Genital Herpes - VALTREX](#)
- 17 Genital HPV CDC Fact Sheet. Centers for Disease Control and Prevention, Division of STD Prevention. Available: <http://www.cdc.gov/std/HPV/STDFact-HPV.htm>
- 18 Viral Hepatitis B Fact Sheet, Centers for Disease Control and Prevention, National Center for Infectious Diseases. June 2005. Available: [Hepatitis B: Fact Sheet | CDC Viral Hepatitis](#)
- 19 The Facts about HIV and AIDS, Medical Institute for Sexual Health. Available: [The Medical Institute](#).
- 20 HIV/AIDS, HIV/AIDS POLICY FACT SHEET, March 2008. Kaiser Family Foundation
- 44
- 21 Workshop Summary: Scientific Evidence on Condom Effectiveness for Sexually Transmitted Disease Prevention. National Institute of Allergy and Infectious Diseases, National Institutes of Health, Department of Health and Human Services. July 20, 2001. Available: <http://www.niaid.nih.gov/dmid/stds/condomreport.pdf>
- 22 Fact Sheet: The Role of STD Detection and HIV Prevention. Center for Disease Control, Division of STD Prevention. May 2001. Available: [The Role of STD Detection and Treatment in HIV Prevention](#)
- 23 NuvaRing by Organon USA Inc. (2005). August 2006. Available at: <http://www.nuvaring.com/Consumer/index.asp>
- 24 National Institutes of Health. Workshop Summary: Scientific Evidence on Condom Effectiveness for Sexually Transmitted Infection Prevention. Bethesda, MD: National Institutes of Health, US Dept of Health and Human Services; 2001. Available at: <http://www.niaid.nih.gov/dmid/stis/condomreport.pdf>. Accessed August 26, 2005.

(End of session 2 material)

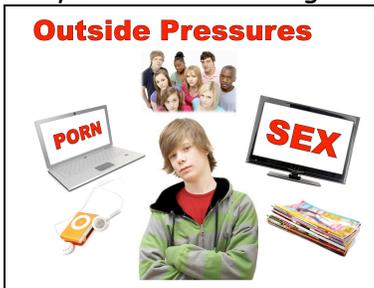
SESSION 3

So far we have talked about the emotional and physical consequences of sex outside of a committed marriage relationship. Now we want to help you identify and avoid situation that can get you into trouble.

Today there are many pressures on you to have sex before marriage.

Let's look at some of these pressures that shape our thinking about sex and increase sexual desires.

They fit into two categories: (Overhead 17 OUTSIDE PRESSURES)



OUTSIDE PRESSURES: (INSTRUCTORS are STRONGLY URGED to find current media examples-(commercials, magazines, and music)

What are some examples of each?

- ADVERTISING (what are they selling?)
- MAGAZINES (what are they telling you?)
- TV (boy meets girl, fall in love, have sex, break up, find someone new in 30 minutes)
- MOVIES (can you really believe any of that?)
- MUSIC (what does it say about sex, girls, boys....what are they selling?)
- PEER PRESSURE (to fit in, to be cool, to be like everyone else...remember everyone is not having sex!...no matter what they say)
- DATE PRESSURE (even small children think they have to have a boyfriend/girlfriend...is this really true?)
- DRUGS AND ALCOHOL (do people really make good decisions under the influence of drugs or alcohol?)
- INTERNET (it is much easier to say thing when you are not looking at people, so you may be tempted to talking about things you know you shouldn't, or giving out information that you shouldn't.)
- PORNOGRAPHY – USE DISCRESSION – If you have been on the internet chances are you have been exposed to pornography. The Justice Department estimates that 9 out of 10 children (8-16) have been exposed to pornography online. Pornography can be very addictive! Porn addiction is similar to cocaine addiction, because images are stored in the brain and can be recalled at any moment, experts believe that a porn addiction may be harder to break than a heroin addiction. Pornography is not harmless, it is addictive, and a real threat to you, your future relationships

and your future family. Pornography trains your brain to think of sex in unrealistic ways. It makes you believe this is the way men/women look and act. Once these images are in your mind they are always available. One day when you get married and the time is right for sex, your husband/wife may not look or act, like the images you have in your mind. They may not want to have sex every time you do, so then the right sex (with your husband/wife) can be disappointing. Do you think that pornography now is worth risking your sexual future? ⁵ Pornography: Harmless Fun or Public Health Hazard?, Testimony by Daniel Weiss at the May 19, 2005 summit on pornography and violence against women and children. May 19, 2005

- **BIRTH CONTROL** – It gives a false sense of security. You think the physical consequences are taken care of. Birth Control does not protect your emotions or heart.

