

LIFE SKILLS FOR YOUTH SERIES

# **MODULE 4**

# **HEALTHY SEXUALITY**



**TRAINER'S GUIDE**

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# LESSON 1

## FRIENDSHIP AND MUTUAL RESPECT

**Trainer Note: important to read!** This module contains six lessons that will help a young person begin to consider his/her own sexuality. It is imperative that you be comfortable in teaching these lessons. Since we cannot know for sure what the participants have been taught about sex and sexuality, we are at a distinct disadvantage. Yet, we cannot just ignore this important subject.

The module will attempt to pick up information from an assumed knowledge base – that the participants have had basic sex education in school, from parents, foster parents, or institution.

It is likely that if some of the participants have not had the important education for sexuality, the trainer might get questions regarding this. Therefore, it is important to have resources to pass out, and an understanding with any sponsoring organization or institutional staff about what you are teaching and what you are not teaching. It might be helpful to find out if they know exactly what type of education the students have received concerning sexuality.

Keep the following in mind:

1. Sex is a lifelong conversation.
2. You must know your own comfort level and not force yourself to talk about areas where you are not comfortable.
3. Be aware of your own sexual values and beliefs.
4. Make it okay for the participants to talk to you during this module.
5. It is okay to postpone a part of the material, it is not okay to ignore.
6. Don't try to pretend to have all the answers.
7. Know your own boundaries and be prepared to share them.

It is recommended that you teach this module with another trainer/teacher. This will give you an opportunity to use the comfort and skills you both bring to the training.

**Total Time: 1.5 hours, 90 minutes**

### **Special Materials Needed for this Lesson**

Any live flower, Spiritual Dimensions Display, handouts, Power Point presentations, school board or flip-chart paper, markers, pens.

### **Competencies for Module 4: Healthy Sexuality**

Summary of competencies for Module 4: For participants to understand healthy sexuality, how to keep sexually healthy, and how to form healthy relationships.

- **Participants will be able to list the different areas of their own life they excel in.**

- **Participants will understand the importance of self-respect in building a relationship with someone of the opposite sex.**
- **Participants will know and understand the difference between love, romance, sex and lust.**
- **Participants will be able to list the different components of a healthy relationship.**
- Participants will understand the difference between sex and sexuality.
- Participants will know and understand the importance of sexual responsibility.
- Participants will know the importance and practice of abstinence in keeping sexually healthy.
- Participants will know the difference between, Sexual Infections, Sexual Diseases, and HIV.
- Participants will understand sexual risk and know strategies to protect self against risk.

**Trainer Note:** *The competencies that are in bold represent those which are primary to the lesson. All the additional competencies reflect the skills that will be taught in all six lessons of the Healthy Sexuality Module. During each lesson, the previous competencies can be reinforced and used to illustrate the importance of topics in each subsequent lesson. Do not read the competencies to youth. Summarize the objectives for the training each time.*

## A. Welcome and Introduction

**Time: 10 minutes**

### Welcome

Welcome everyone back to *Life Skills*. In order to stimulate thinking and involvement, conduct the following exercise.

Have the class form a single line. Display a flower and explain that each class member is going to describe something they like about the flower and why or how it should be protected and kept safe. Give the flower to the first person in line to begin the process. After each person's response, the flower is to be passed to the next person in line.

Some possible responses are:

- The flower has pretty colors and it should be protected so the colors remain bright.
- The flower is fragile, and it should be protected so it is not harmed.

When the last person is finished, review all the reasons the flower is special and because of this it is going to receive a place of honor during the lesson today. Place the flower somewhere so everyone can see that it is safe.

Thank the class for their ideas and thoughts. Remind them that they are just like the flower – special with many different characteristics. They too deserve to be kept safe and protected in their homes.

## **Review of Last Lesson**

Review the Action Plan from last week's lesson. Acknowledge their work and bridge to today's lesson.

## **Introduction**

Our next six lessons, we are going to talk about building healthy relationships with friends and members of the opposite sex, about our sexuality and sexual relationships. Today's lesson is about you and how special you are. When developing a relationship with a friend or with the opposite sex, both persons bring many strengths and positive characteristics into the friendship. In this lesson we want to help you understand this. In our next lesson, we want to talk specifically about the relationships you have that are more than just friends – the relationship of boyfriend and girlfriend. We know that each of you think about this relationship and might have questions. We hope our lessons will answer some of your questions. We also hope that you will feel comfortable enough to ask questions about the boyfriend/girlfriend relationship.

## **B. Lecturette: Getting in Touch with You**

**Time: 10 minutes**

Let's begin this lesson on relationships by revisiting who you are – as we discovered in the Module on Identity. Remember the snowflake and how it represented you? It was a reminder of how you are one of a kind. And even your fingerprints are a reminder of this. You bring all your special characteristics into the many relationships you have with your friends.

There isn't another person just like you. That goes for your friends too. There is not another person like them. In fact, the reasons you find you want to be a friend with a person is because you enjoy and like the different characteristics you each bring into the relationship.

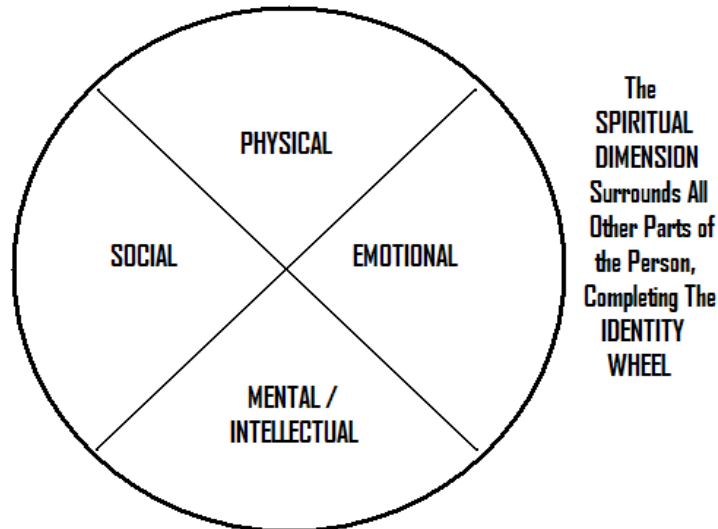
There are many different ways relationships start and grow. Sometimes we want to develop a relationship with someone, but feel so bad about ourselves, that we never find what we want most – a friend. Other people feel this way too from time to time.

In order to understand how to build a good and healthy relationship with your friends and with the opposite sex, we are going to re-discover what you bring into the relationship and how you can develop relationships once you are comfortable with who you are.

What do you bring into a relationship? Of course the answer is, you as a whole person. You bring all of who you are to the relationship; Physical, Social, Intellectual, Emotional, and Spiritual characteristics. This is who you are. Remember all you learned in Module 1 when we talked about your Identity? Let's review that lesson.

## Identify Wheel Review

Use a large display of the Identify Wheel for this review. Help the class see once again how they are made up of five very important traits and characteristics. Go over each one of these, pointing to or writing the name of each into the wheel as you



speak.

- **Physical:** This is what others see first. You are unique and loved by God just as you are. No one else in the world is exactly like you. Once again, remember the snowflakes you made in the first lessons. Just as every snowflake is different, you are unique and special too. There is not one other person in the entire world like you.
- **Social:** Perhaps the second most noticeable characteristic of who you are is how you interact with others. We each have different personalities and different ways of relating to other people when we meet them. For example, some are loud and some are quiet. It is important to relate to people in a way that shows respect for yourself and for others. Do you remember the four different social styles from Module 2 on Social Skills? Each of the styles interacted with others in their own special way. Which one of the styles was most like you?
- **Intellectual:** No one can see your intellect. It is what you know, how you think, and how you process information. You show your intellect by the way you talk and act. How you think determines how you live your life. What you understand and believe about love and relationships will determine how you will act towards others in this area of your life.
- **Emotional:** This area of your life is about how you feel about things, people and different situations. Do you remember the faces we looked at and the words you wrote to describe how you are feeling? (*If youth have their previous handouts with them, have them go back to the section and revisit the feelings they wrote with the different faces.*) Emotions are a strong part of our relationships with others. Others know how we feel about them when we tell them. And remember, we tell others how we feel through our facial expressions, our body language, our tone of voice and our words. And it is also the way we can see how others feel.

- **Spiritual:** The spiritual dimension surrounds the other dimensions. In fact, the spiritual area completes all the other dimensions. The spiritual area of your life is made up of how you feel about God and how you relate to Him. God created you and others. He is the One who created the entire idea of relationships, love and sexuality. He has created us to care about each other and have healthy relationships. Of course the perfect model of a caring relationship is the relationship with Jesus Christ – how He loves and cares for us. He wants us to return this by loving and caring for Him. Yet, no matter how we feel about Jesus, He never withdraws His love and care from us, as He loves us without conditions of loving Him in return. And we can learn from him to love and relate to others.

### **Summarize and Bridge**

All adolescents want friends and at some point might be looking for a good relationship with a person of the opposite sex: a boyfriend or a girlfriend. As we have just discussed, having a healthy self-esteem is one of the most important parts of building a relationship with someone else, either male or female. It is difficult being a friend if you first do not care about yourself. Knowing yourself and feeling good about who you are makes it easier and more likely that you can develop friends and have a friendship with a person of the opposite sex, should you want this. The next activity will help you to better understand what you bring to a friendship and what others bring.

## **C. Activity: Self-Esteem**

**Time: 15 minutes**

### **Introduce Activity**

#### Being a Friend – Building a Good Relationship

Friendships are built by the demonstration of different behaviors of the other person that says they want to get to know you and better understand you. This involves the other person giving you an opportunity to give your opinion, spending time with you, showing interest in your interests, other friends, etc. They want to know more about you. Knowing yourself then gives you something to share with others. Getting to know others shows you care about them.

You each have unique likes and dislikes; abilities and skills. All this makes you up to be a special person and interesting to get to know. This activity is going to help identify some of your unique qualities.

### **Instructions**

Refer to Handout: *My Good Stuff*.

First, use his statement on the handouts to make a list of the things you are especially good at doing or especially like. When you're done, you will pair up with another person you do not know well ensure about yourself.

### **Conduct Activity**

Allow five to seven minutes for the participants to individually complete each of the statements on the handout.

Two things I do to keep myself healthy are \_\_\_\_\_ and \_\_\_\_\_.

One activity/sport I like is \_\_\_\_\_.

One subject I am good at in school is \_\_\_\_\_.

One job I really do well is \_\_\_\_\_.

One positive thing others have said about me is \_\_\_\_\_.

One thing I dream of doing is \_\_\_\_\_.

Something nice I have done for someone is \_\_\_\_\_.

I am really good at this \_\_\_\_\_.

The way I help others is \_\_\_\_\_.

I enjoy this hobby \_\_\_\_\_.

After the allotted time, have the youth pair up with one person they do not know as well as they would like. *It would be ideal if they pair up with someone on the opposite sex.* Have them sit together and share their responses on the handout. One person will share while the other person listens and ask questions. Once the first person finishes, the second person shares and the first person can ask questions. Each person should attempt to understand the other person and know what they are good at doing and what they like most. Allow approximately 7 minutes for this part of the activity.

### **Summarize Activity**

This activity helps us to see how people become friends – in fellowship. You need to be able to share and to listen.

Did you notice it was easier to talk when you had some things about yourself to share? We helped you do this by giving you a list of things to think about and to talk about. You probably noticed it was easier to ask questions of the other person when the person was sharing about themselves.

You did not have to agree with them or disagree with them. You just had to listen and ask questions. Being in a good relationship doesn't mean you agree on everything or are just exactly alike in what you like or dislike. You might not have the same friends, the same interests, but you will have the same respect for one another. You will care about what the other person wants, feels and cares about. In a friendship you will not want to hurt the other person or cause them to do things they do not want to do. This is respecting them.

A good relationship doesn't mean giving in to all the other person wants or expects. When there is respect in the relationship, each person will honor the unique likes, needs, wants of the other person. You like each other and enjoy being together.

## **F. Lecturette: Healthy Versus Unhealthy Relationships**

**Time: 10 minutes**

First ask the youth to brainstorm what are some of the characteristics of healthy and unhealthy relationships. Write them in the board. Then refer to Handout: *Healthy Versus Unhealthy Relationships*.

### **Healthy Relationships**

The main ingredient of a healthy relationship is mutual respect for one another. Consider this list of additional qualities for a healthy relationship.



- ☑ **Mutual Respect.** Does your friend understand your uniqueness and how really special you are? Respect in a relationship is demonstrated by the person listening to you, attempting to understand you and showing you unconditional positive regard.
- ☑ **Trust.** Does your friend believe you are not cheating on him/her? Or does he go to others to see if you are telling the truth? Trust is a very important foundation to a healthy relationship.
- ☑ **Honesty.** This is much like trust, yet the difference is that the person knows you are telling the truth about different stories, ideas, etc.
- ☑ **Support.** When a relationship goes through tough times, there needs to be support of one another and the feelings that are generated when stressors occur. Support is like giving a person a “shoulder to cry on.” It is like saying, “I am here for you, if you need to talk.”
- ☑ **Fairness/Equality.** You need to have “give” and “take” in a relationship. Taking turns, making decisions together, talking to one another about their likes and dislikes and giving consideration to them in the different decisions that the couple makes. This is fairness and equality. It is about both persons, not just one.
- ☑ **Separate Identities.** Although everyone sometimes makes compromises, it is important that each person maintains a separate identity too. Each person in a relationship might have other friends and socialize with others without their boyfriend/girlfriend. This is having a separate identity.
- ☑ **Good Communication.** Speaking honestly and openly is core to having a good relationship. Sharing feelings, thoughts, ideas and dreams leads to building a good and healthy relationship.

### Unhealthy Relationships

Unhealthy relationships are full of disrespect, controlling behavior, and even sometimes abusive behavior. Abusive behavior can be emotional or physical attacks on the person. It is never okay for a person to abuse another person.

Kindness and respect are not optional in a healthy relationship, they are required. Remember, you are the creation of God and you DESERVE to be respected and treated with kindness...just as your friend deserves the same treatment.

In building relationships with your friends or a boyfriend/girlfriend always remember that:

- ☑ You have the right to a respectful caring relationship.
- ☑ You have the right to say “no” to any relationship.
- ☑ You have choices about who you want to be friends with.

## F. Lecturette: Relationships with the opposite sex

**Time: 5 minutes**

When adolescents/young adults have a friend of the opposite sex, they might begin to see themselves as a boyfriend/girlfriend relationship. Different feelings might surface in this relationship. It is different from other relationships. God made us this way. He has made us to feel different for a relationship that might be part of a journey to marriage. Sometimes these feelings are confusing and sometimes they are difficult to manage. The feelings come from the different characteristics and traits

that God gave to each of us.

These feelings can be associated with all dimensions of our Identity. For example, you might feel this person is VERY special and you might even get butterflies in your stomach when this person enters into the room. Notice the associations with the dimensions on the Identity Wheel (feeling butterflies-emotional, close proximity-physical). You might find you think they are the smartest person you have ever known and that they have a wonderful way of making you laugh. Do you recognize these associations with the Identity Wheel (smartest-intellectual, making you laugh-social)? The uniqueness of this relationship is that all of these characteristics and traits appeal to you. You really like this person above others.

In the boyfriend/girlfriend relationship, when these feelings and thoughts begin to surface, it is important for both persons to guard their hearts. God would have us guard our hearts for marriage. This also means He would have us remain pure for marriage. It is at this special time that many have struggles to remain pure and abstain from sexual activity – to remain pure for marriage. It is therefore, important for each boyfriend/girlfriend relationship to establish guidelines for the relationship...guidelines that clearly put boundaries on their sexuality.

Dating and being together with the opposite sex is one of the normal behaviors of adolescents. It comes with great fun and great challenges. The fun is when the young couple gets to know one another, go for walks together, talk about their likes and dislikes and just “hang” out together.

The challenge is for the young adults to manage the urges and feelings of being together as a boy and a girl. The goal of our coming meetings is to help you see yourself as wonderfully made and great in the eyes of God. And to understand that your boyfriend/girlfriend is wonderfully made and great in the eyes of God too. Yet having a boyfriend or a girlfriend has challenges that are sometimes very difficult. We also want to help you develop the type of relationships you want – ones that are healthy and good for each of you.

## **G. Video “Before you say “I do”**

**Time: 35 minutes**

Use “Before you say “I do” movie. Try to prepare all the equipment in advance so when the time will come all you have to do is to push the button.

After the movie make a short debrief. Concentrate on the role of respect in the relationships of the heroes. Don’t start a lecture on consequences of premarital sex and abortion. We will discuss those on the following lessons of the module and then you will be able to use the movie as an illustration.

**Trainer Note:** *Using this movie and in general discussing the topic of sexual relationships be careful not to represent the theme from one point of view. Talking about sex among teenagers we have a tendency to draw a picture in which a boy is always the one who’s guilty and a girl is always a victim.*

Possible questions for discussion:

- What actions of heroes can show us how they respect one another?

- How each of the heroes show their self respect.
- Which healthy relationship components presented in the heroes' relationship? Which didn't?
- If the relationships between the heroes were respectful what good could each of them bring into that relationship?

## G. Action Plan and Closing

**Time: 5 minutes**

### Action Plan

Refer to Action Plan: *Disrespect Quiz*.

Answer the questions on this Action Plan in private. The questions will help you understand if you are being treated with respect and are starting a healthy relationship or an unhealthy relationship. You will not be sharing this with anyone. However, we will discuss this briefly in our next lesson.

### Closing

Close with this quotation: *"If you want to be respected by others the great thing is to respect yourself. Only by that, only by self-respect will you compel others to respect you"* – Fyodor Dostoyevsky (Russian Novelist and Writer, 1821-1881).

**Trainer Note:** *This quotation could be put onto a bookmark type of marker and given to each of the participants as a reminder of this lesson (see Appendix).*



## MY GOOD STUFF

Complete each of the following statements.

1. Two things I do to keep myself healthy are \_\_\_\_\_  
and \_\_\_\_\_
2. One activity/sport I like is \_\_\_\_\_
3. One subject I am good at in school is \_\_\_\_\_
4. One job I really do well is \_\_\_\_\_
5. One positive thing others have said about me is  
\_\_\_\_\_
6. One thing I dream of doing is \_\_\_\_\_
7. Something nice I have done for someone is \_\_\_\_\_
8. I am really good at this: \_\_\_\_\_
9. The way I help others is \_\_\_\_\_
10. I enjoy this hobby: \_\_\_\_\_



## HEALTHY VERSUS UNHEALTHY RELATIONSHIPS

### *Healthy Relationships*

The main ingredient of a healthy relationship is mutual respect for one another. Consider this list of additional qualities for a healthy relationship.

- Mutual Respect** – Does your friend understand your uniqueness and how really special you are? Respect in a relationship is demonstrated by the person listening to you, attempting to understand you and showing you unconditional positive regard.
- Trust** – Does your friend believe you are not cheating on him/her? Or does he go to others to see if you are telling the truth? Trust is a very important foundation to a healthy relationship.
- Honesty** – This is much like trust, yet the difference is that the person knows you are telling the truth about different stories, ideas, etc.
- Support** – When a relationship goes through tough times, there needs to be support of one another and the feelings that are generated when stressors occur. Support is like giving a person a “shoulder to cry on.” It is like saying, “I am here for you, if you need to talk.”
- Fairness/Equality** – You need to have give and take in a relationship. Taking turns, making decisions together, talking to one another about their likes and dislikes and giving consideration to them in the different decisions that the couple makes. This is fairness and equality. It is about both persons, not just one.
- Separate Identities** – Although everyone sometimes makes compromises, it is important that each person maintains a separate identity too. Each person in a relationship might have other friends and socialize with others without their boyfriend/girlfriend. This is having a separate identity.
- Good Communication** – Speaking honestly and openly is core to having a good relationship. Sharing feelings, thoughts, ideas and dreams leads to building a good and healthy relationship.

