



# SEXUAL RISK AVOIDANCE

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YOU ARE  
**Unique**

A Program of Women's Care Medical Center

# You Are Unique



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# You Are Unique



## Day 1

### Slide 1



Write this on the white board (or chalk board):

[www.WomensCareMedicalCenter.org](http://www.WomensCareMedicalCenter.org)

You Are Unique

Mr. / Mrs. XXXXX

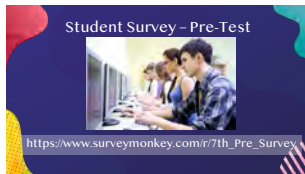
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## INTRODUCTION

My name is \_\_\_\_\_ with Women's Care Medical Center and over the next three days we're going to spend some time talking about you, your relationships, your future, and what does sex have to do with it all.

### Slide 2



Before we get started, I need your help with a quick survey. If you will, get out your computers, go to the link and answer a few questions. Once you're done, close your computers, put them away and we'll get started.



Now, who has a sticker on their chair. Congratulations, you've just won a gift. Come on up here to get it. Before I give it to you, I need to tell you that this is a very special gift. Depending on how you use your gift can affect you later. You have a choice to open your gift now, or you can open it later during our discussion. What do you want to do? Class, what do you think he/she should do?

*(If student opens gift, congratulate them on scoring the gift, and have them sit back down. If student chooses to wait, have them take the gift to their desk and sit back down.)*



## What Am I?

Let's start with a game. Who's ever played, "What Am I?" Here's how you play; I'll describe something by its qualities, and you have to guess what it is.

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### Slide 3



1. I'm round and small. What am I? *(Let students respond)*

I'll give you another clue. I'm made of glass and metal.

*(Let students respond)*

You can find me just about anywhere, in your home, at the store, maybe even in this classroom. *(Let students*

*respond)*

I give off light.

### Slide 4

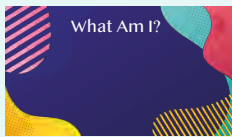


#### A Lightbulb

*(If students do not guess currently, use additional clues, I was invented by Thomas Edison. I'm operated by a switch on the wall.)*

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### Slide 5



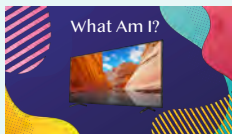
2. I have four sides. What am I? *(Let students respond)*

I come in different sizes. *(Let students respond)*

I require electricity. *(Let students respond)*

I entertain you with my images.

### Slide 6

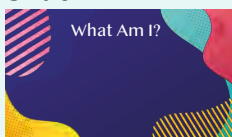


#### A TV

*(If students do not guess currently, use additional clues, I'm controlled by a remote. I have channels.)*

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### Slide 7



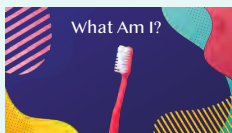
3. I am a household item. What am I? *(Let students respond)*

You use me every day. *(Let students respond)*

You find me in the bathroom. *(Let students respond)*

I have bristles.

### Slide 8



#### A Toothbrush

*(If students do not guess currently, use additional clues, I brush things. I'm often used with a toothbrush.)*

## IDENTIFYING YOUR UNIQUE QUALITIES

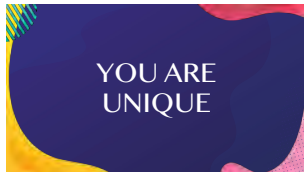
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Why was it difficult to identify the object just based on the first clue I gave you?

The first clue description was too broad. It could be used to identify many different things.

Just like if I said, I'm thinking of someone in this room with brown hair. That could describe many of you in this room.

### Slide 9



When we describe ourselves in general terms, we may all seem very similar. We may begin to feel like just another face in the crowd. These broad descriptions of ourselves are oftentimes our outside qualities. They may be an aspect of who we are, but they don't really define us or make us unique.