How do these pressures make you feel?

INSIDE PRESSURES: (Overhead 18 INSIDE PRESSURES)



- **SEX DRIVE (DESIRE)** – It is normal once you reach adolescents to think about or want sex, but is it best for you to have it just because you want it? Are you ready for the consequences?
- **CURIOSITY** - It is natural to be curious about sex.

EXAMPLE: Electricity is a great thing when used in the right way; it gives us light, heat, and air conditioning. If you take a penny and stick it in the electrical plug what happens? It will hurt you! Sex in marriage is a good thing; provides us intimacy, children and family, but sex outside of marriage can hurt us emotionally and physically.

- **POOR RELATIONSHIPS** - You may lack good role models. You may not have anyone at home who you feel really cares for you. I am so sorry that some of you have had a tough life. It's not fair! There may be conflict in the family, etc. You may think, "I will do anything to get someone to care about me." Remember the definition of genuine LOVE, is it really a good relationship if someone is using you for sex?
- **UNHEALTHY SELF-ESTEEM** - Perhaps you don't like who you are. You may think, "I will do anything to feel better about myself." Sex outside of marriage will not make you feel good about you, it only leads to worry and regret.
- **LONELINESS** - There may be an aching hole inside you. You can be in a crowd of people and still feel as if no one really knows and respects you. You think, "I will do anything to have a date." It's OK not to date; not to have a boyfriend/girlfriend. Besides, no one human can ever satisfy our deepest needs and longings.
 - Teens that are sexually active are 6 times more likely to use alcohol and drugs than teens who are virgins. (Ask students why they think this is so.)

- Teens who are sexually active report many more incidents of nervousness, loneliness, trouble sleeping, and even thoughts of suicide than teens who are virgins. (Ask students why they think this is so.)
- Teens that are sexually active are 5 times more likely to consider dropping out of school than teens who are virgins. (Ask students why they think this is so.)
- Teens that are sexually active are 15 times more likely to run away from home than teens who are virgins. (Ask students why they think this is so.)
- Teens that are sexually active are more likely to have problem marriages and multiple divorces than teens who are virgins.

Notice how sex outside of marriage doesn't solve any problems. It just creates more problems. Now think again: How does a damaged emotional life affect your schoolwork, your future, and your adult life?

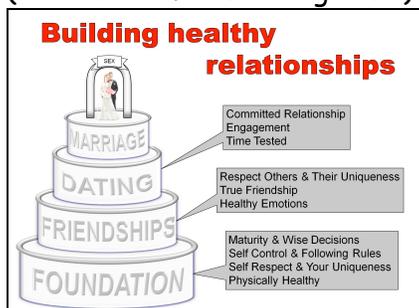
Don't give someone part of your forever when all they want is part of your now. Now, let's talk about how to build healthy relationships that will help meet your emotional needs. These steps are very important not only in your dating relationships but in the relationship you have with friends and your family. Regardless of your relationship with your parents, or your parents relationships with each other, your future relationships will depend on the choices you make.

Your future is in your hands.

How many of you would like to build the kind of friendships that would last a lifetime?
Allow response.

To have a good relationship with another person, you must first like yourself. Let me explain it this way: Liking yourself is like a foundation for a pyramid. Strong relationships are like the stones of the pyramid. They cannot stand unless the foundation is solid.
How to built healthy relationships

(Overhead 19 -Wedding Cake)



Liking yourself involves making wise decisions. You can make good choices about your present and your future. Remember the choices you make today will affect the rest of your life. Part of making good choices is following the rules. Following the rules is not always easy, but you must learn to practice self-control: say "NO," walk away , it's okay.