### *Unhealthy Relationships*

Unhealthy relationships are full of disrespect, controlling behavior, and even sometimes abusive behavior. Abusive behavior can be emotional or physical attacks on the person. It is never okay for a person to abuse another person.

## FRIENDSHIP AND MUTUAL RESPECT

### ACTION PLAN

Complete the quiz by placing a check mark next to each question that you answer "YES". Please be honest. This is confidential.

## Disrespect Quiz

\*

- Do you feel happy sometimes and unhappy at other times?
- Are you confused?
- Do you feel restricted?
- Are you watching most things you say and do around him/her?
- Do you only do the things he/she wants to do when he/she wants to do them?
- Do you make excuses for his/her bad behavior to your friends?
- Does he/she monitor who you see and where you go?
- Is he/she jealous a lot?
- Are you seeing less of your friends and more of him/her?
- Do you feel it's your fault things go wrong with him/her?
- Does he/she blame you if things go wrong?
- Do you think if you tried harder things would be okay?
- Do you think if you tried harder you could help him/her feel better?
- Does he/she yell at you and call you names?
- Do you feel scared of him/her, especially when you are alone?
- Has he/she ever physically hurt you?
- Do you feel you are in danger?

\_\_\_\_\_ Totally your number of "YES" responses.

If you answered "YES" to over 4 questions please talk to an adult about your relationship with your friend.



## LESSON APPENDIX: BOOKMARKS



*"If you want to be respected by others the great thing is to respect yourself. Only by that, only by self-respect will you compel others to respect you."*

Fyodor Dostoyevsky (Russian Novelist and Writer, 1821-1881)



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# LESSON 2

## LOVE AND ROMANCE

### OR THAT “IN LOVE” FEELING!

**Total Time: 1.5 hours, 90 minutes**

#### **Special Materials Needed for this Lesson**

Small Prizes, Sets of Colored Pencils or Crayons (Red, Yellow, Green & Blue),

#### **Competencies for Module 4: Healthy Sexuality**

Summary of competencies for Module 4: For participants to understand healthy sexuality, how to keep sexually healthy, and how to form healthy relationships.

- Participants will be able to list the different areas of their own life they excel in.
- Participants will understand the importance of self-respect in building a relationship with someone of the opposite sex.
- **Participants will know and understand the difference between love, romance, sex and lust.**
- **Participants will be able to list the different components of a healthy relationship.**
- Participants will understand the difference between sex and sexuality.
- Participants will know and understand the importance of sexual responsibility.
- Participants will know the importance and practice of abstinence in keeping sexually healthy.
- Participants will know the difference between, Sexual Infections, Sexual Diseases, and HIV.
- Participants will understand sexual risk and know strategies to protect self against risk.

**Trainer Note:** *The competencies that are in bold represent those which are primary to the lesson. All the additional competencies reflect the skills that will be taught in all six lessons of the Healthy Sexuality Module. During each lesson, the previous competencies can be reinforced and used to illustrate the importance of topics in each subsequent lesson. Do not read the competencies to youth. Summarize the objectives for the training each time.*

## **A. Welcome and Introduction**

**Time: 5 minutes**

### **Welcome**

Welcome class back to the final lesson of this module.

Review last week's lesson with the following question: What was the most important word from last week's lesson? Answer: Respect.

Ask if anyone can recite the quotation about respect from last week's lesson.

*"If you want to be respected by others the great thing is to respect yourself. Only by that, only by self-respect will you compel others to respect you."*

Fyodor Dostoyevsky (Russian Novelist and Writer, 1821-1881)

If anyone gets it right, be prepared to give a small prize!

### **Introduction**

Explain today's lesson we will continue to look at building a good and healthy relationship with the opposite sex. Last week they were to complete a disrespect/respect questionnaire. Review some of their rights:

- You have the right to a respectful caring relationship.
- You have the right to say "no" to any relationship.
- You have choices about who you want to be friends with.

This lesson will take the relationship a little further and discuss love.

## **B. Activity: The Meaning of Love – Brainstorm**

**Time: 5 minutes**

### **Conduct Activity**

Ask the following questions and write the participants' responses on a large sheet of paper as they are given:

- What is love?
- What do you love?

### **Bridge**

Let's take a look at the many definitions of love and try to refine what we are talking about.

## **C. Lecturette: What Is Love**

**Time: 20 minutes**

Refer to Handout: *Love Is...*

Review the many definitions of love from the handout.

The problem is that our language uses the word love for many things. For instance, we say:

- "I love McDonalds."
- "I love swimming" or "I love cooking"
- "Theatre is my passion"
- "I love my boss and work hard for him"
- "I love my grandmother."
- "I love you."

Each of these statements have different meanings, however we use the word rather

freely. It seems rather strange to say, "I love a hamburger and I love you" and for it to mean the same thing, right? It feels strange to be loved by someone the same way they love a sandwich!

### **Misconceptions**

A misconception is that ***love is only a feeling*** (believing that love needs to stir up emotions of excitement, happiness, and passion, that it must make me feel good) **or *physical sexual behavior***. When we define love as an emotion or sexual behavior, we miss the real meaning of love. Sometimes it is difficult to remember that love is more than the emotions and physical sexual behavior of the moment. But as human being we are looking for more and needing more to meet our love needs that God gave us. When love is defined only as an emotion or sexual behavior, this is not love at all but self-centered desire for pleasure, and often referred to as lust. We will define lust in more detail later.

Another mistaken view of love is the belief that ***love is conditional***: meaning, I love you if you meet my expectations. Conditional love requires the other person to perform up to a desired level before any love is given. This love is shallow and self-centered. This view turns love into a relationship where the love is based on who has the power and who serves. "You do what I want and I will love you." In the end, conditional love proves to be destructive.

True love is ***unconditional***. It is giving of oneself and keeping the other person in high esteem, respect and honor. True love loves all the time despite of circumstances or other person's actions. True love doesn't have "if". It might disagree or be upset of the other person's actions, but it doesn't stop loving.

The example of unconditional love is the love of Jesus Christ. He loves us all the time despite of our actions. Sometimes He is upset of what we are doing because he knows that our actions will hurt us but He never stops loving us. This is the kind of love we should long for.

### **What Is Real Love?**

Love is something we all desire if we are honest. It is something we all hope will come into our lives and change our lives into something special. Love is such a special and mysterious thing.

#### ***Love is an action***

True, there are good feelings associated with love, but as we learned, love is NEVER only an emotion. Love is a combination of different behaviors and thoughts. These behaviors are varied, but often are demonstrated with self-sacrifice and perseverance in difficult situation, thinking of the other person first and attempting to meet their needs before we meet our own.

A blind, mute and deaf woman named Helen Keller wrote, using hand signals to communicate to her teacher:

*"Love is something like clouds. You cannot touch the clouds; but you feel the rain and know how glad the flowers and thirsty earth are to have it after a hot day. You cannot touch love either; but you feel the sweetness it pours into everything."*

The Bible provides us with an excellent description of what *real love* is:

*"Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It is not rude, it is not self-seeking, it is not easily angered, it keeps no record of wrongs."*

*Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres. Love never fails."*

(1 Corinthians 13:4-8a NIV)

You can notice that the Bible describes love in terms of action...being patient, showing kindness, forgiving, being polite, protecting, trusting, hoping, etc. This kind of love involves kindness, assuring the other that you truly care about them. It also involves encouraging the other person to be all they can be, wanting to see them succeed and feel good about who they are, helping them develop strengths in themselves. It also involves honesty and challenge when the other person is doing something that might be harmful. Love is commitment to do what is right even if it's painful. Love is actively reaching out to others and sharing in their lives and giving of ourselves to them. It is learning to share and trust and to be patient, unselfish, kind, disciplined, etc.

### **Love is a decision**

Love is a decision to work toward the best for the other person whom we care deeply about. It is choosing to give of oneself and hold the other person in high esteem, respect and honor.

It also means that we can choose who to build love relationship with. We are not limited to our emotions or physical yearnings for meeting our love needs. As human beings, we have the intelligence to think about love and to wait for the real love to come into our lives, remembering that every person brings his or her emotions, minds, social selves and spiritual selves into every relationship and every action.

We are very different from animals in that sense. Animals are programmed to act out of instinct. As human beings, we are programmed to act out of our capacity to think, analyze, compare and choose our actions.

### **Thinking Versus Reacting**

Refer to Handout: *Thinking Versus Reacting*.

#### **Thinking (intellect):**

I choose to love you.  
I choose to be kind.  
I choose to say "No".  
I choose to stay pure.  
I choose to support you.  
I choose to help you.

#### **Reaction (feeling):**

I sneeze when I smell pepper.  
I feel good, so I laugh.  
I laugh when you say something funny.  
I tingle when you touch me.  
I shiver when I am cold.  
I cry when I see someone hurt.

Let's look at the difference between thinking and reacting.

The reactions noted are those things where choice is less obvious. The emotions of love are a reaction/feeling, but the actions that demonstrate the love, caring and the emotion, are all choices we make with our thinking/intellect.

We demonstrate love by our behaviors, our conversations, our facial expressions, gestures and how we react when someone tells us they love us. Let's have a little fun and demonstrate the difference between choice and reaction.

## **D. Activity: “I Love You, Honey, I Just Can’t Smile.”**

**Time: 15 minutes**

### **Option 1:**

#### **Set up**

Have everyone form a single line. They are going to pass a message down the line...kind of like the game “Gossip” or “Telephone.” They are going to pass a simple message without showing any emotions.

#### **Instructions**

You are going to whisper a message to the first person in line. This person is going to whisper it to the next person, and on down the line. Each person is going to whisper the message with a straight face; that is, without showing any emotion.

#### **Conduct the Activity**

Whisper this message to the first person in line, “I love you, honey, I just can’t smile.”

### **Option 2:**

#### **Set up**

Arrange the class in a large circle. Choose one student at random to begin the game as “it” in the middle of the circle.

#### **Instructions**

The middle person must approach players in the circle and ask, “Honey, do you love me?” The person being questioned must answer, “Honey, I love you but I just can’t smile.” If s/he does smile or laugh, s/he becomes “it” and the previous middle person joins the circle. The person who is “it” is not allowed to touch other players but may make as many funny faces as s/he wishes. Each person who is “it” must approach a previously un-approached person in the circle if any is left.

#### **Conduct the Activity**

Play this game for 5-7 minutes, or until all of the class members have been able to participate.

#### **Debrief**

After completing the activity, ask the following or similar questions:

- Did you find it hard to control your smiles/laughter?
- Why do you think that was?

#### **Summarize Activity**

When you attempt to control your emotions, you might struggle. You want to make good decisions and you try to control your emotions. This activity demonstrates how you can have the intention to hold emotions in place and they come forward anyway. It takes great restraint to control your reactions to different situations.

We want to choose effective behaviors that support a healthy and pure relationship, but sometimes our emotions cause our bodies to react in ways that make it hard to control our reactions. We sometimes must struggle to ensure we are behaving in the ways we know (thinking/intellect) are showing respect for ourselves and others. We

need to remind ourselves that it is hard but it is possible.

To help us do this we need to be able to discern between love, infatuation, and lust. Next, we will explore the difference between these words.

## E. Practice Activity: Lust, Infatuation or Love

**Time: 20 minutes**

### Introduce Activity

While there's no clear, fool-proof way to decipher your feelings for someone –love, infatuation, or love – there *are* certain ways to make this distinction clearer for yourself. We will do a little activity to help you distinguish between love, infatuation and lust. But before we do the activity, let's start defining the differences between these terms and apply it to the male/female relationship of boyfriend/girlfriend.

- **Love** – involves the entire person – physical, emotional, intellectual, social and spiritual.
- **Infatuation** – primarily involves feelings / emotions.
- **Lust** – involves feelings/emotions along with physical urges and/or desires.

Now, let's look at the activity to help us further understand the differences.

### Instructions

Refer to Handout: *Lust, Infatuation or Love*.

Ask the youth to mark one of the columns for each activity listed on the handout to indicate whether it represents lust, infatuation or love. Keep in mind that depending on how the item is defined by the youth, it might be any one of the three definitions. There are no perfectly correct answers. This activity is meant to generate a good discussion and create a challenge for the youth in their thinking.

### Conduct Activity

Allow the participants approximately 10 minutes to complete the handout. The following is the key for the trainer.

Similar beliefs .....	Love
Doesn't listen to what the other is saying .....	Infatuation/Lust
Similar values .....	Love/Infatuation
Proud of the other .....	Love/Infatuation
Jealous if the other talks to someone else.....	Infatuation/Lust
Yells at the other person .....	Lust
Shared interests/hobbies .....	Love/Infatuation
Can talk to the other person .....	Love/Infatuation
Can be honest with the other.....	Love/Infatuation
Bored with interests of the other .....	Infatuation/Lust
Wants good thing for future .....	Love/Lust
Patient.....	Love/Infatuation
Uses the other person to satisfy his needs.....	Lust

Have to put on an act to be liked .....	Infatuation/Lust
Soul mate.....	Love/Infatuation
Self-controlled .....	Love/Infatuation/Lust
Only interested in sexual behavior.....	Lust
Doesn't see things in real light.....	Infatuation
An emotion and a decision .....	Love
Self-absorbed .....	Infatuation/Lust
Giving.....	Love
Unreliable.....	Infatuation/Lust
Always taking.....	Infatuation/Lust
Rejects commitment .....	Lust

**Debrief**

Understanding the motive of others is sometimes very difficult. When a person shows interest in us, we want to evaluate carefully their motives. Are they truly interested in building a relationship with us or do they have other motives? We will continue this discussion in the next section where we will talk about friendship, love, infatuation and lust.

**F. Activity: Friendship, Love, Infatuation or Lust – Which is It?**

**Time: 20 minutes**

Refer to Handout: *The Color of My Relationship*.

**Set up**

Distribute four crayons or colored pencils (red, blue, yellow and green) to each person or among several people who will be able to share them.

**Instructions**

Think of someone you really like – a person of the opposite sex.

1. Do you have a friend of the opposite sex and find you want to be just friends? This might be the person you name in this activity. It is not important for a youth to have a boyfriend or girlfriend. It is important to understand these relationships.
2. Write down everything that you associate with this person (things you feel strongly about). For example, friend, buddy, good person to communicate with, love, butterflies, sex, holding hands, etc. (You will be able to keep this private – we will not ask you to show this list.)
3. Consider each item on your list. Circle each item with a color that represents the feeling associated with each item. Use these colors for each feeling:
  - Red for Lust
  - Yellow for Infatuation
  - Green for Love, and
  - Blue for Friend.

4. See which of the colors dominate the page. If one doesn't stand out (if the distribution seems pretty equal), move on to the next step for more insight.
5. At another time, discuss this with your friends or, if you find it easier, ask a complete stranger so that you get an honest opinion and an outsider's point of view. Tell that person how you feel, and ask them if it sounds primarily like friendship, love, infatuation, or lust.

### **Debrief**

In a boyfriend/girlfriend relationship, you're likely feeling all four (friendship, love, infatuation, and lust) all at once, to some degree. Lasting relationships are those that are built first on friendship and then develop into love – not infatuation or lust. For example, imagine the person that you love in 50 years when they are old and wrinkled. Would that change how you feel about them? If yes, then what you feel now is most likely lust or infatuation not love.

If you're not sure about your feelings or your relationship, take things slowly. Spend time apart and see how you are feeling while you are away. Do you miss the person? Or are you attracted to others when you are apart? Love is very complex, as you can see. It is important that we take our time as we build our relationships in order that we may examine ourselves to determine the true meaning of this relationship.

## **G. Action Plan and Closing**

**Time: 5 minutes**

### **Action Plan**

Refer to Handouts: *Action Plan How Do I Love You?* and *Love Word Find Puzzle*.

You will have two activities for your homework.

- First, complete the Questionnaire: *How Do I Love You?*
- Second, complete the *Love Word Find Puzzle*, which is based on 1 Corinthians 13.

Bring both of these back to the next week's *Life Skills* class.

### **Closing**

Real love does happen all around us and each of you is capable of choosing to experience it; choosing to really love someone.

When you are interested in someone, you want to get to know them better, you want to listen to them and care about them. Love means you want them to love you and you want to love them.

Love is your choice. You do have control over your relationships, and how you respond to others. It is an important choice, as you know that you can either build a relationship that is based on love, or settle for one that could be harmful; one that is saturated with only lust and infatuation. Ultimately, you have the choice. Our prayer for you is to choose a relationship for your marriage that is based on love....real love.





## LOVE IS....

### Definitions of love from the Web:

- a strong positive emotion of regard and affection; "his love for his work"; "children need a lot of love"
- any object of warm affection or devotion; "the theater was her first love"; "he has a passion for wrestling";
- have a great affection or liking for; "I love French food"; "She loves her boss and works hard for him"
- a deep feeling of sexual desire and attraction; "their love left them indifferent to their surroundings"; "she was his first love"
- get pleasure from; "I love cooking"
- a score of zero in tennis or squash; "it was 40 love"
- be enamored or in love with; "She loves her husband deeply"

### Misconceptions

- Love is a *Feeling*: believing that love needs to stir up emotions of excitement, happiness, and passion, believing it must make me feel good.
- Love is *Conditional*: Believing that love requires the other person to perform to a desired level before any love is given.

### Biblical description of Love:

*"Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It is not rude, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres. Love never fails." (1 Corinthians 13:4-8a NIV)*

Based on this description, we are going to use the following definition:

*Love is a decision to work toward the best for the other person whom we care deeply about.*



## THINKING VERSUS REACTING

### **Thinking (intellect):**

I choose to love you.

I choose to be kind.

I choose to say "No"

I choose to stay pure.

I choose to support you.

I choose to help you.

### **Reaction (feeling):**

I sneeze when I smell pepper.

I feel good, so I laugh.

I laugh when you say something funny.

I tingle when you touch me.

I shiver when I am cold.

I cry when I see someone hurt.



## LUST, INFATUATION OR LOVE

Lust	Infatuation	Love	Mark one of the columns next to each item to indicate whether it represents Lust, Infatuation or Love.
			Similar beliefs
			Don't listen to what the other is saying
			Similar values
			Proud of the other
			Jealous if the other talks to someone else
			Yells at the other person
			Shared interests/hobbies
			Can talk to the other person
			Can be honest with the other
			Bored with interests of the other
			Wants good thing for future
			Patient
			Lave to put on an act to be liked
			Like the same people
			Self-controlled
			Only an emotion
			An emotion and a decision
			Self-absorbed
			Giving
			Inability to trust
			Taking



## THE COLOR OF MY RELATIONSHIP

1. Think of someone you really like – a person of the opposite sex.
2. Write down everything that you associate with the person you're feeling strongly about. For example, buddy, good person to communicate with, love, butterflies, sex, holding hands, etc.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

3. Consider each item on your list. Circle each item with a color that represents the feeling associated with each item. Use these colors for each feeling: red for lust, yellow for infatuation, green for love, blue for friend.
4. See which of the three feelings dominates the page. If one doesn't stand out (if the distribution seems pretty equal), move on to the following steps for more insight.
5. At another time, discuss this with your friends or, if you find it easier, ask a complete stranger so that you get an honest opinion and an outsider's point of view. Tell that person how you feel, and ask them if it sounds primarily like friendship, love, infatuation, or lust.