Much like this game, it took more specific descriptions of these items for us to identify what they were. It wasn't until I began to define the qualities unique to the specific item and the purpose it served were you able to identify the item.

Humans are the same. In the same way, you have unique qualities that are specific only to you. We call these inside qualities. They are your set of qualities, your personality, your talents and your abilities that when put together, are specific and unique to only you.

No one else possesses the same set of qualities, personality, talents, and abilities. Of the billions of people who have lived on this earth there has never been anyone exactly like you.

## Slide 10



## Jigsaw Puzzle

Let me illustrate with a jigsaw puzzle. Can I get a volunteer?

*(Choose a volunteer and have them come to the front of the classroom)*

I want you to take this bag of puzzle pieces, place them out on the table and put the jigsaw puzzle together. *(Have student complete puzzle)*

What's wrong with the puzzle? *(There's a piece missing!)*

Is the picture complete? *(No)*  
*(Have volunteer sit back down)*

The same would be true if you were not here. You are like this missing piece; there is no one else like you! If you were not here the picture would not be complete! You fit where no one else does! Your life influences those around you, and without you the world would be a different place!

It's like your fingerprint. Do you know why fingerprinting is used in investigations? Because no two fingerprints are the same. Even twins have different fingerprints.

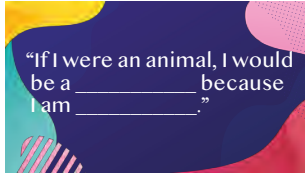
You are just like your fingerprint. . . unique. You have value and a purpose that no other person can achieve.

But even though you are each unique and one-of-a-kind, oftentimes, you can develop a negative self-image.

## STRUGGLING WITH A NEGATIVE SELF-IMAGE

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### Slide 11



I want you all to take a minute and think of an animal that describes a positive attribute about yourself. I'll give you an example. "If I was an animal, I would be a golden retriever because I am friendly." Okay, think of something and

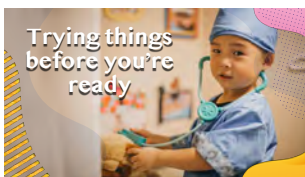
then I'm going to call on a volunteer to share.

*(Pause and allow students time to think. Select a couple of students to share.)*

I wonder how many of you struggled to come up with an animal. Or more importantly, how many of you struggled to come up with a positive attribute to describe yourself.

Everyone struggles with negative self-image. A negative self-image usually develops in one of three ways.

### Slide 12



⇒ **1. Trying things before you're ready.**

We all feel good about ourselves when we succeed. But sometimes you may try to do things before you are emotionally or physically ready. What happens then? Will you succeed?

What is your dream job? What do you want to be? *(Allow student response.)*

What would happen if you applied for that job today? Would you get the job? *(Allow student response.)*

Why wouldn't they hire you? You would not be hired because you are not yet qualified. I mean, would you really want this guy performing brain surgery on you?

Doing things before you are ready usually results in failure and then you get frustrated or angry that you were not able to achieve your goal. You lose confidence in yourself and develop a negative self-image.

### Slide 13



## ⇒ 2. Comparing yourself to others

Comparing yourself to others is dangerous to your self-image. When you start comparing yourself, one of two things happens:

- Either, you begin thinking too highly of yourself. You're the best player on the team. You're the smartest in your class. You have the most social media followers.
- Or, you begin thinking too lowly of yourself. She's prettier. He's stronger. They're more popular, have more friends, make better grades.

When you compare yourself to others, you will spend the rest of your life trying to measure up or become so full of yourself that others can't stand to be around you. Either way, you develop a negative self-image.

### Slide 14



## ⇒ 3. Believing what others have said about you

When you begin believing the negative things someone has said about you, you begin to develop a negative self-image. Most of you can probably think of a time someone has called you a name, or someone has told you "you're \_\_\_\_\_," fill in the blank... stupid, ugly, worthless. Do you know the old children's saying, "Sticks and stones may break my bones, but words will never hurt me." Well, I can tell you this is simply not true. Words hurt. Words sting. Words can have the power to change how you view yourself.