Those kind of wise choices show good character and healthy self-esteem. Remember that the choices you make affect others as well. Treat others the way you want to be treated. (This explains the bottom layer of wedding cake)

When you are truly healthy (physically and emotionally) you will develop true friendships. A true friend will want what is best for you and will encourage you to make good choices. Now, those emotional needs are being met, (Significance, Respect, Success, Security, and Relationships.) Now you are on the right track to having a healthy you. (This is the second layer of wedding cake.)

One day you will meet that special someone. DO NOT BE IN A HURRY, HE/SHE WILL FIND YOU! You have already developed a friendship with this person. Now is the time for a commitment. That committed relationship may lead to an engagement. This engagement period also involves more time and intimate talking. (This is the third layer of wedding cake.)

The next step after engagement is marriage. Now it is time for sex! Notice that sex is the final step in the relationship, but notice that it is also a very small part of a great big life. Yes, sex in marriage is important, but it is more important that the relationship have a good foundation. Expressing your love for your mate with sex is one of the most wonderful things you can have in your life. What would happen if I turned this wedding cake upside down? (It would fall.) It is the same thing with relationships. A healthy relationship can not be built on sex alone. (This is the top layer of wedding cake.)

What can you do to experience the benefits of a non-sexual relationship?

(Overhead 20 What Can You Do?)

What can you do?

- Avoid alcohol and drugs
- Have good conversations
- Refuse to go places where you know you can get in trouble
- Wear attractive, not sexy clothing
- Be with others with values like yours
- Have active, planned activities with many friends included
- Meet the parents of your date
- Be prepared to say "NO" more than once
- Watch your thought life
- Have high goals and stick to them

- Avoid alcohol, and drugs, which clouds judgment and lowers resistance.
- Have good conversations. But the only conversation you should have with the opposite sex about sex is "I don't, I won't, don't ask". This includes text messages, instant message and the notes your teacher find on the floor. There is a good time to talk about sex with the opposite sex, and that is when you are engaged and attend pre-marriage counseling.

Good conversations get below the surface with questions like "What do you think about..." "How do you feel about..." "What do you like best about..." etc. Anyone can kiss, but not

everyone can carry on a great conversation. Another thing that would help you feel good about yourself is if you learn to TALK openly with your parents and other adults. To have better relationships we need to learn about the other person, by talking with them, and listening to them, whether it is the person you are dating or your parent. Dating is for TALKING and getting to know the other person, not having sex. SEX IS NOT A RECREATIONAL SPORT! Practice expressing yourself! Be HONEST. Develop genuine friendships by understanding other people.

Example: Tell students what a good marriage looks like. My husband and I get up, have coffee, talk about our day, get the kids off to school, we go to work. In the evenings, it's homework, dinner, practice, laundry, paying bills, doing dishes, and then bedtime for the kids, then the adults, (there may or may not be sex...it is okay...yes parents still have sex.) Then we start over the next day, married people should share common interest, common goals, like to spend time together, enjoy doing things with and for their children. Did you notice it was not all about sex? Sex is just part of a great relationship.

- Refuse to go places where you know you can get in trouble. Ask students, "Where are some of the places that you can get into trouble. Allow student response.
- Wear attractive, not sexy clothing. Keep everything zipped, buttoned and snapped. Remember No crack. Stay vertical.
- Be with others with values like yours. Do not date people who do not have your values. Like-minded friends reduce the pressure on you.
- Have active, planned activities with many friends included. Stress group activities rather than single dates, even in high school. Know ahead of time what is planned for the date. Sex is not a recreational activity.

Example: A house with no parent. (56% of teens had sex the first time in their own home or home of their partner. Bedrooms are off limits, downstairs in the den while mom and dad are upstairs, back row at the movie theater.)

Example: CHAIR ILLUSTRATION -Have a volunteer stand on chair; have them try to pull another volunteer up on chair with one hand and no help. Then ask the volunteer on the floor to pull the partner down from the chair. Purpose: to show that it is easier to be pulled DOWN than to pull someone UP to your level.

Example: Have students make a list of character traits they want in a friend. Not how they want them to look, but what they want that person to be like; honest, trustworthy, etc. Allow each student to read one item from their list out loud. Then have them turn the paper over and make a list of the traits they want in a future husband/wife. The list will be almost the same, why? True friendship is the foundation of a healthy relationship. Often when people date, they date someone for the way they look,

because they are popular, or because they just want someone to hang out with, but do they really know that person? Dating is not always the best way to really get to know someone. When you are out with a group, pay attention and think about the list of character traits you are looking for in friends and a future mate, (people are more themselves in a group, not working to impress you) and you will find yourself choosing your friends more wisely. You will be looking for friends with character, not popularity or looks.