## **LOVE AND ROMANCE**

### **ACTION PLAN**

#### **HOW DO I LOVE YOU?**

Use the back of this page or another sheet of paper to write your responses to the following questions.

1. Clarify what love is for you. Write down all your thoughts and feelings about what a loving relationship would be like for you.
2. Ask other people how they define love or how they know if they love someone.
3. If you are in a close relationship with someone of the opposite sex, write down how you do feel about him/her. For example: you enjoy her company, have similar interests, feel safe, trust him, think she is attractive, etc.
4. Think about how well the two of you relate to each other. For example: How well do you communicate with each other? How do you deal with conflict? Do you bring out good or bad parts of each other? Can you show different sides of yourself?
5. Ask yourself if you see and accept her/him as a whole person. Love doesn't just love the parts of him/her you like, but chooses to love overall.
6. If you're not currently in a close relationship with someone of the opposite sex, write a list of the characteristics you want in a friend.

**ACTION PLAN, PART 2****LOVE WORD FIND PUZZLE****LOVE AND  
ROMANCE**

All of the 14 words or phrases in the word list at the bottom of the page are hidden in this puzzle. Circle each one as you find it. Words may appear forward, backward or diagonally.

T	D	E	R	E	G	N	A	Y	L	I	S	A	E	T	O	N	N	O	P
D	O	S	L	I	A	F	R	E	V	E	N	S	T	U	B	N	K	A	S
H	E	N	A	J	K	P	M	B	S	N	E	D	S	B	Z	I	A	K	E
B	S	Y	F	W	L	A	C	W	O	A	E	A	S	U	I	V	Q	R	R
C	S	M	R	P	O	T	T	O	M	L	I	T	C	X	Q	S	Y	M	V
A	E	I	H	F	M	I	L	K	U	I	C	E	O	E	S	T	Y	J	E
M	D	Y	I	B	H	E	L	E	A	E	L	M	B	N	S	X	A	F	S
E	K	O	P	U	I	N	A	N	T	B	O	S	E	R	S	N	I	H	R
D	O	E	S	N	O	T	B	O	A	S	T	T	S	T	O	E	R	W	E
U	R	N	D	O	R	E	R	T	I	O	X	Z	S	L	D	F	O	M	P
R	E	S	H	T	I	P	E	R	N	O	D	U	Z	O	U	V	E	D	R
T	E	A	H	P	R	A	N	B	E	E	R	G	I	Y	M	N	C	A	S
O	N	O	P	R	E	M	U	I	A	T	S	B	O	T	E	A	Z	M	B
N	S	E	P	O	H	H	O	L	E	R	D	N	I	K	H	I	N	G	D
S	T	R	U	U	T	S	N	I	B	R	E	Q	S	L	P	C	O	U	N
D	E	U	D	D	F	A	S	Y	M	L	K	G	R	O	P	E	W	S	A
L	H	T	U	R	T	H	T	I	W	S	E	C	I	O	J	E	R	S	H
N	O	T	S	E	L	F	S	E	E	K	I	N	G	G	I	N	K	I	S

**WORD LIST:**

PATIENT

KIND

DOES NOT ENVY

DOES NOT BOAST

NOT PROUD

NOT RUDE

NOT SELFSEEKING

PROTECTS

NOT EASILY ANGERED

REJOICES WITH TRUTH

TRUSTS

HOPES

PERSEVERES

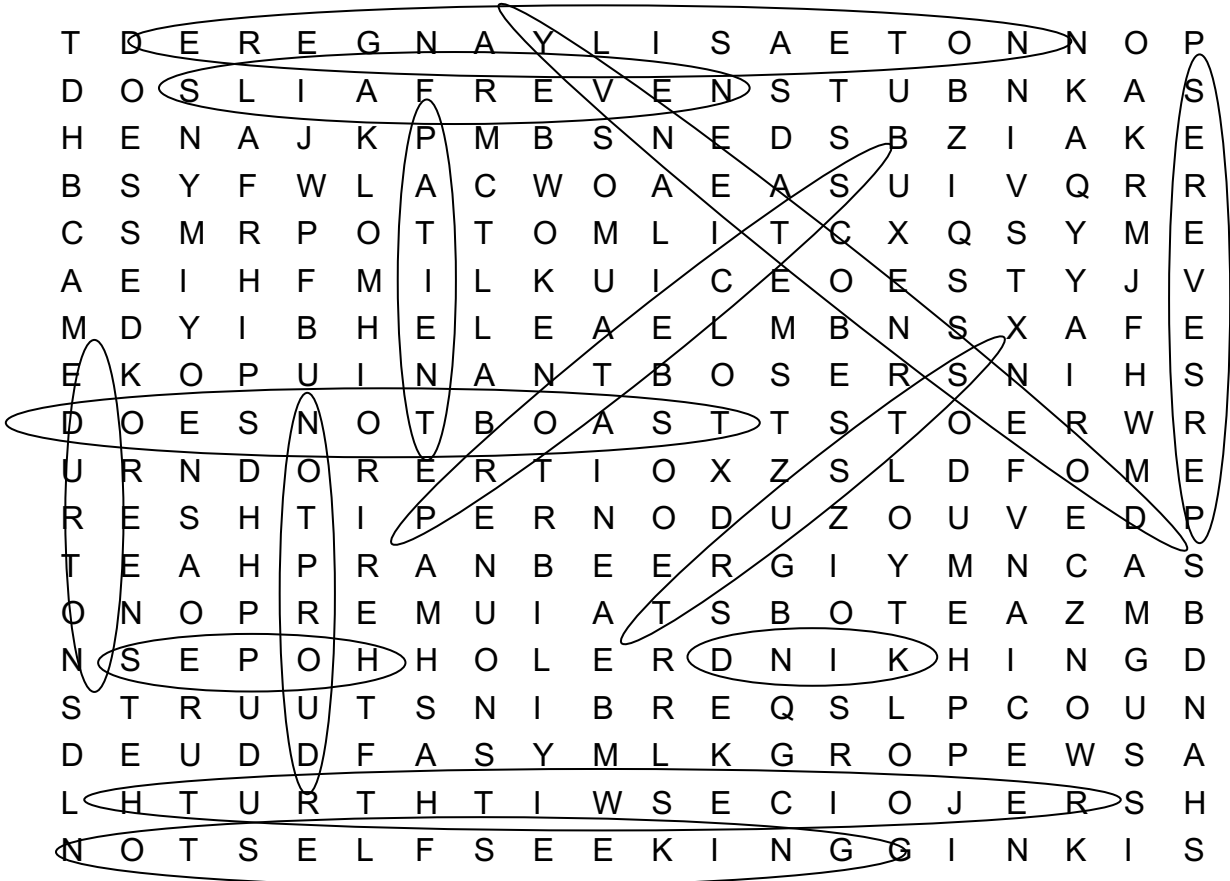
NEVER FAILS



## LESSON 6 APPENDIX

### Key: LOVE WORD FIND PUZZLE

All of the 14 words or phrases in the word list at the bottom of the page are hidden in this puzzle. Circle each one as you find it. Words may appear forward, backward or diagonally.



#### WORD LIST:

PATIENT  
KIND  
DOES NOT ENVY  
DOES NOT BOAST  
NOT PROUD  
NOT RUDE  
NOT SELFSEEKING

PROTECTS  
NOT EASILY ANGERED  
REJOICES WITH TRUTH  
TRUSTS  
HOPES  
PERSEVERES  
NEVER FAILS





# LESSON 3

## SEX AND SEXUALITY

### (UNDERSTANDING THE DIFFERENCE)

**Total Time: 1.5 hours, 90 minutes**

#### **Materials Needed for this Lesson**

Large Ball, Spiritual Dimensions Display, Props or Puppet for Teenage Monologue, Kiwi, Bookmarks with Quotation (from Appendix)

#### **Competencies for Module 4: Healthy Sexuality**

Pamphlets, Brochures and other information about Sex & Sexuality; Advertisement in Which a Young Person's Sexuality is Used to Sell a Product.

- Participants will be able to list the different areas of their own life they excel in.
- Participants will understand the importance of self-respect in building a relationship with someone of the opposite sex.
- Participants will know and understand the difference between love, romance, sex and lust.
- Participants will be able to list the different components of a healthy relationship.
- **Participants will understand the difference between sex and sexuality.**
- Participants will know and understand the importance of sexual responsibility.
- Participants will know the importance and practice of abstinence in keeping sexually healthy.
- Participants will know the difference between Sexual Infections, Sexual Diseases, and HIV.
- Participants will understand sexual risk and know strategies to protect self against risk.

**Trainer Note:** *The competencies that are in bold represent those which are primary to the lesson. All the additional competencies reflect the skills that will be taught in all six lessons of the Healthy Sexuality Module. During each lesson, the previous competencies can be reinforced and used to illustrate the importance of topics in each subsequent lesson. Do not read the competencies to youth. Summarize the objectives for the training each time.*

## A. Welcome and Introduction

**Time: 15 minutes**

### Welcome

Welcome the participants to training. Review responses to previous Action Plan. Answer questions as necessary.

### Introduction

Refer to Handout: *Introduction Questions*.

Ask the participants to complete this before you get started with the training. This page will have three questions:

1. What has been the most important lesson to you personally so far?
2. How many hours of teaching have you had about sexuality up to this time?
3. Who has been your teacher about sexuality? Parent? Teacher? Or Other?

Allow about 5 minutes to complete these questions and then ask them to respond to them – one at a time. Ask the first question and take answers as given. Continue on to the next two questions.

**Trainer Note:** *The purpose of the above activity is to break into the topic in a gentle way – quietly thinking and writing. This helps the students reflect on past lessons as well as begin to think of the new topic.*

### Summarize and Bridge to Lesson

Explain the youth that God has made our sexuality for a certain purpose and we will talk about this purpose in our next lesson. Today, our focus is on healthy sexuality and will talk about definition of two very important words – words that they have probably heard of previously.

Refer to Handout: *Sex Versus Sexuality*.

Write the word “SEX” on the board or on a piece of paper on the wall. Ask the class members to share any thoughts, ideas and/or feelings that come to mind. Record their responses and give them credit for helping you to make this big list.

Tell them you are going to ask them to do this activity again, but this time with another word. Write the word, “SEXUALITY” on the board or a piece of paper on the wall. Again, ask them to share any thoughts, ideas and/or feelings that come to mind. Record these responses as well. Be generous with praise for the honest work in helping you create these lists.

Hold a large group discussion around the following questions:

- Do you think these two words mean the same thing? If not, how do they differ?
- Where do we learn the associations we have for these two words? In other words, why do we think what we do about these words? Ask for specific examples.
- How do these associations affect how you feel about sex and sexuality?

Inform the class that this is the module’s subject – Healthy Sexuality, and you are

going to discuss the difference between sex and sexuality at this lesson.

## **B. Lecturette: Sex versus Sexuality**

**Time: 10 minutes**

Refer to Handout: *Definitions of Sex and Sexuality*.

Clarify that “sex” and “sexuality” are actually two different words. The definitions are different:

### **Sex**

Sex refers to whether or not a person is male or female, whether a person has a penis or vagina. Many of you may have noticed on different forms you have completed for school or at the doctor’s office that there is often a question on the form called, “Sex.” You are required to check either male or female. Sex is also commonly used as an abbreviation to refer to sexual intercourse which occurs between a man and woman.

### **Sexuality**

Sexuality refers to the total expression of who you are as a human being, your femaleness or your maleness. Our sexuality begins at birth and ends at death. Everyone is a sexual being. Your sexuality is interplay between body image, gender identity, gender role, genitals, intimacy, relationships, and love and affection. A person’s sexuality includes his or her attitudes, values, knowledge and behaviors. How people express their sexuality is influenced by their families, culture, society, faith and beliefs.

Refer to Handout: Sexuality Pizza

Draw a pizza on the chart paper on the wall. Draw six slices into the pizza. On each slice write one of the following phrases:

- Reproductive health and genitals
- Gender role and identity
- Relationships
- Love and affection
- Body image
- Sexual orientation

Sexuality is made of a variety of pieces, and all the pieces make up our sexuality – just like this pizza.

Slice 1 – *Reproductive Health and Genitals* refers to things like puberty, menopause, sexually transmitted infections, pregnancy, family planning, hygiene and health care.

Slice 2 – *Gender Role and Identity* represents how we feel about our maleness or femaleness. How do we express being male, or female? Do we feel discriminated against because of our gender, etc?

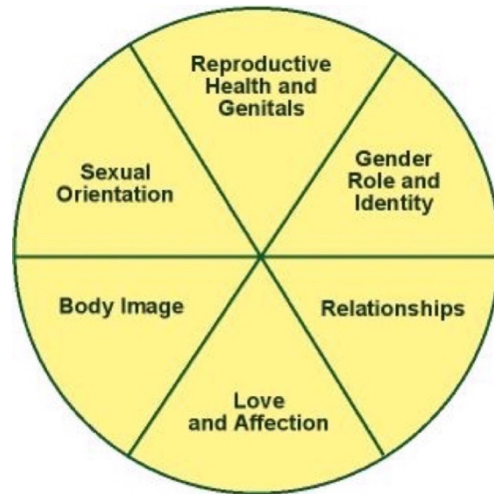
Slice 3 – *Relationships* refers to different behaviors and expectations in our male/female relationships. It also refers to the different satisfaction and/or abuse in these relationships.

Slice 4 – *Love and Affection* represents how we express love and affection to

friends, family, and spouses.

Slice 5 – *Body Image* refers to how we feel about our body, how we treat our body and how attractive we feel.

Slice 6 – *Sexual Orientation* refers to how we are attracted to another person, how we begin to feel romantic toward this person.



## Summary

Everyone will continue to learn and experience their sexuality throughout their lifetimes. We are sexual beings and God has made us this way and this is good.

## C. Lecturette: Sources of Sexual Learning

**Time: 5 minutes**

As we mentioned we learn about sexuality from our childhood throughout our life. There are many different sources where we get this information. Sources of sexual learning include parents, friends, religion, culture, media, environment, law, school, teachers, books and the Bible.

Much of the information we receive from those sources is good and important while other information might be not important or even deceptive.

For instance, traditionally babies are assigned different colors at birth. It is common for little girls to be assigned pink and little boys to be assigned blue. Who made this rule?

Also, it is common to have boys play with cars and balls, while girls are given dolls. What would be wrong with a girl learning to play sports or with a boy learning what it means to nurture or care for a pretend baby?

Another example of culture training: boys are taught not to cry, while girls are permitted to cry. Does the pain a boy experiences differ from a girl's pain? Isn't crying an acceptable way of releasing emotions for human beings in general?

And it goes on and on. Culture largely influences our understanding of sexuality.

Society also gives us many messages that begin to shape our ideas of personal sexuality. Unfortunately, some of these ideas are not the best message to help someone remain safe and healthy. For example, society encourages and supports

multiple sexual partners and different sexual relationships. This is both dangerous behavior (as it puts the individual at risk of diseases) and behavior that is in conflict with the word of God. The Bible tells us that God has a plan for our sexuality – to develop us to become the person He intended. He has made us to be whole sexually and to be the lifelong partner of one person in a marriage. This message is in conflict with the one I often see in the world.

Our premise in this training is to take the tenets of the Bible and encourage each of you to save yourself for your lifelong marriage partner. We call this abstinence until marriage. Thoughtful and healthy decision making is a vital cornerstone for positive sexual development. Therefore, it is critical for us to discuss abstinence and risk in understanding healthy sexuality. We will focus on these two concepts in our further training.

## **D. Group Activity: Understanding Abstinence and Risk**

**Time: 20 minutes**

### **Set up**

As a creative way to form small groups, have the participants form a line according to their birthdays; January 1 at the beginning of the line and proceeding all the way through December 31. You will need 6 small groups for this activity (one group for each sexuality pizza slice), so the number needed for each small group will depend on the size of the class. Start at the front of the line, count the appropriate number of participants and assign them to a small group. Have the groups sit together for this activity.

### **Instructions**

Refer to Handout: *Risk Factors with Sexuality, "The Pizza Puzzle!"*

Pass out one piece of the "sexuality pizza" to each group. You can cut pie shaped pieces out of cardboard and write the title and the description of each aspect (e.g. Gender Role and Identity: represents how we feel about our maleness or femaleness. How do we express being male, or female? Do we feel discriminated against because of our gender, etc?).

Ask the group to consider all the possible ways this part of sexuality might present risks.

Give a couple of examples:

- *Reproductive health and genitals*: One risk might be getting a disease from someone.
- *Gender role and identity*: One risk might be a young person acting like they are older and sometimes giving the "wrong" message.
- *Relationships*: One risk might be with youth starting relationships with others who are involved with risky sexual behavior.
- *Love and affection*: One risk might be when youth do not understand the difference between affection and love.
- *Body image*: One risk might be when a youth dresses in a way to look "sexy" and then goes among the opposite sex to get attention.
- *Sexual orientation*: One risk might be when a youth shows attention to

another person in a way that promotes sexual interest.

Instruct the groups to put their work on a piece of chart paper and hang it up when they are finished.

Give the groups 5-7 minutes to complete their ideas, and then have them report out their piece of the pie. Encourage the other group members to keep notes on their worksheet of what other groups have reported concerning the possible risks of other aspects of sexuality.

It would be appropriate to add additional information as the groups report out their ideas of risk. Some suggestions might be:

Body Image – the mental representation someone has of his/her physical self at any given point in time – is one of many factors that can either positively or negatively impact an individual's ability to make a thoughtful and healthy decision. On the most basic level, people of all ages make better decisions when they feel good about themselves.

Conversely, when people feel like they are not pretty enough, tall enough, muscular enough, skinny enough, or curvy enough, it is possible they may make compromises in their decision-making process because they feel inadequate.

Comments like, "Who else might date me?" or "Look at me, I'll never get a date," can be heard from young people. One possible negative effect of this type of "not enough" thinking can be making concessions in a decision-making process. These concessions in decisions might even be concerning sexual behavior, deciding to have intercourse with someone because they pay attention to you, when others have not. Sometimes a person may get into relationships with someone who is not good for them because they don't think anyone else would ever date them or like them.

Then you might ask for suggestions for what can be done to fight a negative body image, even when it is hard to do so. The better people feel the more effective decisions they make. Body image and sexual health clearly fit into that equation.

### **Debrief**

Acknowledge their ideas and correct where necessary.

## **E. Lecturette: What is Sexual Risk?**

**Time: 10 minutes**

There is risk in most all behavior, including sexual behavior. You cannot eliminate risk completely from any behavior. So the goal is not to have "risk free" sex, because it doesn't exist. The only way to eliminate the risk is to not have sexual intercourse. The goal of this lesson is for you 1) to understand the risks you are taking, 2) to choose what risks to take and not to take, and 3) to make decisions that are Godly and good for you.

Understanding sexual risk is all about taking the time to make choices, rather than diving into a situation without thinking. But because most of us don't get the chance to learn a lot about sex and sexuality, and we aren't allowed to talk about it much, we tend to make decisions without the kind of information we need to make good decisions.