But remember, you are unique! You are created with a unique set of qualities and traits and have a purpose that you and only you can achieve.

It's important to know who you are because how you think of yourself can directly influence how you make decisions. Let's talk about decision-making.



# MAKING GOOD DECISIONS

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## Slide 15



## The Gift

*(Refer to the student with the gift.)*

*If student opened the gift, proceed here:*

At the beginning of class, I gave you a gift. I told you it was a special gift and that it could affect you later. I then gave you a choice to open the gift or save it.

You chose to open it. What if I had told you, if you wait, you can receive a bonus gift.

Would you have waited then? How would that have affected your decision?

*If student did not open the gift, proceed here:*

At the beginning of class, I gave you a gift. I told you it was a special gift and that it could affect you later. I then gave you a choice to open the gift or save it.

You chose not to open it. As a result, your gift comes with a bonus.

You not only get what's inside, you also get an additional gift.

You receive a reward for waiting. Congratulations, you may open your gift.

*Give the student the bonus pack of Now & Later.*

Every decision you make has a consequence. Good decisions will yield good consequences. Bad decisions will result in bad consequences. Let's look at what affects our decision making, and thereby, determines our consequences.

## Slide 16



### ⇒ 1. Now or Later

Decisions are like a pack of Now & Laters. We often base our decisions on how they will affect us now or how they will affect us later.

Some people make decisions based on immediate gratification - NOW

Some people make decisions based on delayed gratification - LATER

What do these terms mean?

Immediate means "now". Gratification means "feels good."

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

Delay means "later" "To put off or postpone."

Delayed gratification means "to put off feeling good now for something better later."

Our world is built for immediate gratification. Growing up with technology has wired or programmed you to expect immediate gratification. You want to know something, google it. You're bored, you have instant entertainment at your fingertips with your devices. You want to know the latest Hollywood scandal, search it and you'll find it. The problem with this is when it comes to decisions; immediate gratification almost always comes with a cost or a loss of something better later.

- Example: The latest movie you've been dying to see has just been released. It's streaming now, but because it's a new release, it will cost you \$20 to view it. If you wait a few months, you can stream it free. What do you do? Immediate gratification is going to cost you.
- Example: Let's say you've been saving your money for a new video game, or a new pair of shoes. You haven't quite got enough money yet, but you go to the store and see something you think you want. On impulse, you buy it and spend half your money. Now what? That video game or those shoes, which were much better than the thing you bought on impulse, is no longer within reach. Had you only waited a little longer, you could have gotten what you really wanted.



## Spin and Run

Let's talk a little more about what can affect our decision making. Can I get two volunteers? *(Choose two volunteers sitting close to one another)*

Have you ever played the game where you put your forehead on a bat, spin around 10 times as fast as you can, and then try and race. Okay, so you two start up here and when I say go, I want you to try and see who can get back to their chairs the quickest. *(Give the students a bat)*. On your mark, get set, go.

Now, what happened that made it difficult to reach your chair? *(Spinning around the bat)*. As a result, your judgement was impaired, as well as your vision, physical coordination, balance and awareness.

Why did you spin around the bat? I didn't say you had to. I just asked if you ever heard of the game, and then I told you to try and see who can get back to their chair the quickest. You made the choice to spin around the bat.

### Slide 17



## ⇒ 2. Impaired Judgement

This is like choosing to make decisions when your judgement is impaired. What are some things that can impair our judgement? *(Let students respond.)* When we try to make decisions under the influence of drugs and alcohol, it can seriously affect our judgement and behavior. Those who drink alcohol are seven times likelier to have sex than those who don't and twice as likely to engage in other risk behaviors.

## Slide 18



### ⇒ 3. Friendships

Your friends play a huge part in your decision making. That's why you should choose your friends wisely. Let's get two more volunteers.