- Meet the parents of your date. Insist that your date meet your parents before you go out. Guys always go inside and pick up your dates. Spend time with her parents. Girls take time to see the way your date treats his mother. This is a good indication of how he will treat you.
- Be prepared to say "NO" more than one time. Be persistent. Doing right is not always easy. If "No" becomes a topic of conversation on most of your dates then you are obviously not with a person who respects you. Find a new date!
- Watch you're THOUGHT LIFE. What are you filling your mind with? Garbage In! Garbage Out!
- Have high GOALS and stick to them.

WHAT IF YOU HAVE ALREADY BEEN SEXUALLY ACTIVE?

(Overhead 22 - STOP!)



Remember that your maturity is reflected in the way you make decisions. Your maturity will also affect the level of confidence others place in you in all areas of your life.

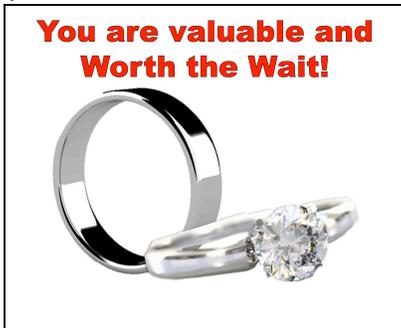
EXAMPLE: (Hard and Soft Heart)

Ask which students have ever skinned their knee. Allow student response. If you continue to hit that knee what will happen? It will be raw, ugly and sore. When it heals it will be hard. (Show hardened heart.) This is what happens when you are emotionally hurt - you become hard. But, if you cover your skinned knee and let it heal, over time you will not even see the scar. (Show the soft heart.) You can decide today to give yourself time to heal and let the emotional scars soften.

Five ways to say NO –

- 1) Reputation – it okay to be a good kid;
- 2) Clothing – Dress attractive not sexy;
- 3) Space – don't hang on your date, be touchy-feely;
- 4) Your mouth – Say "NO" with meaning;
- 5) Your feet – get up and leave.

(Overhead 25 - Know Your Value)



You need to know you are priceless and that your life has value.

YOU ARE THE ONE WHO DETERMINES THE VALUE OF YOUR SEXUAL PURITY.

Don't sell yourself cheap. Abstain because you ARE worth waiting for!

True Sexual Freedom is:

Making a mature, decision to wait till marriage for sex and using self-control to stick to that decision. We will be giving you a commitment card that states, "Starting today, I commit myself to wait until marriage for sex."

We would like you to seriously think about all the information you have received, and later, when you are alone, we challenge you to make that commitment. Marriage is coming sooner than you think. We do not want you to NEVER have sex. We just want you to wait!

ADDITIONAL ILLUSTRATIONS

Here are some added illustrations that you might find helpful to use when teaching the curriculum. Each of these illustrations can be used any time during the presentation, although there are suggestions as to where the illustrations may work well. These have been created and used by many of our SAFE instructors throughout the years as updates and additions to the program. You can print them or change them; we just hope they might help you in some way!

CONTENTS:

1. Bonfire
2. "I Love You"
3. Maturity vs. Stupidity
4. The Trade Off System
5. Hand Pick Your Mate
6. I'm Pregnant!

"Bonfire"

(An illustration that can be used with the "Lust" slide)

When trying to explain the difference between love and lust, it is also important to tell the teenagers that strong physical attraction has a place in a healthy marriage. The following illustration gets the teens to talk about a bonfire and how even though there is nothing wrong with a bonfire (they really can be great fun!), if you have a bonfire in the wrong place at the wrong time, someone is going to get hurt. Say, "Guys, what would you do if I walked outside the door and came back inside with my arms full of firewood? And let's say I asked you (pick someone) to help me arrange the firewood into a pile right here (point to a place in the middle of the room, near people). And then I asked you (pick someone else) to help me pass out graham crackers and marshmallows and Hershey's bars. And if I took some lighter fluid and covered the wood with it? And finally if I took out a match and started to light it and toss it onto the wood, what would you think? Would you try to stop me?" Give the students a chance to tell you how stupid you are to try to do something so very dangerous. Expect one guy to say, "I'd let you do that, that'll be cool." When you have talked about how destructive your bonfire would be say, "What in the world is wrong with s'mores and a bonfire?" The kids will jump to tell you nothing is wrong with s'mores and a bonfire, but putting them in a classroom is idiotic. Now tell them "It is the same way with having strong sexual feelings. There is nothing wrong with them in themselves, in fact, they can be a great part of your marriage, but if you let them lead you at the wrong place (party, friend's house) or the wrong time (before your wedding night) they can get you into just as much trouble.