When we talk about sexual risks we means the potential negative consequences

from sexual behavior and activities. The most obvious examples of this are sexually transmitted diseases. Often when people think about having safer sex, they think about the ways they can protect themselves and their partner from sexually transmitted diseases. But you should rather consider the way you can make sexual choices without worrying about risks. You can do it by being thoughtful and responsible during decision making process.

One way of protecting yourself and reducing risk is to protect and guard your sexual purity. It's a key part of your physical, emotional, and spiritual integrity as well as a precious gift you will one day give to your husband or wife.

The information in this lesson will empower you to be able to say, "I choose not to have sex before I'm married because my sexuality is too valuable to give away to someone who just wants to "score".

Relationships are built on getting to know one another, by talking, holding hands, spending time together. Many people have sex without ever having a relationship. This is not what God planned for our sexuality. Sexual intercourse was designed by God for us within the marriage relationship share love, make new babies, and reflect His image in the world. To abstain from having sexual intercourse before marriage is a resurging commitment coming from teenagers all over the country. We will talk more about it in our coming lessons.

## **F. Activity: Discovery questions**

**Time: 15 minutes**

Refer to Handout: *Discovery Questions*

On this Handout there are four questions. Ask the participants to write responses to each of these questions. Tell them they can respond to the questions with ideas, places, feelings, people, etc.... whatever enters their mind.

Read each question listed below and allow a minute or two for the participants to record the responses.

1. Where do young people like you learn about sexuality? Give at least three examples.
2. What are some of the early messages (from birth to five years old) you received about your sexuality?
3. Think about the definition of sexuality we learned today. List three ways that you are a sexual being.
4. What advice would you give others your age about sexuality?

After the questions about having completed, pair the participants for a discussion and feedback session. If you are teaching males and females have them work with a partner of their same sex. Create a group of females are three females if necessary.

Once everyone has a partner, ask them to share their responses to any two of the four questions with their partner. Allow five to 10 minutes for this. Elicit some of their responses to each question. Clarify any misinformation.

Summarize their responses with the following:

- Identify where people learn about sexuality;
- List different ways that people can be sexual, and

- Summarize the types of advice (or messages) they might give to others their age.

Acknowledge that everyone has different experiences and opinions.

## **G. Discussion: Sexuality Being Misused (Optional)**

**Time: 5 minutes**

Explain that as there are many sources of sexual knowledge there are also many ways that sexuality can be used.

(Hold up a rose or other flower with many petals). Remember on our first lesson of this module where we talked about a flower that could represent each of us. We talked how important it is to care and protect it. This flower can be used in good ways, or in bad ways. What are good things you can say or do with this flower?

Display an advertisement in which a young person's sexuality is used in a non-appropriate to sell a product. Explain that the goodness of our sexuality is many times compromised with messages from the world. What might these messages be? Accept answers as given.

Television uses sexuality in programming, as does the movie industry, etc. When you look at a billboard, often a person is used in a sexual way to get your attention – they are selling a product, but first they are selling sexuality. Sexuality has been exploited for many years. It is an unhealthy way to use sexuality and God did not make us as sexual beings to be exploited and used in this way.

Ask the following are similar questions for discussion:

- What products have you seen that use sexuality to sell?
- What ads have you seen about movies?
- Television?

### **Summary**

Sexuality is something personal and private. It is given to us by God and it gets its meaning and fulfillment in our relationships with our spouse. It is something that should be valued and protected, not to be exposed for all to see or to use for financial gain. This just devalues our sexuality. Remember our lesson on identity – each of us are special and deserve to be treated as special.

(Give each participant a flower. Hold your flower up and show the class.)

Each of us was given a gift – our personality which includes our sexuality. Value and protect it. You are special.

## **H. Action Plan and Closing**

**Time: 10 minutes**

### **Action Plan**

Refer to Action Plan: *Interviewing an Adult about Sexuality*.

Ask the participants to think of one trusted adult with whom they could share what they learned in today's lesson. Encourage them to explain what they have learned with this adult they trust. After explaining information, have them asked the adult the same four questions they answered in training (altered just a little.)



1. Where did you learn about sexuality? Give at least three examples.
2. What are some of the early messages (from birth to five years old) you received about your sexuality?
3. Think about the definition of sexuality we learned today. List three ways that you are a sexual being.
4. What advice would you give someone my age about sexuality?

Bring the completed Action Plan to class next week.

### Summarize lesson

Ask for a volunteer or volunteer to summarize what was discussed in the lesson today. Be sure the following points are covered:

*Point 1* – “Sexuality” is different from “sex.” Sexuality is a much broader term, has many components, and includes much more than sexual intercourse. Everyone is a sexual being. Sexuality begins at birth and ends at death.

*Point 2* – People begin learning about sexuality from birth. People learn about sexuality from a variety of sources – their family, their community, their faith, friends, and the media – to name just a few. It’s important to question and think critically about the different messages we receive about sexuality, especially those messages from the popular media.

*Point 3* – People have different feelings and opinions about sexuality. We have seen that even when people grow up near each other and share a similar culture or faith, they may have different values about sexuality.

*Point 4* – Today’s lesson helps us to be aware of the many differences we have about sexuality. It’s important for each of us to show respect for people and opinions that are different from our own, particularly as we learn more about sexuality in the lessons ahead.

*Point 5* – Our sexuality is a normal and healthy part of our lives.

### Closing

Close today with the following scripture verse (which was first introduced in the first *Life Skills* Module on Identity.)

Psalm 139:13-16

*"For You formed my inward parts; You covered me in my mother's womb. I will praise You, for I am fearfully and wonderfully made; Marvelous are Your works, And that my soul knows very well. My frame was not hidden from You, When I was made in secret, And skillfully wrought in the lowest parts of the earth. Your eyes saw my substance, being yet unformed. And in Your book they all were written, The days fashioned for me, When as yet there were none of them."*

As you complete your closing, encourage all the class members to think about their bodies as wonderfully made and that God has a plan for our sexuality – that we be healthy, safe and prepared for our life’s journey. Thank them for their serious attention and work on this important topic. Dismiss them.



## INTRODUCTION QUESTIONS

Questions for you to answer before we start today's lesson.

1. What has been the most important lesson to you personally so far?

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2. How many hours of teaching have you had about sexuality up to this time?

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3. Who has been your teacher about sexuality? Parent? Teacher? Or Other?

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## **SEX VERSUS SEXUALITY**

### **SEX**

Word words, feelings, ideas that come to mind when hearing this word:

### **SEXUALITY**

Words, feelings, ideas that come to mind when hearing this word:



## **DEFINITIONS OF SEX AND SEXUALITY**

### **SEX**

Sex refers to whether or not a person is male or female, whether a person has a penis or vagina. Many of you may have noticed on different forms you have completed for school or at the doctor's office that there is often a question on the form called, "Sex." You are required to check either male or female. Sex is also commonly used as an abbreviation to refer to sexual intercourse which occurs between a man and woman.

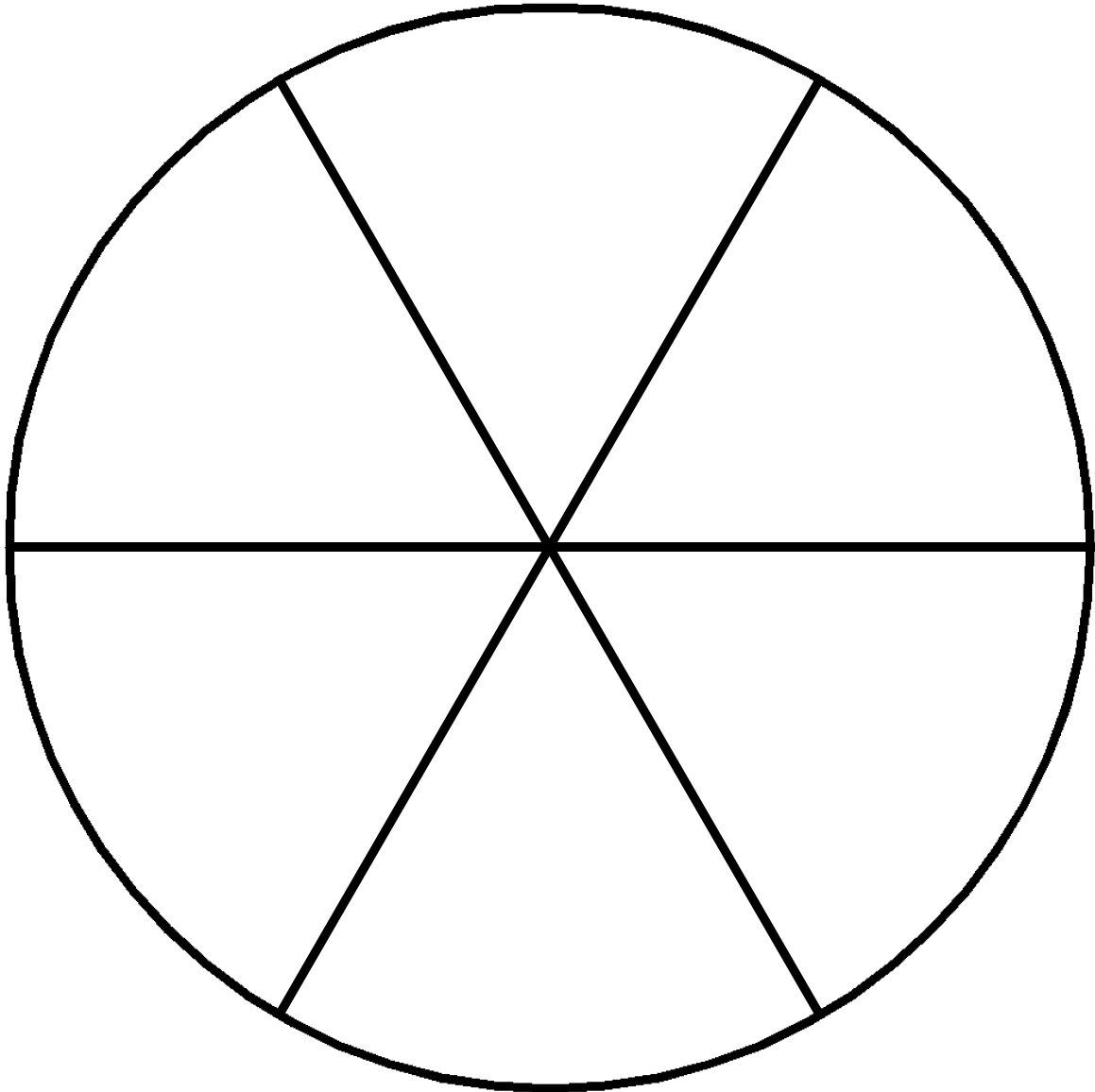
### **SEXUALITY**

Sexuality refers to the total expression of who you are as a human being, your femaleness or your maleness. Our sexuality begins at birth and ends at death. Everyone is a sexual being. Your sexuality is interplay between body image, gender identity, gender role, genitals, intimacy, relationships, and love and affection. A person's sexuality includes his or her attitudes, values, knowledge and behaviors. How people express their sexuality is influenced by their families, culture, society, faith and beliefs.



## SEXUALITY PIZZA

As you listen to the lecturette, write in the names of the slices





## **RISK FACTORS WITH SEXUALITY “THE PIZZA PUZZLE!”**

With your assigned piece of the puzzle, list all the different risk factors that you can think of. You will fill all areas as others report out later.

❖ Reproductive health and genitals

❖ Gender role and identity

❖ Relationships

❖ Love and affection

❖ Body image

❖ Sexual orientation



## DISCOVERY QUESTIONS

Read each question and write down responses to each of them. You can respond to the questions with ideas, places, feelings, people, etc.... whatever enters your mind. You will be discussing these with another person shortly.

1. Where do young people like you learn about sexuality? Give at least three examples.

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2. What are some of the early messages (from birth to five years old) you received about your sexuality?

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3. Think about the definition of sexuality we learned today. List three ways that you are a sexual being.

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4. What advice would you give others your age about sexuality?

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# SEX AND SEXUALITY

## ACTION PLAN

### INTERVIEWING AN ADULT ABOUT SEXUALITY

Think of one trusted adult you can share today's lesson with. Explain the lesson to the adult and ask them the same questions you had in training. Record their answers.

1. Where did you learn about sexuality? Give at least three examples.

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2. What are some of the early messages (from birth to five years old) you received about your sexuality?

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3. Think about the definition of sexuality we learned today. List three ways that you are a sexual being.

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4. What advice would you give someone my age about sexuality?

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#### Psalm 139:13-16

*"For You formed my inward parts; You covered me in my mother's womb. I will praise You, for I am fearfully and wonderfully made; Marvelous are Your works, And that my soul knows very well. My frame was not hidden from You, When I was made in secret, And skillfully wrought in the lowest parts of the earth. Your eyes saw my substance, being yet unformed. And in Your book they all were written, The days fashioned for me, When as yet there were none of them."*





# LESSON 4

## SEX: PURPOSE AND EFFECT

Time: 1.5 hour... 90 minutes

### Needed materials

Student manuals, handouts from lesson Appendix, Power Point presentations, blackboard/flipchart paper, markers, pens, scotch tape, male and female orphans illustration.

### Competencies for Module 4: Love and Sex

Summary of competencies for Module 4: For youth to understand healthy sexuality, how to keep sexually healthy.

- Participants will be able to list the different areas of their own life they excel in.
- Participants will understand the importance of self-respect in building a relationship with someone of the opposite sex.
- Participants will know and understand the difference between love, romance, sex and lust.
- Participants will be able to list the different components of a healthy relationship.
- Participants will understand the difference between sex and sexuality.
- **Participants will know and understand the importance of sexual responsibility.**
- **Participants will know the importance and practice of abstinence in keeping sexually healthy.**
- Participants will know the difference between Sexual Infections, Sexual Diseases, and HIV.
- Participants will understand sexual risk and know strategies to protect self against risk.

**Trainer Note:** *The competencies that are in bold represent those which are primary to the lesson. All the additional competencies reflect the skills that will be taught in all six lessons of the Healthy Sexuality Module. During each lesson, the previous competencies can be reinforced and used to illustrate the importance of topics in each subsequent lesson. Do not read the competencies to youth. Summarize the objectives for the training each time.*

## A. Welcome and Introduction Time

Time: 10 minutes

### Welcome

**Trainer Note:** *All people are shaped by families, their communities,*

*and their life experiences. How these elements are integrated into adolescents depends largely on how a young person feels about themselves, their values, etc. Since values are likely to change from time to time, it is important for adolescents to be given good information about their sexuality.*

*This lesson can be taught as “Only for boys” or “Only for girls”. Material in this session is discussed very openly and the process of transfer the knowledge might be more successful when the group is broke in two. In this case it’s strongly recommended for male teacher to teach boys and female teacher to teach girls.*

Welcome the youth to the lesson. Review their previous home-work.

1. Where did the adults you interviewed learn about sexuality?
2. What did the adults you interviewed say were some of the early messages one receives from the ages of birth to five years old?
3. What did the adults say sexuality meant to them?
4. What advice did the adults give you about sexuality?

Acknowledge their work and thank them for finding a person to interview. Discuss the following questions.

- What did you learn from conducting these interviews?
- Was there anything in the interviews that surprised you?
- Was there anything that made it difficult for you to talk to an adult about sexuality?
- How might you overcome these barriers so you can find an adult to talk to about sexuality?

Explain that today we will continue our conversation about difference between sex and sexuality but this time we will focus on sex.

### **Introduction**

Sexual expression is an essential component of healthy human development for individuals of all ages. In fact, making the transition from childhood to healthy sexual adulthood is considered to be one of the most important tasks of adolescence.

We live in the world full of images and messages about sex - from movies, magazines, music, TV and advertisements that cell everything from soap to sport cars.

The messages received from others also can sometimes confuse and further exploit the adolescent who of struggling to grow and develop into a healthy adult.

In today's lesson we will discover what did God intended sex and the dangers associated with sexual behavior. First, we will look at some of messages that media and society send us.

## **B. Activity: Messages from Society**

**Time: 20 minutes**

Refer to Handout: “*Messages from Society*”.

Ask youth to join with one other person and answer the questions. Give them 10 minutes to discuss and complete this.

Questions on the Message List:

1. What messages about sex do we receive from the entertainment industry: television, commercials, movies, popular music, music videos, etc.?
2. How do movie love stories usually end?
3. What does, " We made love" mean?
4. Does having sex with someone mean you are involved in true LOVE relationship?
5. Does having sex with someone mean you LOVE them?
6. Is it important to learn to have sex before you get married?
7. List all the reasons you can think of that would explain why young people might get involved in sexual activity, or have sexual intercourse.

**Trainer Note:** Youth will be working together and you will want to move around the group to answer any questions that might arise. Give youth ideas to get them started and help them if they should get stuck on one of the questions. Be prepared to give them some ideas for Question 6 – such as youth saying/thinking:

- *I am old enough.*
- *I am in love.*
- *Everyone is doing it.*
- *And then let them come up with their own list.*

Once the teams are finished, have them report their responses one question at a time. While they are reporting their responses to questions, use the following or similar questions and comments to stimulate further discussion on the topics.

1. What messages do we receive from the entertainment industry: television, commercials, movies, popular music, music videos, etc.?
  - Is the entertainment industry encouraging young people to remain pure?
  - What is the overall message this industry gives youth about sexuality and sex? (*Youth will be telling the trainer that the messages are to be involved sexually, that means you care, you are in love, etc. Accept answers as given.*)
  - Are these forms of entertainment talking about the risk of sexual activity? Are they talking about what God wants for you?
2. How do love stories usually end? (*Shows usually end up with the couple getting into bed together to have sexual intercourse. Television has portrayed that is the end to every "happy ending" show.*)
  - Is having sexual intercourse a happy ending for every relationship?
  - Is that what God wants for you?
3. What does, " We made love" mean? (*We had sex.*).

4. Does having sex with someone mean you are involved in serious LOVE relationship? (*No. Doing love and doing sex are two different concepts*).
5. Does having sex with someone mean you LOVE them? (*No. The love is made in building the relationship; the sexual intercourse is the marriage gift to one another*)
6. Do you have to know how to have sex before you get married? (*No. You'll have years to learn it in marriage and as a matter of fact the mutual learning process will only better tie you with your spouse. Many studies have shown that in a good marriage, sex just keeps getting better and better as the years go by*).
7. List all the reasons you can think of that would explain why a person might get involved in sexual activity, or have sexual intercourse. Ask the youth to share these and put them onto a poster – just write them out as they say them. You will likely get a list that looks something like this:
  - I am old enough.
  - I am in love.
  - I found the right person.
  - Everyone else is doing it.
  - I want to belong.
  - I want to feel good.
  - I like sex.
  - I feel loved when having sexual intercourse.
  - I could never find anyone else as nice/cute/handsome.
  - I don't have a choice.
  - I don't want to lose him/her.

In every relationship, there are needs to be met. Building a relationship starts with the need to belong, feel accepted and loved. We each need to have our feelings validated and to be confident in our relationships. As young people are faced with making a decision of what to do with their sexuality, it is important to understand that God had a wonderful purpose for our sexuality.