## Influences

*Chair Illustration - Ask for two volunteers. Pull a chair to the front of the classroom.*

*Have one student stand in a chair and the other student on the ground. Instruct the student in the chair to try and pull their partner up onto the chair. Now instruct the student on the ground to pull their partner off the chair.*

Which was easier, to pull their partner up onto the chair, or to pull them down to the ground?

The same is true with your friendships. If you and your friends do not share the same values and principles, it is much easier to be pulled down to their level than it is to pull them up to yours.

There's a saying, "Show me your friends and I'll show you your future." Choosing good friendships will help you make good decisions. Poor friendships can result in poor decisions.

In the beginning, I told you I was here to talk to you about you, your relationships, your future and what sex had to do with it all.

# WHAT IS SEX?

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## Slide 19



So what does sex have to do with your uniqueness? How you view yourself, how you determine your self-worth, will directly impact how you express yourself sexually.

What does sex have to do with your decision-making? Just like the illustration with the gift, some of you may choose immediate gratification and have sex sooner than later, whereas, some of you may choose delayed gratification and wait for the best sex. How you make decisions will directly impact your experience with sex.

But before we can talk about what the best sex looks like, we've got to define what sex is. Before we define sex, we should discuss a little word that will probably make you uncomfortable...Genitals. Genitals are the private parts of your body covered by your underwear.

So let's define sex.

- Is holding hands sex? *(Allow Student Response) (No)*
- Is a quick goodnight kiss sex? *(Allow Student Response) (No)*
- Is a long, passionate kiss sex? *(Allow Student Response) (No)*
- Do you think, if you were long, passionate kissing for a while would make you want to have sex? *(Allow Student Response) (Probably)*
- How long is awhile? *(Allow Student Response) (Possible 2 or 3 minutes)*
- Is touching private parts sex, we call this **hand to genital**? *(Allow Student Response) (Yes, some students may say no).*
- Is **mouth to genital** sex? *(Allow Student Response) (Yes)*
- What about **genital to genital** contact? *(Allow Student Response) (Yes)*

It is very important that you understand what sex it:

⇒ Sex is any sexual behavior that puts you at risk of contracting a sexually transmitted disease.

So that would include

- ⇒ hand to genital
- ⇒ mouth to genital
- ⇒ genital to genital.

# LOVE VS. LUST

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*(Light the candle in front of the class while you continue to talk.)*

Now that we've defined sex, why do you think some people choose to have sex at your age? *(Allow student response, someone will probably say love)*

## Slide 20



Love... let's talk about that.

A lot of people choose to have sex because they think they're in love. But is sex love?

We sometimes call it "making love" but the desire to have sex with someone isn't always love. As a matter of fact, do you think some people have sex when love is not involved at all? *(Yes)*

This is LUST!

Sex is like fire. Fire in its proper place and controlled can provide warmth and nourishment, but when it gets out of control, it consumes and destroys. What if I poured gas all over your books in this room and lit it on fire? People would be diving out windows, then, right?

That's because wildfire is dangerous. The same is true about lust.



## Flash Paper vs. The Candle

Look closely because here is a good example of lust. Don't blink or you will miss this. *(Hold flash paper by the corner, light it and toss in the air.)*

This flash paper is like lust. It burns bright, it happens quickly, and when it's gone, you've got nothing to show for it.

But how about this candle? Did anyone freak out when I lit this candle? Of course not, it's a candle. No one freaked out and tried to jump out a window. It's just a candle. You probably want to know what it smells like *(sniff candle)* Hmm, maple bacon donuts.

So, what is the difference between the candle and the flash paper? What does the candle have that the flash paper didn't that allows it to keep burning? *(Allow students to respond – they should say things like, the wick, the base, the jar)*

All of those things provide a safe environment for the flame to burn. In this environment the flame burns longer and doesn't cause any harm from getting out of control. It has a base to keep it stable, a jar to keep it protected, and a wick that allows it to continue burning.