Hand-Pick Your Mate!

(Can be used at any point during your presentation)

Pass out index cards to each person in the class. Ask them to write at the top of the card "MY FUTURE MATE". Then ask them to take a few minutes to write down the characteristics of the perfect mate. Tell them that they get to choose here so if they want it, write it down. Help them out by giving them some examples. Say, "If you want her to have blue eyes, write it down. If you want him to be tall write it down." Start with superficial stuff like hair and height. Then help them get more serious. Say, "If you want him to be honest, write it down. If you want her to be a good Mom, write it down. If you want them to be funny, or enjoy art, or love football, or place a high value on their marriage, write it down. If you want them to be a hard worker, or want them to be sentimental, or want them to be very giving, write it down." Now list things that would disqualify someone. Say, "If you don't want them to smoke cigarettes write it down. If you don't want a drug addict or an alcoholic or someone who yells at his mother, write that down." Talk them through the important stuff and encourage them to really reach high while they can. When all your cards are full ask for several people to share a couple of things from their list. Some will be funny. Some will be wonderful! Then ask them to hold their cards up and say, "Look at the list that you made. You decided this person would be a great match for you. I have one question I want you to ask yourself... What are you going to do to deserve that person?" Let them answer or at least think about it. The point is that you have to live by the same standards you require. Say, "Don't be the kind of person who wants a great mate but doesn't do what it takes to be a great mate. If you asked for an honest person, be an honest person. If you asked for someone who puts others first, be someone who puts others first!" Then encourage them to keep their list to remind them who they think would make a great mate.

"I love you"

(The following can be used with the "Love is seeking the highest and best" portion)

Another way to illustrate the meaning of "love" is to show them how easy it is to believe something they want to be true even when it isn't true. Ask the class if there are any "best friends" in the class. This works best when the friends you pick are girls. When you pick your volunteers, ask them to come to the front of the class. Ask them their names and how long they have been friends and if they love each other. While you are asking them questions, try to decide which friend is most outgoing. Ask her to turn to her best friend and tell her she loves her. Then ask her to repeat these or similar phrases, allowing the phrases to get worse and worse as she goes.

"I love you so much I want you to do something that might get you in trouble."

"I love you so much I want you to do something that will damage your self esteem."

"I love you so much I want you to do something that will make you unable to look your Daddy in the eye tomorrow."

"I love you so much I want you to do something that will destroy your reputation."

"I love you so much I want you to do something that may make you drop out of school."

"I love you so much I want you to do something that may make your children doubt you later in life."

"I love you so much I want you to do something that will make you much more likely to get a divorce later."

"I love you so much I want you to do something that may force you to live in poverty."

“I love you so much I want you to do something that will cause you to have to grow up too soon.”

“I love you so much I want you to do something that might make you try to commit suicide.”

“I love you so much I want you to do something that may make you sick or worse, even kill you.”

The girl will very probably look at you during this and say, “I can’t say that!” Tell her, “I know it sounds crazy, but repeat after me.” When you have finished with the sentences, thank the girls for their help and ask them to take their seats. Then turn to the class and ask them what they thought of the skit. They will tell you it was stupid or that it sounded crazy or that it didn’t make sense.

Then turn the conversation back to serious and say, “Why does ‘I love you’ sound any better when it’s coming from a gorgeous 17 year old guy?” Talk with them about how when someone says, “I love you and I want to have sex with you” that they are saying exactly what the friend said to the other friend. Remind them that “I love you” really means “Your needs and wants are just as important as or more important than mine.” If you are married, give the kids solid examples of “love”. I share with the kids about a time when only one of our vehicles had an air conditioner and my husband insisted that I drive it instead of the other one. Think of any examples that show “love” as a sacrifice. Refer back to the skit and say, “Did it sound like love when the friend told the other friend how much she loved her?” They will tell you no, that it sounded like a lie. Encourage them to remember how untrue that kind of love is when it is their boyfriend or girlfriend trying to sell it to them.