### **C. Lecturette: God's Purpose for Sex**

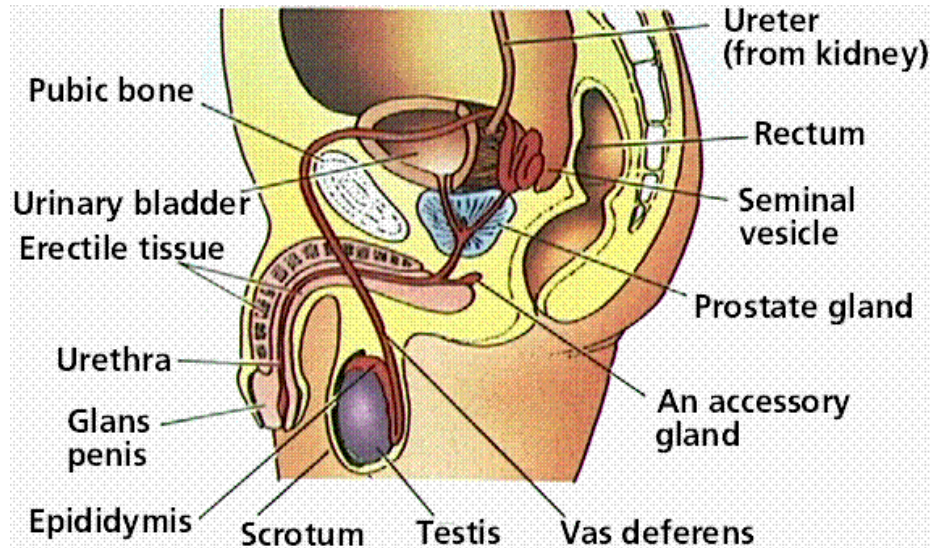
**Time: 15 minutes**

We just talked about why young people want to have sex. Let's remember that God Himself created sex. He made it and filled it with a special meaning and purpose. A little bit later we will look at these reasons why God created sex. But before we do this let's look at the different wonderful ways God made our bodies to be sexual.

## Male reproductive system

**Trainer Note:** Bring a chart of female sexual organs and male sexual organs for this lecturette.

Let's look at the body that God made. It is wonderfully and awesomely made.



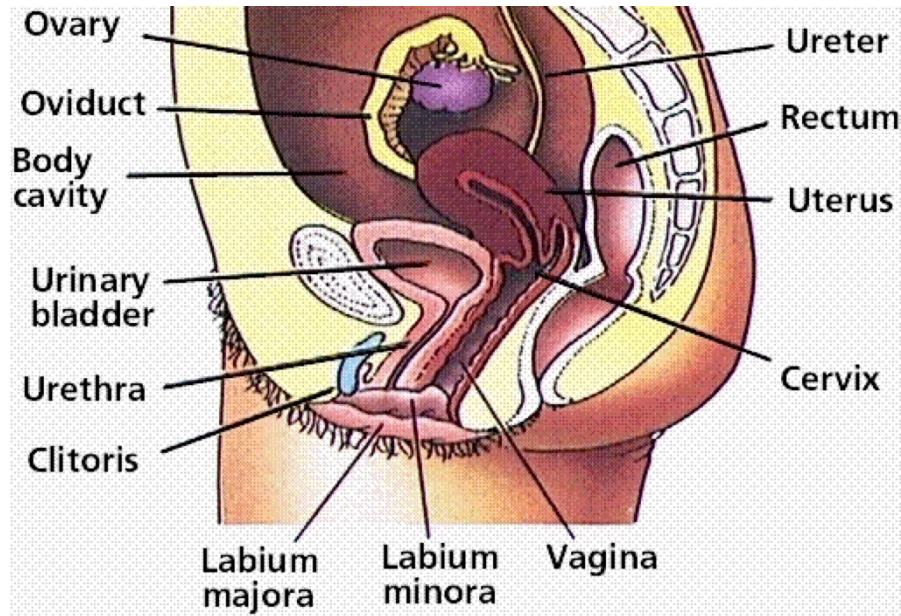
### The male and female reproductive systems.

Images from Purves et al., *Life: The Science of Biology*, 4th Edition, by Sinauer Associates ([www.sinauer.com](http://www.sinauer.com)) and WH Freeman ([www.whfreeman.com](http://www.whfreeman.com)), used with permission.

These male organs (point) are made for reproducing human life, storing and delivering sperm for the purpose of reproduction (having a baby) and to share in sexual intimacy with a wife. When a male is sexually aroused, blood rushes to his penis and causes an erection where the penis becomes stiff and is able to be put into the woman's vagina. With stimulation he will have an ejaculation. This is when semen (a milky sticky substance) comes out through the opening in the penis. When this penis is in the woman's vagina, the semen can travel into the woman's body to where her reproductive eggs are living. The semen carries sperm.

Sperm production begins at puberty and continues throughout life, with several hundred million sperm being produced each day.

## Female reproductive system



### The male and female reproductive systems.

Images from Purves et al., *Life: The Science of Biology*, 4th Edition, by Sinauer Associates ([www.sinauer.com](http://www.sinauer.com)) and WH Freeman ([www.whfreeman.com](http://www.whfreeman.com)), used with permission.

When the girl is born, she already has all the eggs in her ovary for her whole life! For each female, one egg leaves the ovary each month. The egg will travel down the oviduct and into the uterus. When the semen comes in contact with the egg, the semen can fertilize the egg and cause a new life to begin growing (conception). After conception a new life begins growing in the blood lining of the uterus – this is called pregnancy. If the egg doesn't unite with a sperm the blood lining of the uterus comes out. This is called the menstrual period.

Our body is wonderfully and awesomely made. It as we noted was made this way with a purpose. Let's look at different wonderful ways God made our body to be sexual.

### God's Purpose for Sex

Refer to Handout: "*God's Purpose for Sex*".

#### 1. Reproduction

One of the purposes of our sexuality is ability to have children. With sexual intercourse, a single sperm of a man that goes into the egg of the woman unites the 23 chromosomes of the father and the 23 chromosomes of the mother to create a new one-celled human being complete with 46 chromosomes. This is a fantastic miracle that God has created. He has given this to us. This is both a privilege and a responsibility.

#### 2. Pleasure

Another purpose for sex is pleasure. Sexual intercourse is both a physical and emotional satisfying act. It fulfills many different human needs. When you have a

meaningful and healthy relationship with your spouse, this is the ultimate pleasure of demonstrating and receiving love.

Because sexual intercourse is pleasurable, it also causes adolescents to struggle. The drive of our sexuality is to have sexual intercourse - God made us that way. The drive is strong and has with it desire. God also wants us to wait to have sexual intercourse until we are married. This drive can be controlled and we will discuss this more in this lesson.

### **3. Bonding/Intimacy**

The third reason for sexual intercourse is to bring bonding and intimacy into the marriage. Sexual intercourse unites two bodies. This is intimate. It unites the husband and wife in spirit, emotions, and intellect. It is the most personal and intimate experience a husband and wife will share. It bonds the married couple together in a unique and special way.

#### **Summary:**

1. Both the woman and the man are made in such a way that together they can reproduce and grow a child.
2. God made the woman and man to be compatible physically to both give and receive pleasure in sexual intercourse.
3. The act of sexual intercourse is made for the intimacy and bonding of two people committed to each other in marriage.
4. Sexual intercourse was made for marriage and it brings joy, happiness, intimacy and pleasure. In a healthy relationship of commitment and trust (marriage) sexual intercourse does not leave a person feeling uncertain, embarrassed, guilty or ashamed.

#### **Challenge**

For all the above reasons it is best for a young person to remain pure until marriage (this is called abstinence). As we noted sex was designed for relationship of commitment and love. People often have sex without ever having a relationship. When your relationship with a boy/girl is “only” physical, it is NOT love. It may “feel good” at the moment but it affects you as a person – it impacts your self-esteem, your emotions, your spiritual walk with God and your relationships with others.

God set up marriage boundaries for our sexuality not to rob us of the pleasure but to protect us. What is He trying to protect from? Let's look at sex outside marriage more closely.

## **D. Activity: Sex outside of marriage - Pros and Cons**

#### **Time: 15 minutes**

Divide the board into two columns and write PROS and CONS on the top of each column.

Ask the following question to the youth:

- What are the pros (advantages) and cons (possible consequences) of having sexual intercourse before or outside marriage?

#### **Pros**

You feel like you belong, feels good for the moment, you feel grown up, you feel



loved, you feel like it strengthens your relationship.

### Cons (possible consequences)

**Trainer Note:** Allow youth to give you a list, but add the following if they are not covered.

- Spiritual struggle – What is right and what is wrong in the eyes of God?
- Lose your virginity – What does this mean for your future?
- Unwanted pregnancy – What would you do? What worries would this cause?
- Forced marriage – Could this be a possible sentence of pain and misery?
- Concerns about abortion – What are the many concerns you have?
  - o Struggle of right versus wrong, guilt
- Social stigma
- Abortion complications
- Health (infections, pain)
- Sterility (not ability not have children in future)
- Damage to sexual organs
- Death
- Sexually Transmitted Infections – There are more than 30 sexually transmitted diseases and some of them don't have cure. What problems are caused by STIs? What is the only way to avoid STIs?
- Developing sexual addiction – Would you be risking getting addicted on immediate gratification, sexual pleasures, pornography, etc.?
- Emotional stress – What are some of the emotional complications associated with premarital sex?
  - Guilt
  - Despair
  - Low self-esteem
  - Embarrassment
  - Fear of pregnancy
  - Relationship problems
- Choosing a wrong person to marry (sex might make the connection look deeper than it really is). Future marriage relationship problems (lack of trust, hurt, memories, comparison, etc.).

## E. Activity: Myth or Fact

**Time: 20 minutes**

Ask youth to group together. Use one of the following grouping method options.

Option 1: Have each person reach into a bag and pull out one of the names from the Sexuality Pizza from Lesson 2 – group together accordingly.

Option 2: Choose four love movies such as: My Fair Lady, The King and I, Cinderella, and Snow White. (These movies are good/clean love stories. Choose ones you know the youth are familiar with.) Put the names of these movies into a

bag and have them draw out a name – group accordingly.

Refer to Handout: "Myth or Fact Statements"

Once the youth are into their new groups, ask them to use this page for the activity. They are to complete these with their team. The group with the most answers will get a prize.

**Trainer Note:** *Have a small prize available for the groups, a sticker, a piece of gum, or some other small prize. It could even be a special card you have made that simply says, "Great Job!"*

The following table is similar to the one provided to the youth. However, this table also contains the correct responses for each one along with a brief explanation for each response. Expand on any explanation that is necessary to ensure all the youth understand.

For the following activity, refer to the appendix material of definitions. You will need this information to ensure you can answer questions youth may have.

STATEMENT	MYTH	FACT
1. Sex is only physical act	Myth	
<i>Sex affects all parts of your personality including self-esteem, emotions, relationships with God and others</i>		
2. Sex can be 100% safe.	Myth	
<i>Even sexual intercourse in marriage can have risk, if one of the marriage partners is engaged in sexual behavior outside the marriage.</i>		
3. Oral sex is a sex act.		Fact
<i>Oral sexual behavior occurs for the purpose of creating pleasure and/or an orgasm. This is a sex act.</i>		
4. You can get pregnant through oral sex.	Myth	
<i>Although you cannot get pregnant from oral sexual behavior, this behavior often leads to other behaviors that can lead to pregnancy.</i>		
5. Females cannot get pregnant during their period.	Myth	
<i>This is a common myth. Since not all vaginal bleeding is the result of a menstrual period, a girl can ovulate (the process of releasing eggs for the purpose of reproduction) and still be showing signs of a period. It is common for girls who are ovulating to have some vaginal bleeding that can be mistaken for a period. Sperm can fertilize an egg up to three days after ejaculation. Having sexual intercourse during a period can result in pregnancy.</i>		
6. You are assured of safe sex if the male withdraws his penis before ejaculating.	Myth	
<i>Before a male ejaculates, he often emits a small amount of seminal fluid. This fluid is just as likely to cause a pregnancy as an ejaculation. Withdrawing for the purpose of ejaculating outside of the vagina is not a guarantee of no pregnancy.</i>		
7. French (tongue) kissing is not a sex act.	Myth	
<i>The act of placing ones tongue inside of the other person's mouth is a simulation of sexual intercourse. It also can cause heightened sexual desires – it is a sexual behavior, associated with foreplay to sexual intercourse.</i>		
8. Touching breasts and/or other genitals is not sexual intercourse.		Fact

<i>Yet, it's definitely sexual behavior.</i>		
9. Masturbation is not sexual behavior.	Myth	
<i>Self-stimulation of the penis or vagina is a sexual act. The purpose of the act is for pleasure and/or orgasm.</i>		
10. Masturbation is a substitute for sexual intercourse before getting married.	Myth	
<i>Masturbation does not meet all the sexual needs of a person. It focuses on self and only momentarily fulfills the persons need/want for pleasure and orgasm. It can become a habit and can lead to higher levels of stimulation – such as pornography, perverse fantasies, etc.</i>		
11. When a boy has a “wet dream” (ejaculates while sleeping/dreaming) this means he is sinning.	Myth	
<i>“Wet dreams” are normal. The “wet dream” is the natural body function to release the seminal fluid builds up in a boy’s body. It is not a sinful behavior.</i>		
12. Masturbation can lead to sexual addiction.		Fact
<i>Yes. It can lead to a constant need of higher level of stimulation leading to pornography, perverse fantasies, and it can make a person see the other person/gender as an object.</i>		
13. You cannot get Sexually Transmitted Infections when you engage in sexual behavior with a partner of the same sex.	Myth	
<i>Sexual behavior of any type can lead to sexually transmitted infections. Herpes(cold sores) on the mouth can be transmitted to sexual organs through oral sexual behavior.</i>		
14. Homosexual behavior can cause emotional stress on the person(s) involved.		Fact
<i>Homosexual behavior has been noted to be the cause of low self- esteem, psychological stress, feelings of inadequacy. In today’s society, there is much confusion over what is okay sexual identity and what is not. Youth need to be encouraged to learn how and why God made man and woman. If you have feelings of homosexuality you can seek help with a pastor, close friend.</i>		
15. You can make love when you have sexual intercourse.	Myth	
<i>As we learned before – you cannot “make love”. Love occurs through relationship building and sexual intercourse is the consummation of marriage love.</i>		
16. Pornography is harmless to the consumer and their relationships with opposite sex.	Myth	
<i>Pornography can be addictive. It can destroy your relationship with your spouse because distorts the reality of women/men appearance and gives the consumer higher expectations from his/ her spouse. It takes romance out of relationships.</i>		

## F. Home-work and Closing

**Time: 10 minutes**

### Home-work, part 1

As their home-work the youth will be asked to answer the questions by finding the solution to puzzle problem. Below are the questions with the proper answers.

Unscramble the letters to find the 3 purposes that God created sex for:

- To help a husband and wife feel closer to each other - BONDING
- To help a family “grow” – REPRODUCTION
- To be very enjoyable - PLEASURE Unscramble the following words that have to do with sex:
- Why does God want us to wait until the marriage commitment to have sex? - TO PROTECT
- What is called when a person chooses to wait with sex until marriage - ABSTINENCE
- What can sex before marriage do to your future marriage relationship - BREAK TRUST
- One of the many dangers that not waiting with sexual relationships until marriage includes - AIDS.

### **Home-work, part 2**

Refer to Acting Plan: *Myth or Fact Interview*.

Use this page and ask one other person who did not come to the training to answer the questions. Then go over the questions and tell them what you have learned.

Refer to Action Plan: *Myth or Fact Feedback Form*.

After sharing, complete the Feedback Form from the session. Be prepared to report back how things went at the next class. Don't forget to bring your Action Plans.

### **Closing**

This has been a very important lesson. Let's do a really quick summary!

Point 1: The movie/television industry and society are lying to us about sex.  
Abstinence is a good choice.

Point 2: God meant sexual behavior and activity for marriage partners.

Point 3: Sex can build (when it is in relationship of commitment) and it can destroy (when it's outside marriage commitment).

Our next lessons will continue the topic. We will be looking closer at one of the possible consequences of free sexual behavior – STI.

We hope that with the information you learn today you will be able to say: “I choose not to have sex before I'm married because my sexuality is too valuable to give away to someone who just wants to “score”...”



## MESSAGES FROM SOCIETY

With your partner, identify the different messages you receive from these items on the list.

1. What messages do we receive from the entertainment industry: television, commercials, movies, popular music, music videos, etc.?

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2. How do love stories usually end?

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3. What does, "We made love" mean?

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4. Is it possible to MAKE love? Yes or No

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5. Does having sex with someone mean you LOVE them? Yes or No

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6. Is it important to learn to have sex before you get married?

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7. List all the reasons you can think of that would explain why a person might get involved in sexual activity or have sexual intercourse.

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## GOD'S PURPOSE FOR SEX

This is a resource for you. Please read this during the week. You might even want to share this with your friends.

God made you. Your body is wonderfully and awesomely made. He also made your body for sexual intercourse. He did this for a number of reasons; reproduction, pleasure and bonding/intimacy. All this is for marriage. What a gift!

### Reproduction

With sexual intercourse, a single sperm of a man that goes into the egg of the woman unites the 23 chromosomes of the father and the 23 chromosomes of the mother to create a new one-celled human being complete with 46 chromosomes. This is a fantastic miracle that God has created. He has given this to us. This is both a privilege and a responsibility.

### Pleasure

Sexual intercourse is both a physical and emotional satisfying act. It fulfills many different human needs. When you have a meaningful and healthy relationship with your spouse, this is the ultimate pleasure of demonstrating and receiving love.

Because sexual intercourse is pleasurable, it also causes adolescents to struggle. The drive of our sexuality is to have sexual intercourse, God made us that way. The drive is strong and has with it desire. God also wants us to wait to have sexual intercourse until we are married. This drive can be controlled and we will discuss this more in this lesson.

### Bonding/Intimacy

The third reason for sexual intercourse is to bring bonding and intimacy into the marriage. Sexual intercourse unites two bodies. This is intimate. It unites the husband and wife in spirit, emotions, and intellect. It is the most personal and intimate experience a husband and wife will share. It bonds the married couple together in a unique and special way.

Sexual intercourse was made for marriage and it brings joy, happiness, intimacy and pleasure. In a healthy marriage, sexual intercourse does not leave a person feeling guilty, ashamed, uncertain or embarrassed.

### Summary and Challenge

It is for all the above reasons that a young person is best to remain pure until marriage. Remember, we have noted that LOVE is not only physical, it is a relationship that is built between two people, fulfilling needs. When your relationship with a boy/girl is "only" physical, it is NOT love. It may "feel good" at the moment, but it affects you as a person – it impacts your self-esteem, your emotions, your spiritual walk with God and your relationships with others.

God did not give us sex to punish us. He gave us sex to have fulfillment in marriage, for reproduction and or pleasure. He has set up the boundaries for us in our sexuality to protect us.

### **Possible Consequences of Sexual Intercourse before Marriage**

Some of the possible consequences of having sexual intercourse before marriage are as follows:

- Spiritual struggle – What is right and what is wrong in the eyes of God?
- Lose your virginity – What does this mean for your future?
- Unwanted pregnancy – What would you do? What worries would this cause?
- Forced marriage – Could this be a possible sentence of pain and misery?
- Concerns about abortion – What are the many concerns you have?
  - Struggle of right versus wrong
  - Social stigma
  - Abortion complications
    - Health
    - Sterility
    - Damage to sexual organs
    - Death
- Sexually Transmitted Infections – What problems are caused by STIs? What is the only way to avoid STIs?
- Developing sexual addiction – Would you be risking getting addicted on immediate gratification, sexual pleasures, pornography, etc.?
- Emotional stress – What are some of the emotional complications associated with premarital sex?
  - Guilt
  - Despair
  - Low self-esteem
  - Embarrassment
  - Fear of pregnancy
  - Relationship problems



## MYTH OR FACT STATEMENTS

Read each statement with your group. Decide if each is a myth or a fact. The group with the most correct answers will win a prize!