Maturity vs. Stupidity

(Can be used to illustrate the difference in Maturity and Immaturity)

After you have talked to the teenagers about immediate gratification and long term consequences or rewards, offer this illustration to help them understand. Say, “Teenagers get into serious trouble when they say ‘I want to feel good right now and I don’t care what it costs me tomorrow!’”

Explain that this is immediate gratification. Now ask, “Ask them for some of the biggest mistakes teenagers make.” Most teens are going to say Drugs, Sex, and Alcohol. Some will say Drugs, Sex and Gangs. Use any of the four as long as sex is in the three you use. Have your flash paper ready and say that you are going to talk about alcohol first. Say, “Why do teens drink alcohol?” Allow them to answer but make sure you explain that all of their answers are really saying, ‘I want to feel good right now and I don’t care what it costs me tomorrow!’ Now say, “I’m a 15 year old in your school and tonight I’m going to get drunk. Where am I going to go?” Let them answer. They are going to say to a friend’s house or to a party. “And what are you going to drink?” Allow responses and pick one. Now say, “Okay, so I’m at a friend’s house and someone offers me the alcohol and I have a decision to make. Let’s say I choose to drink the alcohol.” Hold up the flash paper. “For this illustration, the piece of paper in my hand is going to represent fun. I drink the alcohol and I get drunk but how long does the good feeling last?” Burn the flash paper. “The good feeling only lasted a little while. What’s left?” Allow responses. The teens will start talking about consequences. Talk with them about hangovers, getting caught, getting arrested, being in an accident, doing something you would never do sober, getting into a fight, getting killed, and becoming an addict. Say, “When a teen starts drinking alcohol do his friends change? Do his grades change? Does his relationship with his parents change? Does his reputation change? They will say yes to all of this. “So the good feeling lasted just a little while but the consequences lasted...???” The teens will answer “forever.” “And was this a mature or a stupid decision?”

Do the same exact thing with drugs. Let them decide how old you are and where you are going to go and what drug you are going to do. When you get to the point of doing the drug, make sure you make the point that this person is choosing to say 'I want to feel good right now and I don't care what it costs me tomorrow!' Do the illustration with another piece of flash paper that the fun of the drug only lasts a little while. Talk about the consequences. Overdosing, getting caught, parents finding out, getting arrested, being in an accident, becoming an addict. Say, "When a teen starts doing drugs do his friends change? Do his grades change? Does his relationship with his parents change? Does his reputation change? They will say yes to all of this. "So the good feeling lasted just a little while but the consequences lasted...???" The teens will answer "forever." "And was this a mature or a stupid decision?"

Then what about sex, let students decide how old you are and where you are going to go. When you get to the point of having sex, make sure you make the point that this person is choosing to say 'I want to feel good right now and I don't care what it costs me tomorrow!' Do the illustration with another piece of flash paper that the fun of the sex only lasts a little while. Talk about the consequences, like what if you get caught, get pregnant or a disease, bad reputation, and low self esteem. Say, "When a teen starts having sex do his friends change? Do his grades change? Does his relationship with his parents change? Does his reputation change? They will say yes to all of this. "So the good feeling lasted just a little while but the consequences lasted...???" The teens will answer "forever." "And was this a mature or a stupid decision?"

I'm Pregnant!

(This activity can be used when discussing the physical consequences of sex like pregnancy)