STATEMENT	MYTH	FACT
1. Sex is only a physical act.		
2. Sex can be 100% safe.		
3. Oral sex is a sex act.		
4. You can get pregnant through oral sex.		
5. Females cannot get pregnant during their period.		
6. You are assured of safe sex if the male withdraws his penis before ejaculating.		
7. French (tongue) kissing is not a sex act.		
8. Touching breasts and/or other genitals is not sexual intercourse.		
9. Masturbation is not sexual behavior.		
10. Masturbation is a substitute for sexual intercourse before getting married.		
11. When a boy has a "wet dream" (ejaculates while sleeping/dreaming) this means he is sinning.		
12. Masturbation can lead to sexual addiction.		
13. You cannot get Sexually Transmitted Infections when you engage in sexual behavior with a partner of the same sex.		
14. Homosexual behavior can cause emotional stress on the person(s) involved.		
15. You can make love when you have sexual intercourse.		
16. Pornography is harmless to the consumer and their relationships with opposite sex.		



## **SEX: PURPOSE AND EFFECT**

### **ACTION PLAN**

Unscramble the letters to answer the following questions.

**3 purposes that God created sex for:**

To help a husband and wife feel closer to each other – \_\_\_\_\_  
(N B N D I O G)

To help a family “grow” – \_\_\_\_\_ (E D P R O O U R C I T N)

To be very enjoyable – \_\_\_\_\_ (P E L U A R S E)

**Why does God want us to wait until the marriage commitment to have sex? –**  
\_\_\_\_\_ (T O R P O E C T T)

**What is called when a person chooses to wait with sex until marriage –**  
\_\_\_\_\_ (A S T B C N E N I E)

**What can sex before marriage do to your future marriage relationship –**  
\_\_\_\_\_ (E A R B K S T U R T)

**One of the many dangers that not waiting with sexual relationships until marriage includes –** \_\_\_\_\_ (I A S D).

# SEX: PURPOSE AND EFFECT

## ACTION PLAN

### MYTH OR FACT INTERVIEW

Use this handout and interview a friend. Share what you have learned in training.

STATEMENT	MYTH	FACT
1. Sex is only a physical act.		
2. Sex can be 100% safe.		
3. Oral sex is a sex act.		
4. You can get pregnant through oral sex.		
5. Females cannot get pregnant during their period.		
6. You are assured of safe sex if the male withdraws his penis before ejaculating.		
7. French (tongue) kissing is not a sex act.		
8. Touching breasts and/or other genitals is not sexual intercourse.		
9. Masturbation is not sexual behavior.		
10. Masturbation is a substitute for sexual intercourse before getting married.		
11. When a boy has a "wet dream" (ejaculates while sleeping/dreaming) this means he is sinning.		
12. Masturbation can lead to sexual addiction.		
13. You cannot get Sexually Transmitted Infections when you engage in sexual behavior with a partner of the same sex.		
14. Homosexual behavior can cause emotional stress on the person(s) involved.		
15. You can make love when you have sexual intercourse.		
16. Pornography is harmless to the consumer and their relationships with opposite sex.		





## TRAINER RESOURCE INFORMATION: DEFINITIONS OF SEXUAL TERMS

**Heterosexism:** Rejecting homosexuality as a normal, valid sexual orientation.

**Heterosexual:** General definition: A sexual orientation in which a person is sexually attracted only to persons of the opposite gender. They may or may not act on their attraction.

**Homophobia:** A term that has so many different definitions that it is almost meaningless. A few of its meanings are: Fear of persons with a homosexual orientation.

**Homosexual:** General definition: A sexual orientation in which a person is sexually attracted only to persons of the same gender. They may or may not act on their attraction.

**Incest:** Sexual behavior between two persons who are closely related genetically.

**Lesbian:** General definition: A female who is sexually attracted only to other women. She may or may not act on their attraction.

**Masturbation:** Usually refers to any manual self-stimulation of a person's sexual organs. Mutual masturbation involves two or more persons stimulating each other.

**Monogamy:** An exclusive sexual relationship between two persons.

**Oral Sex:** The use of the mouth and/or tongue to stimulate another person's genitals.

**Orgasm:** A combination of phenomenally intense feelings of pleasure with contractions of muscles in the area of the genitals. Many women can have a series of orgasms, one following shortly after another. Most men have only a single orgasm, accompanied by an ejaculation. Some men can experience multiple orgasms within a short interval, in which ejaculation occurs during the last orgasm.

**Orgy:** Sexual activity involving a group of more than two persons.

**Pedophile:** Medical definition: A person who has "recurrent, intense sexually arousing fantasies, sexual urges, or behaviors involving sexual activity with a prepubescent child or children (age 13 years or younger)." Some pedophiles prefer males, others prefer females, and some are aroused by both males and females." Pedophiles do not necessarily act on their desires.

Common definition: A person who sexually abuses a prepubescent child.

**Queer:** The precise definition varies. The term has been used to refer to a gay, lesbian or transsexual.

**Rape:** A criminal act involving sexual activity without the informed consent of the other person. This may happen because of coercion, or because the other person is not fully capable of granting consent, or is underage.



# LESSON 5

## SEXUALLY TRANSMITTED INFECTIONS (STIs)

**Total Time: 1.5 hours, 90 minutes**

### **Special Materials Needed for this Lesson**

Different Pamphlets Containing Information on STIs, Wall Chart or Placards with Names of STIs, Poster Paper, Markers, Crayons or Colored Pencils

### **Competencies for Module 4: Healthy Sexuality**

Summary of competencies for Module 4: For participants to understand healthy sexuality, how to keep sexually healthy, and how to form healthy relationships.

- Participants will be able to list the different areas of their own life they excel in.
- Participants will understand the importance of self-respect in building a relationship with someone of the opposite sex.
- Participants will know and understand the difference between love, romance, sex and lust.
- Participants will be able to list the different components of a healthy relationship.
- Participants will understand the difference between sex and sexuality.
- Participants will know and understand the importance of sexual responsibility.
- **Participants will know the importance and practice of abstinence in keeping sexually healthy.**
- **Participants will know the difference between Sexual Infections, Sexual Diseases, and HIV.**
- Participants will understand sexual risk and know strategies to protect self against risk.

**Trainer Note:** *The competencies that are in bold represent those which are primary to the lesson. All the additional competencies reflect the skills that will be taught in all six lessons of the Healthy Sexuality Module. During each lesson, the previous competencies can be reinforced and used to illustrate the importance of topics in each subsequent lesson. Do not read the competencies to youth. Summarize the objectives for the training each time.*

## A. Welcome and Introduction

**Time: 10 minutes**

### Welcome

Welcome the class members back to the Module on Healthy Sexuality. Start by reviewing the Action Plans. Go over questions and find out how the friends of the youth answered them. The following are the questions they were to answer.

Bridge to today's topic by asking the following question:

- How many of you found that the friend you talked to were very concerned about the sexual risk of getting some kind of infection?

This is one of the most serious concerns today with sexual behavior. There are many infections that one can catch from careless sexual behavior. We will discuss them today.

### Introduction

This lesson will be just a little different. Since we are talking about different infections one can get from sexual contact, there will be a lot of information. Some good material will be provided to you today. You may also want to get more information from the library or from an adult after the lesson.

As we discussed the last lesson about Risk and Abstinence, we suggested the safest way of keeping sexually healthy is to abstain from sexual behaviors with persons other than your marriage partner. In this lesson, we will also address the use of protection in sexual intercourse.

## B. Lecturette: Understanding STIs

**Time: 30 minutes**

**Trainer Note:** *In advance of this lesson, collect up-to-date pamphlets or fact sheets about six or seven different STIs, (e.g., herpes, gonorrhea, syphilis, Chlamydia, hepatitis B, HIV, genital warts). Make sure that the pamphlets match the group's reading level.*

Sexually transmitted infections (STIs) are infections that are spread through sexual contact, either through the exchange of body fluids (semen, vaginal fluid or blood) or by contact with the skin of the genital area (particularly if there are lesions such as blisters, abrasions or cuts, often caused by the STI itself). They are infections passed from person to person during unprotected sexual contact: including foreplay, intercourse and oral sex. Some STIs do not cause any symptoms and people are often unaware that they have been infected. Although most STIs can be treated and cured, some if left untreated can cause long term effects such as infertility (unable to have a child) and even death.

**Trainer Note:** *As you are giving this lecturette, either write the different names of the infections on a piece of chart paper or have them on a piece of cardboard and tape them to the wall as you talk about them. Keep in mind this is a very important lesson the class members may never have heard before. Be sensitive to the subject yet be straight*

*forward and focus on the importance of giving honest, factual information to help the youth make good decisions for their lives. Your information just might save a life.*

The most common STIs are Chlamydia, Genital Warts, Gonorrhea, and Genital Herpes. Each of these has different symptoms and treatments. For example, most people with Chlamydia showed no symptoms at all. When someone is infected with Genital Warts, it may take up to a year for the warts to show up after infection. Gonorrhea is one of the most common types of infections and it can be cured with a course of antibiotics. Genital Herpes is a virus, which leaves an infected person prone to outbreaks in the future. We will talk more about each of you shortly.

The condom is the only form of contraception, which helps protect against Sexually Transmitted Infections, HIV and AIDS. It is also one form of contraception to help prevent unwanted pregnancies. As we discussed last lesson, the best protection against unwanted infections and pregnancy is abstinence from all sexual contact until marriage.

90% of all Sexually Transmitted Infections can be cured, but many cannot.

- Curable STIs include: Chlamydia, Gonorrhea, Syphilis, Trichomoniasis, and Vaginal Infections.
- Incurable STIs include: Genital Herpes, Genital Warts, Hepatitis B, and HIV.

If you think you may have been infected with an STI, you should see a doctor right away. Next, we will look at the signs and symptoms of some of the different infections we just noted.

### **Understanding Chlamydia**

Refer to Handout: My Notes on Chlamydia

#### What Is Chlamydia:

Chlamydia trachomatis is a bacterium that can cause a STI. Chlamydia infection is very common among young adults and teenagers. However, many people do not know they have Chlamydia, because although they are infected they may not have any symptoms.

#### Transmission:

Chlamydia is transmitted through sexual contact (primarily vaginal or anal) with another infected person.

#### Symptoms:

Although some people who have this infection have no symptoms, others do. The symptoms of this infection might include:

- Abdominal pain
- Lower back pain
- Pain with intercourse
- Bleeding between periods
- Fever

Other signs or symptoms of Chlamydia might include:

- Unusual vaginal discharge



- Bleeding with intercourse
- Pelvic pain
- Discharge from the penis
- Burning during urination

Treatment:

Chlamydia can be easily treated and cured with antibiotics.

When left untreated, Chlamydia can lead to other problems and can increase the risk of acquiring or transmitting HIV, the virus that causes AIDS. In women the untreated Chlamydia can spread into the pelvic areas and infect the uterus, fallopian tubes and ovaries – leading to pelvic inflammatory disease.

This can be a very serious condition and it requires immediate medical care. It may cause permanent damage to the woman's reproductive organs and can lead to infertility, chronic pelvic pain and increased risks during pregnancy.

In men, untreated Chlamydia can affect the testicles, leading to swelling and pain. Related complications can lead to infertility.

### **Bridge**

We will discuss if you other STIs in a little while. But right now we want to focus on preventing STIs.

### **Preventing STIs**

The purpose of this lesson is to help you prevent STIs.

There are more than 30 STIs, and sometimes it may be overwhelming to know enough about all of them to protect ourselves from infection. The good news is that there are really only five general areas of information that people need to know to protect themselves from STIs. These areas are:

- Transmission – How does a STI pass from one person to another?
- Symptoms – How can a person tell if they have a STI?
- Treatment – How is the STI treated? Is it curable? What happens if it goes untreated?
- Prevention – How can someone prevent getting the STI?
- Responsibility – What should a person do if they find out they have the STI?

## **C. Practice Activity: Preventing STIs**

**Time: 35 minutes**

### **Set Up Activity**

Post the five words (Transmission, Symptoms, Treatment, Prevention and Responsibility) on the wall. Divide the class into groups of not more than 5 in each group. Pass out crayons, markers or colored pencils along with some large pieces of paper to make posters. You could use meat wrapping paper, chart paper, or even just plain computer paper taped together to make a larger sheet.

### **Instructions**

Each of the small groups will work together to make a poster about a specific STI

that will be assigned to their group. They are to make a poster that answers questions about each of the five general areas noted on the wall: Transmission, Symptoms, Treatment, Prevention and Responsibility.

### **Conduct Activity**

Refer to Handouts: Genital Warts (pages 1-2), Genital Herpes (pages 1-2) and HIV: Human Immunodeficiency Virus (pages 1-2).

Assign each of the groups one of the STIs from the fact sheets – Genital Warts, Genital Herpes, or HIV.

If the fact sheet does not give specific information on prevention or responsibility, they should do their best to generate their own ideas for the poster.

Allow 15 minutes to complete their posters.

### **Presenting Posters**

Have each group briefly share their posters and their answers to the questions about STI transmission, symptoms, treatment, prevention and responsibility. Ask if there are any questions and then continue to summarize the activity.

### **Summary**

- *Transmission:* STIs are spread through sexual contact, either through the exchange of body fluids (semen, vaginal fluid or blood) or by contact with the skin of the genital area (particularly if there are lesions such as blisters, abrasions or cuts, often caused by the STI itself)
- *Symptoms:* A change in the look or feel of genitals or unusual genital discharges may indicate a STI; for example, sores, lumps, rashes, etc. Some STIs can infect the body without any symptoms. Therefore, it is recommended that sexually active people get tested for STIs on an annual or semi-annual basis.
- *Treatment:* Anyone who thinks he/she may have an infection should promptly go to a clinic or doctor for medical treatment.
- *Prevention:* Abstinence is the only 100% way of avoiding STIs. Limiting the number of sexual partners and by the use of latex condoms and spermicidal every time one has sex can reduce the risk of STIs. A condom is a sheath, usually made from latex, which is placed over the erect penis before sexual intercourse. Spermicidal are substances that kill sperm in the vagina. They are available in foam, cream, jelly, film, suppository, or tablet forms.
- *Responsibility:* Anyone with a STI should go to a health care provider for treatment and inform his/her sexual partner.

## **D. The Six Essentials for STI Protection**

### **Time: 5 minutes**

Remind the class it is not necessary to know every detail about every STI. That is the job of the health care provider. However it is important for individuals to understand how to protect themselves, how to keep themselves pure and healthy.

There are six essential things to remember:

1. Unprotected sex with an infected person may result in a STI, and it is not

always possible to know if a person has a STI.

2. Be aware of how your body feels when it is healthy so you will notice any change that could indicate an STI. And, since some STIs have no symptoms, sexually active people should get tested for STIs every six months.
3. If you notice any of the changes that might indicate STIs you need to go to a clinic or doctor for treatment. STIs do not go away on their own; they only get worse.
4. Not having sex is the best way to prevent getting STIs. Limiting the number of sexual partners and using condoms with spermicide every time can greatly lower the risk of getting STIs, but not eliminate the risk entirely.
5. If you do have a STI, you need to get medical treatment and let your sexual partner know.
6. Finally, Abstinence Was Designed for You – abstaining from all sexual contact until marriage. Safety, health and purity are some of the best gifts you can offer your husband or wife.

## **E. Action Plan and Closing**

**Time: 10 minutes**

### **Action Plan**

Refer to Action Plan: Considering Abstinence.

Ask each of the participants to carefully consider each of the questions on the Action Plan. Their answers will come from their own mind, heart and desires. Some may find these questions very difficult. Encourage everyone to work through their thoughts and feelings to arrive in answers for each of them. Ask them to bring their work back to the next lesson, which will be about “Emotions and Sexuality.”

Question 1: If I were to choose abstinence and refrain from sexual activity from now until marriage, what is the benefit to me?

Question 2: If I were to choose abstinence and refrain from sexual activity from now until marriage, what is the benefit to my husband or wife?

Question 3: What does God want for my sexuality and me? Please pray about this and answer what you think you are hearing from God?

Question 4: Am I ready to learn how to say yes to abstinence and no to sexual activity?

### **Closing**

Thank the class for their participation. Tell them they have just received a lesson that is very important. Remind them that no matter what they have done in the past, the days ahead of them can be good days, days where they continue to make good decisions for their body and mind.



## MY NOTES ON CHLAMYDIA

What is Chlamydia?

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How is it transmitted?

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What are the symptoms?

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What is the treatment for it?

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How do I prevent it

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## GENITAL WARTS

### What it is

Genital warts are small, often painless bumps in or round the vagina, penis, or anus.

- They are caused by a virus (a kind of germ). It is called HPV (the human papilloma virus).
- You get HPV by having sex with someone who has the virus.
- HPV is spread by having vaginal, anal, or oral sex.
- Even if the warts go away or are removed, the virus stays in your body and can be spread to others.

### Symptoms

Some people don't show signs even though the wart virus is in their skin. Others do have signs.

- People may see small bumps (warts) in or around the vagina, penis, or anus.
- The bumps may grow in bunches or clusters.
- They may itch.

The virus can be spread to others even when there are no signs.

### Long-term effects

Genital warts can be treated but not cured. The treatment can help make you feel better and can help take away the warts. But you will always have the virus. Having the virus can cause these problems:

- You can pass it to others.
- You have a higher chance of getting HIV (the virus that causes AIDS).

If a pregnant woman has genital warts, she could have these problems:

- The warts could grow and block the vagina.
- The baby could get the virus.
- Some wart medicines are not safe for pregnant women to use.

### Treatment

The treatment for genital warts is to have a health care provider remove them. There are also some new medicines that you can use at home.

- You may need an exam of the cervix or penis called a colposcopy. Your clinician uses a magnifying glass with a bright light to see the warts.
- The warts can be removed by freezing or burning. Most people need to have more than one visit to remove all the warts.

### Genital Warts and Cervical Cancer

- If a woman has the kind of HPV that causes genital warts, she may also have another kind of HPV that causes cervical cancer.
- Any woman who has had genital warts should have a Pap smear at least once a year to check for cervical cancer.



## GENITAL HERPES

### What it is

Genital herpes is an infection caused by a virus (a kind of germ).

- You get the herpes virus by having sex with someone who has it.
- It can be spread by having vaginal, anal, or oral sex. It can also be spread by touching the infected area of someone who has it.
- It causes small, painful sores or blisters. The sores can come and go. But once you get herpes, the virus is always in your body.

### Symptoms

Most people with herpes get signs of the infection. But some people don't.

Most people get blisters or sores. They can show up in any of these places:

- The vagina or penis
- The thighs or buttocks
- The mouth

These blisters or sores are different for everyone:

- Some people get a painful rash of blisters or sores.
- Some get only a blister or two that just itch.
- Some people feel like they have the flu along with the blisters.

The sores and blisters will heal.

- Some people get the sores only once.
- Some people get them many times.

Even when you have no sores or blisters, the herpes virus is in your body, and you can pass herpes to others.

### Long-term effects

Herpes cannot be cured. It can cause these problems:

- You can pass it on to others.
- You have a higher chance of getting HIV (the virus that causes AIDS).
- Your baby could get herpes while being born.