Tell your teens that for the next few minutes, you want them to pretend they are fifteen and that they are sexually active. Tell them to imagine their boyfriend or girlfriend and to picture them seeing each other at school one morning. Explain that you are going to walk them through a scenario and they are going to fill in the blanks of the story for you. Say, "Okay, if you are the girl, I want you to imagine that you just realized you are late for your period. Tell me, how do you feel?" Allow plenty of responses. You may have to remind them that being late for their period is the first sign of pregnancy. Now say, "Okay girls, today you are going to tell your boyfriend- so guys, I want you to imagine that your girlfriend just explained to you that she is late for her period and might be pregnant. How do you feel?" Allow responses. Ask, "Do you want to hug her and kiss her and be very close to her right now or do you want to be by yourself?" The guys will consistently say that they don't want to be close to the girl at that moment. This is an eye-opener for the girls. "Do you run down the halls telling people or do you keep your mouth shut?" They will say they won't say a word! Now say, "Okay girls, what are you going to do next?" Help the girls realize that they are going to need to take a pregnancy test. Ask, "And are you going to buy this test girls, or are you going to ask him to? After the girls say that they want him to buy the test say "Guys, your girlfriend wants you to buy her a pregnancy test. What are you going to do?" They guys will say they aren't going to buy it. Some will say they will get it. For the sake of the illustration tell them it's too late to be a kid now, they have to buy the test. Ask, "How are you going to buy the test?" Remember, they are fifteen and can't drive. Don't be surprised if someone says they'll ride their bike to the store, just use that as an opportunity to remind them that is proof they aren't ready for

the consequences of sex. When they have a plan in mind of how to get to a store ask, "What store are you going to go to?" Sometimes they say the Dollar store. Make sure the girls hear that. Then ask, "And how much money are you going to take?" Most guys don't know how much a pregnancy test costs. When they say about ten dollars, say "Okay, you have a test. Now you have to decide where you are going to take it. Girls, are you going to take this test at your house where your family lives? They will say 'No way!'. Guys, are you going to risk taking this test at your house with your Mom? They, too will say 'no.' So where are we going to take this test?" Eventually they will say a friend's house or a public restroom. I actually have a friend who found out she was pregnant in the nasty bathroom of a Krystal's. I talk with the teens about how pitiful that is and how they would have to lie about it in the baby book! Say, "Okay, so you go to the bathroom at the gas station and girls, you take the test while he waits outside the bathroom door. The test is positive and you walk out and share the news with him. How do you feel?" Talk about how they would feel and how what was very important to them yesterday (homecoming and football games) doesn't even matter anymore. Now say, "What's next?" They will decide it's time to talk to their parents. Ask, "Girls, are you going to talk to your parents alone, or is he coming?" Most girls will say he's coming. Ask, "Guys, what are you going to say to her parents?" Then talk through the rest of the scenario where they go to her parents and explain the pregnancy and then to his parents and explain the pregnancy. Now say this: "Regardless of what happened when you explained it to your parents, I want you to think about them going to bed after hearing that news. What are the last thoughts that went through your parents minds before they fall asleep that night?" Allow responses. "If your parents cried tonight, what kind of tears were they?"

Now ask them to take a deep breath and completely change gears. Today didn't happen. There was no teenage pregnancy. Ask them to imagine they are twenty five and they have been married a year and a half. You are going to go through the EXACT same scenario with them, step for step- question for question. "Okay, if you are the woman, I want you to imagine that you just realized you are late for your period. Tell me, how do you feel?" Allow responses. They will be different. Instead of fear you'll hear excitement! Tell them their husband is at work and they need to call him and tell him. Say, "Guys, you are at work and get a call from your wife. She says she might be pregnant. How do you feel?" They are going to say they are excited and can't wait to know. Say "She tells you she wants you to buy a test. What are you going to do?" He will gladly say that he'll pick one up on his way home from work. Make a big deal about how different he's acting than when he was 15. Now ask, "And guys, do you want to be close to your wife and hug her and kiss her or do you want your space right now?" They will say they want to be close! Ask, "And when you get off the phone, do you keep your mouth shut or do you tell your buddies that you might be a Dad?" Let them tell you how they would tell everyone before he rushes home from work with the test. Now ask, "And where will you go to take the test?" You'll be amazed at how much the guys communicate here. They will proudly tell you that "his wife will take the test in his bathroom!" Now say, "Okay, you take the test and it is positive. How do you feel?" Allow great responses. Ask, "Do you get in the car and drive to her parents' house to share the news?" ... "Guys, how are you going to tell her parents?" Again, you'll be surprised at how much the guys will share here! Now say, "Okay, you've

told her parents, are you going to go tell yours?" They will gladly say "Yes!" "So you go and tell your parents too."