If you have herpes and get pregnant:

- Tell your doctor you have herpes.
- Get prenatal care.

### Treatment

Genital herpes can't be cured, but there are medicines that may help the sores heal more quickly. Some medicines may also make the blisters come less often, stay a shorter time, and be less painful.

To treat genital herpes:

- Take the medicine your doctor gives you.
- Your partner(s) should get checked for herpes.

If you think you may be pregnant, be sure to tell your doctor before you get treated.

To take care of the sores:

- Keep the area clean and dry. Wash gently and dry with a clean, soft towel. Or use a hair dryer set on cool.
- Wear cotton underwear and loose clothes.
- Don't put any cream or ointment on the sores unless your clinician tells you to.



# HIV: HUMAN IMMUNODEFICIENCY VIRUS

## What it is

HIV is the virus that causes AIDS. You can get HIV if you do any of the following:

- Have sex with someone who has HIV. It can be spread by having vaginal, anal, or oral sex. Your partner could have HIV and not know it.
- Share needles with someone who has HIV.

*Be aware that:*

- A mother who has HIV can pass it on to her baby before the baby is born, during childbirth, or through her breast milk.
- If you have any other STD, it could be easier for you to get infected with HIV.

## Symptoms

You or your partner can have HIV and not know it. It can be months or years before you feel sick or have any serious signs. But you can still pass HIV to others. Though some people have no symptoms, some signs of HIV may include:

- Rapid weight loss
- Fever
- Diarrhea
- Night sweats
- Feeling very tired
- Thrush

## How HIV spreads

*HIV is passed through:*

- Blood
- Pre-"cum"
- Semen
- Vaginal fluids
- Breast milk

## Long-term effects

*If you get HIV, it can affect every part of your body. Treatment can help with this, but the virus is still in your body and you can pass it to others.*

HIV can cause these problems:

- You can give it to others.
- You have a higher chance of getting other STDs and infections.
- Over time, HIV keeps your body from fighting off diseases.

*When your body can't fight off diseases, you could get infections often. You might also have:*

- Dangerous weight loss
- Cancer
- Mental problems



- Blindness
- HIV can also cause death

If a woman has HIV and is pregnant, she should tell her doctor right away. Her baby will need special care all through the pregnancy. And the baby could be born with HIV.

### **Treatment**

HIV can't be cured. There are some medicines that can slow down the growth of HIV for a long time. But the virus is still in the body. It can still be passed to others.

- Your doctor will make a treatment plan just for you.
- You may need special medicines.
- Tell your partner(s) that you have HIV.

*If you think you may be pregnant, be sure to tell your doctor before you get treated.*

# **SEXUALLY TRANSMITTED INFECTIONS (STIs)**

## **ACTION PLAN CONSIDERING ABSTINENCE**

With thoughtful and careful consideration, answer the following questions and bring this back to training with you next week.

**Question 1:** If I were to choose abstinence and refrain from sexual activity from now until marriage, what is the benefit to me?

**Question 2:** If I were to choose abstinence and refrain from sexual activity from now until marriage, what is the benefit to my husband or wife?

**Question 3:** What does God want for my sexuality and me? Please pray about this and answer what you think you are hearing from God?

**Question 4:** Am I ready to learn how to say yes to abstinence and no to sexual activity?



## TRAINER RESOURCE INFORMATION

The information covered next is for the benefit of the trainer. Expecting class members will be asking questions, trainers need to be knowledgeable in other STIs. The following material is to help the trainer be ready to answer questions, should they arise.

### GONORRHEA

#### What is gonorrhea?

Gonorrhea is caused by a kind of bacteria, *Neisseria gonorrhoeae*, which can infect the penis, vagina, cervix, anus, urethra, or throat. Sometimes it is called "the clap" or "the drip." Despite these funny names, untreated gonorrhea is a serious health risk.

#### What are the symptoms of gonorrhea?

Often, gonorrhea has no symptoms. Many people are not aware that they are infected. When symptoms do occur, they may begin one to 14 days after infection.

When women have symptoms, they commonly experience

- abdominal pain
- bleeding between menstrual cycles
- fever
- menstrual irregularities
- painful intercourse
- painful urination
- swelling or tenderness of the vulva
- the urge to urinate more than usual
- vomiting
- yellowish or yellow-green vaginal discharge

When men have symptoms, they commonly experience:

- pus-like discharge from the penis
- pain or burning feeling while urinating
- more frequent urination than usual

Symptoms of gonorrhea in women and men are called gonococcal urethritis. They are like those of Chlamydia. Men often don't take these symptoms seriously because the symptoms may appear only early in the day and can be very mild.

Anal discharge and itching, sometimes accompanied by painful bowel movements, can be symptoms of a rectal infection.

Itching and soreness of the throat with trouble swallowing may be symptoms of an oral infection. Ninety percent of oral infections show no symptoms at all.

#### How is gonorrhea spread?

Gonorrhea is spread by vaginal, anal, and oral intercourse. Gonorrhea can also be passed

from mother to fetus during birth.

Oral sex on a man can transmit gonorrhea to either partner. Oral sex on a woman can transmit gonorrhea to her partner.

### **Is gonorrhea dangerous?**

Gonorrhea is a serious health threat. In women, the infection usually begins on the cervix. It can spread to the fallopian tubes or ovaries. If left untreated, gonorrhea may cause PID, pelvic inflammatory disease. Ten to 20 percent of women with untreated gonorrhea will develop PID.

PID can scar and block the fallopian tubes. That can make a woman infertile — unable to become pregnant. Because fertilized eggs may not reach the uterus because tubes are blocked, they may develop in the tubes. This is called an ectopic pregnancy. A woman may die if a pregnancy develops outside her uterus unless it is removed with medication or surgery. Women with PID of the fallopian tubes are seven to 10 times more likely than other women to have ectopic pregnancies.

The symptoms of PID include:

- longer and/or heavier periods
- more cramping during periods
- abnormal mucus discharge
- pain in lower abdomen
- tiredness, weakness
- fever
- vomiting
- pain during vaginal intercourse
- pain during pelvic exam

Gonorrhea can also make men infertile. It can spread from the urethra to the testicles. There, it can result in a condition called epididymitis. Up to 20 percent of men with untreated gonorrhea infection develop epididymitis. Acute epididymitis can cause infertility. Symptoms include fever as well as swelling and extreme pain in the scrotum.

### **How does gonorrhea affect pregnancy?**

During pregnancy, gonorrhea infections can cause premature labor and stillbirth. Gonorrhea can be passed from mother to fetus during birth. These infections can lead to blood, joint, and eye infections. To prevent serious eye infections that can be caused by gonorrhea, drops of antibiotics are routinely put into the eyes of newborn babies immediately after delivery. Testing and treatment during a pregnancy reduces the risk of transmission.

### **How is gonorrhea diagnosed?**

- microscopic examination of urethral, vaginal, or anal discharges
- laboratory tests of cells from the penis, cervix, urethra, anus, or throat
- examination of urine samples

### **Is there a cure for gonorrhea?**

Yes. Gonorrhea is easy to treat. Antibiotics kill gonorrhea bacteria. Health care providers usually prescribe a single dose of an antibiotic, such as cefpodoxime (Vantin) or ceftriaxone (Rocephin) or the fluoroquinolones — ciprofloxacin (Cipro), ofloxacin (Floxin, Ocuflax), or levofloxacin (Levaquin). Some gonorrhea infections, however, are resistant to the fluoroquinolones. Both partners must be treated at the same time to avoid re-infection.

### **Who is most likely to get gonorrhea?**

- people who don't use condoms
- people with a history of other sexually transmitted infections
- people who have a number of different sex partners
- people whose sex partners have a number of different sex partners
- sexually abused children

Young adults have the highest rates of gonorrhea.

### **How can people with gonorrhea avoid spreading it?**

- Inform sex partners about the infection.
- Have no sex until treatment is complete.
- Be sure sex partners are screened and treated at the same time.
- Use a condom for intercourse every time.
- Use a barrier for oral sex.

Anyone with a sex partner who has a condition or symptoms described in these pages should be checked for gonorrhea and other sexually transmitted infections. Since gonorrhea infection often has no symptoms, women and men who are at risk should ask to be checked for sexually transmitted infections every six to 12 months.

People who think that they or their partners have gonorrhea should tell their clinicians immediately. This is especially important for pregnant women.

## HEPATITIS

### What is hepatitis?

Hepatitis is an inflammation of the liver. The group of viruses that infect the liver are called hepatitis viruses. Some types of hepatitis can cause very serious diseases and — in extreme cases — may lead to death. This brochure will discuss three types of hepatitis virus that can be sexually transmitted.

One type is hepatitis C (HCV), which is passed through direct contact with an infected person's blood. It can spread during sex, but this is very rare. HCV is more likely to be spread during sex if either of the sex partners also has another sexually transmitted infection. For most people HCV is a long-term infection and causes chronic liver disease.

Another type is hepatitis A (HAV). A person can get hepatitis A from infected fecal matter that gets into the mouth — from contaminated food, for example. This infection usually spreads when people do not wash their hands after using the bathroom. HAV can pass from one sex partner to another. Hepatitis A is not a long-term infection. A person can only get the infection once.

The type of hepatitis most likely to be sexually transmitted is hepatitis B (HBV). It is spread through semen, vaginal fluids, saliva, blood, and urine.

### What are the symptoms of hepatitis B?

About 50 percent of adults with HBV never have symptoms. When symptoms do occur, they appear between six weeks and six months after infection.

Common initial symptoms include

- extreme fatigue
- tenderness and pain in the lower abdomen
- loss of appetite
- nausea, vomiting
- pain in the joints
- headache
- fever
- hives

Later symptoms include

- more severe abdominal pain
- dark urine
- pale-colored bowel movements
- jaundice — yellowing of the skin and eyes

### How are the hepatitis viruses diagnosed?

Hepatitis is diagnosed through a blood test.

### How is hepatitis B spread?

Hepatitis B is very contagious. It is passed through an exchange of semen, vaginal fluids, saliva, blood, and urine by:

- having sexual intercourse without a latex or female condom
- having unprotected oral sex
- sharing needles and other "works" to inject drugs
- sharing personal hygiene utensils such as toothbrushes and razors

- accidental pricks with contaminated needles in the course of health care

HBV can also be passed from mother to infant during birth.

### **Can a pregnant woman reduce the risk of passing hepatitis B on to her baby?**

Pregnant women who know they may have been exposed to hepatitis B should be tested before giving birth. Other women should consider testing. Unless treated at birth, more than 90 percent of infants born to women with HBV will carry the virus. Immediate treatment of the infant can be 90 to 95 percent effective. Treatment includes a shot of hepatitis B immune globulin (HBIG) and a vaccine at birth. Two follow-up doses of the vaccine should be given during the next six months.

### **Is there a cure for hepatitis B?**

No, there is no medicine that can cure hepatitis infection. But in most cases, 90 to 95 percent of adults with HBV recover completely — hepatitis B goes away by itself within 4 to 8 weeks. However, about five to 10 percent of people who get HBV as adults will be "carriers" and have chronic (long-term) infection with HBV. Ninety percent of infants who get HBV at birth will have chronic infection unless they receive immediate treatment. Most HBV carriers remain contagious for the rest of their lives.

There are three drugs that can help treat chronic hepatitis B — adefovir dipivoxil, alpha interferon, and lamivudine. But pregnant women can't use these drugs.

### **Is hepatitis B dangerous?**

Nearly 1.25 million people have chronic hepatitis B infection. HBV carriers are more likely to pass the infection to other people. Chronic HBV infections can lead to severe liver disease — including liver damage (cirrhosis) and liver cancer. Death occurs in 15-25 percent of chronic HBV infections.

Who is most likely to get hepatitis B?

- people who have multiple sex partners
- people whose sex partners have multiple sex partners
- people who don't use condoms
- people with a history of other sexually transmitted infections
- babies born to mothers with HBV
- injection drug users
- people who live with someone with chronic HBV
- health care workers

## **SYPHILIS**

### **What is syphilis?**

Syphilis is a sexually transmitted disease (STD) caused by the bacterium *Treponema pallidum*. It has often been called “the great imitator” because so many of the signs and symptoms are indistinguishable from those of other diseases.

### **How do people get syphilis?**

Syphilis is passed from person to person through direct contact with a syphilis sore. 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 organism occurs during vaginal, anal, or oral sex. Pregnant women with the disease can pass it to the babies they are carrying. Syphilis cannot be spread through contact with toilet seats, doorknobs, swimming pools, hot tubs, bathtubs, shared clothing, or eating utensils.

### **What are the signs and symptoms?**

Many people infected with syphilis do not have any symptoms for years, yet remain at risk for late complications if they are not treated. Although transmission appears to occur from persons with sores who are in the primary or secondary stage, many of these sores are unrecognized. Thus, most transmission is from persons who are unaware of their infection.

### **Primary Stage**

The primary stage of syphilis is usually marked by the appearance of a single sore (called a chancre), but there may be multiple sores. The time between infection with syphilis and the start of the first symptom can range from 10 to 90 days (average 21 days). The chancre is usually firm, round, small, and painless. It appears at the spot where syphilis entered the body. The chancre lasts 3 to 6 weeks, and it heals without treatment. However, if adequate treatment is not administered, the infection progresses to the secondary stage.

### **Secondary Stage**

Skin rash and mucous membrane lesions characterize the secondary stage. This stage typically starts with the development of a rash on one or more areas of the body. The rash usually does not cause itching. Rashes associated with secondary syphilis can appear as the chancre is healing or several weeks after the chancre has healed. The characteristic rash of secondary syphilis may appear as rough, red, or reddish brown spots both on the palms of the hands and the bottoms of the feet. However, rashes with a different appearance may occur on other parts of the body, sometimes resembling rashes caused by other diseases. Sometimes rashes associated with secondary syphilis are so faint that they are not noticed. In addition to rashes, symptoms of secondary syphilis may include fever, swollen lymph glands, sore throat, patchy hair loss, headaches, weight loss, muscle aches, and fatigue. The signs and symptoms of secondary syphilis will resolve with or without treatment, but without treatment, the infection will progress to the latent and late stages of disease.

### **Late Stage**

The latent (hidden) stage of syphilis begins when secondary symptoms disappear. Without treatment, the infected person will continue to have syphilis even though there are no signs or symptoms; infection remains in the body. In the late stages of syphilis, it may subsequently damage the internal organs, including the brain, nerves, eyes, heart, blood vessels, liver, bones, and joints. This internal damage may show up many years later. Signs and symptoms of the late stage of syphilis include difficulty coordinating muscle movements, paralysis, numbness, gradual blindness, and dementia. This damage may be serious enough to cause death.



### **How is syphilis diagnosed?**

Some health care providers can diagnose syphilis by examining material from a chancre (infectious sore) using a special microscope called a dark-field microscope. If syphilis bacteria are present in the sore, they will show up when observed through the microscope.

A blood test is another way to determine whether someone has syphilis. Shortly after infection occurs, the body produces syphilis antibodies that can be detected by an accurate, safe, and inexpensive blood test. A low level of antibodies will stay in the blood for months or years even after the disease has been successfully treated. Because untreated syphilis in a pregnant woman can infect and possibly kill her developing baby, every pregnant woman should have a blood test for syphilis.

### **What is the link between syphilis and HIV**

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.

Ulcerative STDs that cause sores, ulcers, or breaks in the skin or mucous membranes, such as syphilis, disrupt barriers that provide protection against infections. The genital ulcers caused by syphilis can bleed easily, and when they come into contact with oral and rectal mucosa during sex, increase the infectiousness of and susceptibility to HIV. Having other STDs is also an important predictor for becoming HIV infected because STDs are a marker for behaviors associated with HIV transmission.

### **What is the treatment for syphilis?**

Syphilis is easy to cure in its early stages. A single intramuscular injection of penicillin, an antibiotic, will cure a person who has had syphilis for less than a year. Additional doses are needed to treat someone who has had syphilis for longer than a year. For people who are allergic to penicillin, other antibiotics are available to treat syphilis. There are no home remedies or over-the-counter drugs that will cure syphilis. Treatment will kill the syphilis bacterium and prevent further damage, but it will not repair damage already done.

Because effective treatment is available, it is important that persons be screened for syphilis on an on-going basis if their sexual behaviors put them at risk for STDs.

Persons who receive syphilis treatment must abstain from sexual contact with new partners until the syphilis sores are completely healed. Persons with syphilis must notify their sex partners so that they also can be tested and receive treatment if necessary.

### **How can you prevent syphilis?**

The surest way to avoid transmission of sexually transmitted diseases, including syphilis, is to abstain from sexual contact or to be in a long-term mutually monogamous relationship with a partner who has been tested and is known to be uninfected.

Avoiding alcohol and drug use may also help prevent transmission of syphilis because these activities may lead to risky sexual behavior. It is important that sex partners talk to each other about their HIV status and history of other STDs so that preventive action can be taken.

Genital ulcer diseases, like syphilis, can occur in both male and female genital areas that are covered or protected by a latex condom, as well as in areas that are not covered. Correct and consistent use of latex condoms can reduce the risk of syphilis, as well as genital herpes and chancroid, only when the infected area or site of potential exposure is protected.

Condoms lubricated with spermicides (especially Nonoxynol-9 or N-9) are no more effective than other lubricated condoms in protecting against the transmission of STDs. Based on findings from several research studies, N-9 may itself cause genital lesions, providing a point of entry for HIV and other STDs. In June 2001, the CDC recommended that N-9 not be used

as a microbicide or lubricant during anal intercourse. Transmission of a STD, including syphilis cannot be prevented by washing the genitals, urinating, and or douching after sex. Any unusual discharge, sore, or rash, particularly in the groin area, should be a signal to refrain from having sex and to see a doctor immediately.



# LESSON 6

## RISK AND ABSTINENCE

**Total Time: 1.5 hour, 90 minutes**

### **Special Materials Needed for this Lesson**

Gifts for Game, Sexuality Pizza on Cardboard, Sexuality Pizza Pie Slices

### **Competencies for Module 4: Healthy Sexuality**

Summary of competencies for Module 4: For participants to understand healthy sexuality, how to keep sexually healthy, and how to form healthy relationships.

- Participants will be able to list the different areas of their own life they excel in.
- Participants will understand the importance of self-respect in building a relationship with someone of the opposite sex.
- Participants will know and understand the difference between love, romance, sex and lust.
- Participants will be able to list the different components of a healthy relationship.
- Participants will understand the difference between sex and sexuality.
- **Participants will know and understand the importance of sexual responsibility.**
- **Participants will know the importance and practice of abstinence in keeping sexually healthy.**
- Participants will know the difference between Sexual Infections, Sexual Diseases, and HIV.
- **Participants will understand sexual risk and know strategies to protect self against risk.**

## **A. Welcome and Introduction**

**Time: 10 minutes**

### **Welcome**

Welcome everyone back to the Module on Healthy Sexuality. Start by reviewing the Action Plans. Go over each question and find out how the adults responded concerning their experience with learning about their sexuality.

Tell them a funny story or something interesting. You can arrange a loved by youth music playing on the background as they arrive. After welcome ask:

- Is it possible to prevent sexually transmitted diseases? How?  
(The right answer is yes. Try to hear from the youth that the only 100% proof way to prevent STDs is abstinence.)