After they tell you what they think might happen say, "Regardless of what happened when you explained it to your parents, I want you to think about them going to bed after hearing that news. What are the last thoughts that went through your parents' minds before they fall asleep that night?" Allow responses. "If your parents cried tonight, what kind of tears were they?" Now let it sink in and say, "Who gets to choose which one of these stories is yours?" Finish by talking to them about how both of these scenarios are a consequence of sex, but one of them is in a loving marriage and one is in a teenage relationship. They really do get to choose which scenario they'll live out!

The Trade-Off Illustration

(Can be used after discussing the 6 Basic Emotional Needs)

After explaining what the six basic emotional needs are this story can be used to explain how students might trade-off one of their lesser emotional needs to experience one of their greater emotional needs.

Fred and Mary had never met each other before. Upon returning to school after the summer break they were placed in the same homeroom. Immediately they were attracted to each other. Each day they would go out of their way to speak to each other and eventually they shared phone numbers, email addresses, and started text messaging each other. Notice—in the early stages of this relationship there is a significant amount of communication taking place. Mary really likes communication and the fact that Fred wants to communicate with her—this gives her an emotional charge—it makes her feel good about herself. Fred also likes the communication, but it is not doing for him what it is doing for her.

As the communication continues between Fred and Mary, a relationship is developed between them. Again, notice—the relationship is producing an emotional charge in Mary that is not taking place in Fred. Fred enjoys the relationship, but it is not making him feel as good about himself as Mary feels about herself.

A side note about Fred and Mary—neither of them drink or do drugs. So, their relationship is progressing at a normal rate. Sex never just happens between two people unless it is rape, prostitution, or someone is under the influence of drugs or alcohol.

Fred begins to think, "You know I really like Mary. I like talking to her and doing things with her, but I'm not really doing anything with Mary that I wouldn't do with any girl." Fred knows that he could be friends with any girl. He wants to be more than just friends. This feeling is not just hormones—Fred wants to feel good about himself, just like Mary is enjoying feeling good about herself. What is Fred looking for emotionally?

As they continue to go on dates, Mary notices that Fred wants to spend more time being

alone with her. He wants to kiss more, hug more, and his hands are beginning to roam more. Mary really likes Fred—maybe even loves him. She knows Fred wants to do things with her that she has never done with anyone before and she is not sure she is ready. However, if she does not let Fred do some of the things he wants to do, he may get angry with her and end the relationship. The relationship is one of her greatest emotional needs. If it ends, then what is making her feel really good about herself may also end. She decides on their next date that she will allow Fred to do some things they have never done before. Besides, she really does like him.

On their next date, they do their movie and their dinner then comes their time alone. Fred begins kissing her and his hands begin to roam, but this time Mary does not stop him. When he reaches for her breast, she allows him to fondle it. Now, when this happens what do you think is emotionally happening to Fred? First, he is experiencing success. He has been trying to fondle her breast for weeks and has had no success. Second, he is now doing something with Mary that he does not do with other girls—this gives significance to the relationship. Now, Fred is experiencing some of his greater emotional needs and he is feeling good about himself.

Both individuals will feel good about themselves for a little while. However, if we fast forward this relationship we will see that some things will change. First, Mary notices that Fred really does not want to go out and do things anymore. He enjoys just renting a movie and watching at his place on his couch, but mostly he does not even want to watch the movie. He seems to just want to do more sexual activity. Also, when she tries to talk to him about this makes her feel he gets upset and doesn't understand why she is not happy with just being with him. Mary now doesn't like being with Fred because he doesn't seem to care about how she really feels. Fred is losing interest with Mary because she seems to not enjoy being with him anymore. This relationship will eventually end. What went wrong? The moment Mary allowed Fred to fondle her breast was the moment she traded off her respect so that she could keep the relationship. The moment Fred experienced success with sexual activity he traded off communication to experience more success. For a while—Fred and Mary will be happy trading off one of their lesser emotional needs to experience one of their greater emotional needs, but no one can be happy trading off one of their six basic emotional needs for long.

The real problem with the trade-off system is that once one uses it they are more likely to use it in their next relationship. If a girl uses the trade-off system in all her relationships she will eventually marry someone who does not respect her. If a boy uses the trade-off system in all his relationships he will eventually marry someone who he cannot communicate with. The trade-off system sets relationships up to fail.