### **Introduction**

As you learned in the last lesson, there is great risk in sexual behavior. Actually there is risk in most all behavior, including sexual behavior. So the goal is not to have “risk

free” sex, because it doesn’t exist. The only way to eliminate the risk is to not have sexual intercourse and that is called abstinence.

One way of protecting yourself and reducing risk is to protect and guard your sexual purity; it’s a key part of your physical, emotional, and spiritual integrity as well as a precious gift you will one day give to your husband or wife.

The information in this lesson will empower you to be able to say, “I choose not to have sex before I’m married because my sexuality is too valuable to give away to someone who just wants to “score”.

To abstain from having sexual intercourse before marriage is a growing commitment coming from teenagers all over the country. This will be our next topic to consider – abstinence!

### **Bridge to Monologue**

The next activity is going to bring to life the challenges that young people face in making good decisions for their relationships.

## **B. Monologue – A Teen Talks Frankly<sup>1</sup>**

**Time: 20 minutes**

**Trainer Note:** *This monologue can be performed by you personally or by using a puppet. A puppet may lessen the burden of the class accepting the adult as an adolescent. If you perform this yourself, come with props- perhaps a handful of schoolbooks, or perhaps a back pack. You will be pretending to be a teenager. Attempt to look like a teen. Read this carefully and practice so you can share the monologue in a realistic way. You will want to use lots of inflection of the voice, pause, etc.*

### **Set up**

Explain to the class that you (or the puppet) are a teenager about 14 years old. You are talking to a group – out loud.

### **The Monologue**

*“Okay, I don’t want to get struck by lightning or anything but look – do you seriously want me to believe God would make something as cool as sex and then tell people to stay away from it?*

*“I mean – really!!!!*

*“Because I find that hard to believe. I think that’s like God saying, ‘Don’t look at the mountains. Don’t go into the sea. Don’t eat apples.’ Come on I have feelings for my friend.*

*“Oh, wait, I guess that’s the argument, isn’t it? That whole apple thing...Adam and Eve in that garden!*

*“If I would have written it, the Bible story, that is, it would be about a kiwi – not an*

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<sup>1</sup> Adapted from *Good Sex Drama*, Jim Hancock (2002). Zondervan, Grand Rapids, MI. Permission pending.

apple! 'Don't eat the kiwi.' You ever have a fresh, ripe kiwi? I gotta tell you; if sex is better than that, don't count on seeing much of me once I get started. I mean, please. Kiwi sex? I don't see why God wouldn't want that for everyone!

"On the other hand, I hear about people – adults mostly, but people my age, too – who have stopped having sex. Which I find mind-boggling. That's like living in a kiwi – ummmm – what would that be? Kiwi ranch? Kiwi farm? Kiwi orchard? Orchard! It would be a kiwi orchard. Or would it be a kiwi grove? Okay, it's a grove – and NOT EATING KIWI'S!

"Giving up sex – once you have it, I mean – would be like living in a kiwi grove and not eating kiwis. Why would a person do that? Because it's just too good?

"It's just too much pleasure. I'm sorry I can't take it anymore. Enough with the kiwis morning, noon and night. Constantly kiwis! I'm fed up with the goodness. Bring me onions. I want tomatoes. No, no – no kiwis for me, I'll just have another helping of those carrots. Ugh!

"Or nothing at all. Is that the alternative? Is good sex really good? And is no sex better than bad sex? I heard my uncle say there's no such thing as bad sex. He calls himself an expert. I'm not clear about what that means, but he's never brought the same ....uh.....guest for dinner on New Years. Last time, he came alone. I'm not sure what that means either.

"Maybe people get discouraged because there's something wrong with the sex they are having, like, somehow, it's not RIPE yet. See, that's interesting because I've only had ripe kiwi! Maybe unripe kiwi is a deadly killer. Or maybe it makes your mouth go all puckery.

"I mean, everyone likes to say puckery, but nobody really wants the experience, right?

"I think I have to explore this ripe kiwi theory. 'How will I know when the kiwi is ripe?'

"Don't worry, you'll know!"

"Really? I don't think so. I suspect there's more to it than that. I mean, 'We will serve no kiwi's before its time,' right? Maybe that's true. Maybe until it's ripe, kiwi is just a pithy, puckery piece of fruit. Maybe it didn't even get the name kiwi until somebody learned the art of telling when it's ready to eat.

"And maybe sex is like that! 'We will have no sex before it is time.' It has a ring to it.

"I have a feeling the stakes are higher than choosing a ripe kiwi. Pick the wrong kiwi and what have you lost, really?

"That's definitely not the impression I get from people who chose the wrong sex partner...or choose to be sexually active before marriage. I think I have more research to do. Meanwhile, I find myself with a powerful craving for ....kiwi. Imagine that."

(Pull out a kiwi...)

### Discussion about Monologue

**Trainer Note:** The purpose of the monologue and the discussion is to help young people consider having relationships without "tasting the fruit" of sex. Again, this is about building a relationship, yet understanding there are feelings, urges and temptations there in the

*relationship. It is hoped that young people will understand the importance of building the relationship and getting to know one another – the task of dating. Keep the discussion light and moving.*

Discuss the participants' reactions to the monologue by asking the following or similar questions:

Question 1: What about the monologue caught your interest?

Question 2: What did she/he say that you agreed with strongly?  
What did you disagree with strongly?

Question 3: Have you ever wondered why God seems to restrict access to good things like sexual expression? Let's talk about that.

Question 4: Do you think there's a difference between not having sex and giving up on having a boyfriend or a girlfriend? Explain your thinking.

Question 5: Without embarrassing anyone, do you know anyone who seems to have a great relationship with the opposite sex and have chosen to keep pure? Without naming that person, how is the relationship working out?

Question 6: In the monologue, she/he said maybe eating the fruit too soon might be bitter, what does that mean to you about sex?

Question 7: What might be the benefit of having a relationship where sex has been set aside for marriage? Might it take the pressure off the relationship and allow you to focus on the person instead?

## **C. Discussion: Understanding Abstinence**

**Time: 15 minutes**

Remember we were saying that one of the most important tasks of adolescence is to make a good transition from childhood to a healthy sexual adulthood. And how it is important to take time and find good information in order to make good decisions. The choices you make in this area will affect you for the rest of your life. If you make bad choices, some of these choices can even destroy your life.

Abstinence is the best choice that a person can make in order to make a good transition from childhood to adulthood sexually.

When we talk about sex we refer to vaginal, anal and oral sex. Abstinence can mean different things to different people. We define abstinence as choosing not to have any type of sexual contact. This will be our definition for this lesson.

We can define this further by being more specific:

- avoiding vaginal, oral and anal intercourse
- avoiding genital contact
- avoiding touching behaviors which include touching parts of the body, which are typically covered by a bathing suit

Refer to Handout: Abstinence -- "I will not"

Ask each person to write out a personal definition of what abstinence means. Give them one minute to do this. Have a volunteer or two read what they have written. Acknowledge their work and thank them.

Using a piece of chart paper, ask the class to help create a definition of abstinence

that the entire group agrees on. Take note of their ideas as they are presented. Then use these ideas to write a single definition. Check with the group for approval and revise it as necessary until you reach a consensus. Ask the group members to write this definition under the personal definition they just wrote.

### **Discussion: Pros and Cons of choosing abstinence**

Divide the board into two columns. Write “pros” on left side and “cons” on the right side. Have the students brainstorm the good things that come from choosing not to have sex (abstinence) and the bad things about choosing abstinence. Possible answers:

**Pros** – healthy relationships with opposite sex, no worry about diseases, no guilt, precious gift of virginity to give future husband/wife, no fear of pregnancy, less hurt when relationship ends,

**Cons** – hard to control oneself, pressure from friends and others to have sex, maybe feel left out, won’t know how to have sex

**Summarize:** You can’t gain without giving something up. Do you think what you gain is worth more than what you give up?

## **D. Lecturette: Practicing Abstinence**

**Time: 15 minutes**

It is easy to be misled by television shows and movies. These shows promote the idea that every teen is having sexual intercourse. Writers and producers may make a movie or program showing teens having sex; however, these are actors and this is not real life. The movies and programs do not show the risks and scars from sexually transmitted infections. They do not communicate the emotional toll discussed previously (despair, guilt, low self-esteem, etc.). These struggles are compounded when young people are experiencing the breakup of a relationship which involved sexual behavior.

Movies and television programs are not real life. In real life, every teen makes his/her own decision. You make your own decision! Don’t make your decisions based on somebody else’s decisions...because you are the one who will carry the consequences of your choices.

This decision should be based on how God made you and His plans for you to be a complete person. Within God’s boundaries (marriage), sex can bring you fulfillment, safety, pleasure, bonding, intimacy and the joy of parenthood.

We also understand that sometimes it take a lot of self-control will-power to put once made right decision into action. The following information will help you to follow your choice to restrain from sexual relationships before marriage. We will learn:

- Steps that lead to sex
- How to say “No”
- Helpful ideas to have safe fun

### **Steps that Lead to Sex**

Sexual intercourse doesn’t just happen, it progresses through steps, often referred to as foreplay. Knowing these steps will help you to stop before it’s too late. It can go like this:



1. Youth are holding hands – ooooh, that is nice.
2. Youth hug and kiss – emotions are rising!
3. Kissing progresses to using the tongue – emotions are charged up!
4. Touching of breasts and/or genitals – now emotions are really raging.
5. Sexual intercourse.

When do you think the youth could have stopped all this? If you are thinking way back in holding hands and hugging, you are right. Kissing is emotional – and really pushes the emotions to full charge. Saying “no” can be difficult, but you can do this.

### **Practicing saying "No."**

Refer to Handout: *How to say "No."*

You must know that you can say, “No.” Sometimes it is hard to do but it’s an important skill needed in life and you can learn it.

Let’s practice. Turn to a person sitting close to you. Pretend they have just offered you an apple. You don’t like apples; you are afraid they will cause you an allergy and in fact the doctor told you that you should NEVER eat apples. Okay, here are the steps:

1. Kindly tell them that you understand they want to give you an apple.
2. Tell them you do not eat apples.
3. Tell them you want to be a friend and know they will understand that apples are not good for you.
4. Redirect the conversation.

Now – practice! (*Give youth time to practice.*) That was easy, right? Now, let’s change the scenario a little.

With the same partner, here is the scene. You are boyfriend/girlfriend. Your boyfriend or girlfriend wants to kiss you. You say yes to a little kiss. They want to kiss more and in fact have started to put their tongue into your mouth. It is time to stop and you know you want to say, “no.” Let’s practice again. Let me first give you a sample.

Step1 – Wow, Sasha, that is a kiss. I didn’t expect that.

Step 2 – I really do not want to kiss like that, it is really very emotional.

Step 3 – I know you will understand that when kissing starts, sometimes other things happen, and I have decided I want to keep our relationship pure and simple. Thanks for understanding, because I really like you.

Step 4 – Let’s go for a walk, would you like to do that?

### **"Yes" Activities**

Saying “no” to something works best if you have something to say “yes” to. What are some of the things you can do that will help you say no? Accept answers and ensure the following are covered as well.

- Avoid being alone with your friend. Do group dating and go to public places when you date. Find places where there is light and you are out of the darkness.
- Go to the store together

- Take walks
- Study together
- Play board games
- Sit under a tree and talk
- Read a great book together
- Find another couple and ask them to go to the market with you and your friend
- Only start a relationship with someone who has the same beliefs, values and perspective in life.
- Set your goals, “I want to be pure for marriage.” “I do not want to engage in sexual behavior with a boyfriend or a girlfriend.” “I will stop any behavior that starts my thinking toward sexual behavior.”
- Practice the steps to say “no.”
- Tell a friend that you have decided to remain pure for marriage.
- Get involved with activities where you are with the opposite sex and can enjoy their company without the pressures of dating.
- Join a music group, sports group, or a dance group – keep active with other friends.

## E. Team Activity: Grid Luck Game about Abstinence

Time: 20 minutes

**Trainer Note:** *In advance of the training, make up the grid which is described in the Appendix, Trainer Materials. You will use this for this activity with the youth.*

### Set up

Using the groups from the previous activity, inform the groups they are now teams. Give them two minutes to give their team a name and put the names on a piece of chart paper on the wall.

### Instructions

The teams will take turns answering questions. Some of the questions are prizes hidden beneath them. These prizes will be awarded to team that answers that question correctly.

### Conduct Activity

Start with the first team and the first question on the board. Ask the question and allow the team to decide on a single response. If they are correct, check for prizes. Some grids have prizes, some do not. If they are incorrect, the next team has a chance to answer the question correctly, etc. There are ten questions and five prize grids.

Grid Question #1 – What is one reason a person might want to abstain from sexual intercourse until marriage?

Answer(s): Prevent Disease, Honor Purity, Prevent Unplanned

### Pregnancy

Grid Question #2 – Name one disease you might be at risk of getting if you are sexually active?

Answer(s): Genital Warts, Herpes, HIV, Gonorrhea, Syphilis

Grid Question #3 – When is sex safe?

Answer: Only when both partners are married, healthy and not involved with any other sexual partner.

Grid Question #4 – What is the most important part of a sexual relationship?

Answer: In a lifelong marriage commitment, with neither partner sexually involved with any other person.

Grid Question #5 – When is a person ready to have sexual intercourse?

Answer: When they are married.

Grid Question #6 – Define abstinence.

Answer: Saying "No" to sex and sexual behavior outside your marriage; Refusing to participate in sexual activity before marriage.

Grid Question #7 – What can a person do if they are being pressured into having sexual intercourse?

Answer: Say "No"; Leave the scene; Be strong and resist; Tell someone about the pressure; etc.

Grid Question #8 – Is sexual abstinence only referring to not having sexual intercourse?

Answer: No, it means being able to say "No" to ANY sexual behavior.

Grid Question #9 – How many times can you have sex and still be pure for marriage?

Answer: 0. However, God will restore your purity if and when you seek forgiveness and begin leading a life of purity and abstinence.

Grid Question #10 – Can you have sexual intercourse and then decide you want to be pure and start abstaining?

Answer: Yes, God will honor your decision and will give you support in your decision.

### Debrief

Answer questions that arise from this activity. Some questions may be deferred until after the next section, which further defines abstinence.

## F. Action Plan and Closing

**Time: 10 minutes**

### Action Plan

Refer to Action Plan: Interviewing an Adult – Risk and Abstinence.

For next week, you will be talking once again to the adult you have selected to chat with. You will be asking them two more questions and you will record their answers on the Action Plan.

Question 1: What is the biggest risk of engaging in sexual behavior that you can think of and why?

Question 2: What is your definition of sexual abstinence?

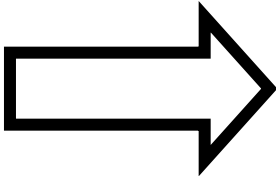
### **Closing**

Today's lesson has been a sensitive subject and an important subject. Let's close the session by thinking of one word that describes what you have learned today. Each person will choose one word and we will go around the room and ask for you to say your word. I will start – my word for today will be HEALTH! Continue around the room and close!

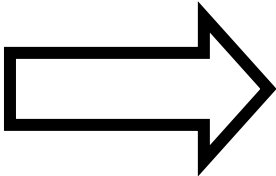


## HOW TO SAY "NO"

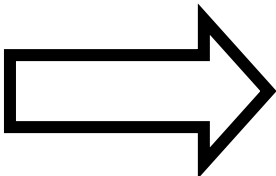
These are the steps to saying "No". Share these with a friend.



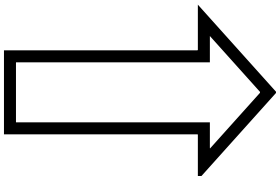
**Step 1:** With kindness. Look the person straight in the eyes and tell them you understand what is happening.



**Step 2:** Tell the person that you do not want to continue or go further with the present behavior.



**Step 3:** Explain to the person that you want to be friends and know they will understand this is not what you want.



**Step 4:** Redirect the conversation and behavior. Suggest a different activity, or talking about something else.



## **ABSTINENCE – “I WILL NOT!”**

Note page for you...

My personal definition of abstinence is:

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Our group's definition of abstinence is:

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My thoughts about abstinence:

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## **RISK AND ABSTINENCE**

### **ACTION PLAN**

#### **INTERVIEWING AN ADULT**

Interview an adult. You may want to interview the same adult you interviewed after Sex and sexuality lesson. You will ask the two following questions and record their answers. You will discuss this at the next lesson.

Question 1: What is the biggest risk of engaging in sexual behavior that you can think of and why?

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Question 2: What is your definition of sexual abstinence?

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## APPENDIX MATERIAL FOR TRAINER: GRID LUCK GAME

Grid Luck is best created on a large poster board, on a large sheet of paper, or arranged on a wall. Think of this as a television show, where you are the host and you will be asking the different teams a question. Arrange the questions into a grid pattern as illustrated below. Under five of these, place the name of prizes that you have provided. Prize ideas are: candies, cookies, pencils, erasers, stickers, etc. These prizes can be small and they could even be something you make for them.

You may read the questions and accept the answers from the class members. Or, if you prefer, you may use the separate pages of questions and answers provided in this Appendix and arrange them for your Grid Luck Game.

Your grid should look something like this:

<b>Question #1</b>	<b>Question # 2</b>	<b>Question # 3</b>	<b>Question # 4</b>
<b>Question # 5</b>	<b>GRID</b>	<b>LUCK</b>	<b>Question # 6</b>
<b>Question # 7</b>	<b>Question # 8</b>	<b>Question # 9</b>	<b>Question # 10</b>

**GRID**

**LUCK**

# **QUESTION #1**

**What is one  
reason a person  
might want to  
abstain from  
sexual  
intercourse until  
marriage?**

## **QUESTION #2**

**Name one disease  
you might be at  
risk of getting if  
you are sexually  
active?**

# **QUESTION #3**

**When is sex safe?**

## **QUESTION #4**

**What is the most important part of a sexual relationship?**

## **QUESTION #5**

**When is a person  
ready to have  
sexual  
intercourse?**



**QUESTION #6**  
**Define abstinence.**

## **QUESTION #7**

**What can a person  
do if they are  
being pressured  
into having  
sexual  
intercourse?**

## **QUESTION #8**

**Is sexual  
abstinence only  
referring to not  
having sexual  
intercourse?**

## **QUESTION #9**

**How many times  
can you have  
sex and still be  
pure for  
marriage?**

## **QUESTION #10**

**Can you have  
sexual intercourse  
and then decide  
you want to be  
pure and start  
abstaining?**

**ANSWER #1**  
**Prevent Disease,**  
**Honor Purity,**  
**Prevent Unplanned**  
**Pregnancy**

**ANSWER #2**  
**Genital Warts,**  
**Herpes, HIV,**  
**Gonorrhoea, Syphilis**

## ANSWER #3

Only when both partners are married, healthy and not involved with any other sexual partner.



## ANSWER #4

In a lifelong marriage commitment, with neither partner sexually involved with any other person.

**ANSWER #5**  
**When they are  
married.**

**ANSWER #6**  
**Saying No to Sex  
and Sexual  
Behavior, Refusing  
to Participate**

## ANSWER #7

Say No, Leave the  
Scene, Be Strong  
and Resist, Tell  
Someone about the  
Pressure

## ANSWER #8

No, it means being able to say, "NO" to any sexual behavior.

## ANSWER #9

However, God will restore your purity if and when you seek forgiveness and begin leading a life of purity and abstinence.

## ANSWER #10

Yes, God will honor  
your decision and  
will give you support  
in your decision.