Whereas the flash paper represents lust, this candle represents love. Fire in the right place for the right reasons doesn't harm anyone, just like sex in the right place for the right reason doesn't harm anyone.

What is sex in the right place for the right reason? To answer this question, we've got to know what love really is.

Can someone define love for me? *(Allow students to respond)* Has anyone ever looked up "love" in the dictionary? What type of word is it? *(Noun, verb, etc.)* It's a verb. What do verbs require? *(Action)* Action, that's right.

So if I walk up to a homeless man and say, "I love you, give me your food" - is that showing love? No, of course not. What does love look like in that situation? *(Giving him my food would be love)*

Love is seeking the highest and best for the other person, even if it means giving up your own desires. It is me sacrificing my own desires in order to put someone else's needs first.

Don't confuse sex with love, they are not the same thing. So if someone comes up to you and says, "Come on baby, let's have sex because I love you so much!" What they really mean is "I lust you so much!"

# RECAP

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## Slide 21



Today, we've talked about your uniqueness, how you make good decisions, and what sex is. Tomorrow, we're going to talk about physical consequences associated with sex. For that discussion, it's important that you remember what the three forms of sexual contact are. Can someone raise your hand and tell me one of the three forms of contact? *(Continue until you get all three).*

Now can someone tell me why these three forms of contact are considered sex?  
*(Because they can potentially spread STDs)*

*If time allows, you can use the table of contents to further review the topics discussed.*

Tomorrow, guys and girls will be split for our medical discussion.



You Are  
**Unique**



## Day 2

### Slide 1



Write this on the white board (or chalk board):

[www.WomensCareMedicalCenter.org](http://www.WomensCareMedicalCenter.org)

You Are Unique  
Mr. / Mrs. XXXXX  
251-947-2111

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## INTRODUCTION

For those who weren't in my class yesterday, my name is \_\_\_\_\_.

We told you yesterday that we're going to be discussing things about you, your relationships, your future, and what sex has to do with it all. But first, let's review some of what we learned yesterday.

### Slide 2



Can anyone tell me one of the three forms of sexual contact?

*(Let students respond until you get all three:*

*Hand to genital, mouth to genital, genital to genital)*

What makes these 3 forms sexual contact? *(Allow student response)*

Anything that puts you at risk of contracting a Sexually Transmitted Disease is considered sexual contact, and yes, you can get an STD from hand to genital contact.

What do you think are some risks associated with sex? *(Allow student response)*

Our desire is to teach you how to avoid sexual risk. That's not the same as avoiding sex. We're not asking you to avoid sex forever, we simply want to encourage you to wait until the best time and safest opportunity to have sex.

I think it is important for each of you to understand that choosing high personal standards regarding sex and relationships is available for ALL people. We all must be protective of our physical, emotional, and mental well-being. So, no matter what you have learned about sex and relationships up to this point, we feel that ALL of you deserve to have access to this vital and factual health information.

So today, we're going to talk about the physical risks associated with sex.

Research shows that 1 in 2 sexually active young people will contract an STD by the age of 25. I'm sure many of you have heard of STDs, or Sexually Transmitted Diseases.

Today, we will be talking about some of the most common STDs, how you get them, the symptoms, and the long-term physical effects.

But first, let's play a game called Trigger. I need two volunteers.

# TRIGGERS AND RESPONSES

## Slide 3



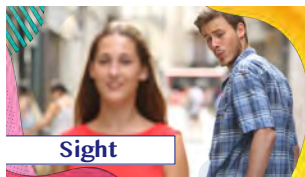
## Trigger

*Have volunteers come to the front of the classroom and place a button in front of each student. Give instructions on how to play the game.*

*You will call out what is on the card and the students will hit their button if the statement is true. Call out 7-8 cards and then have the students sit back down.*

Sex is kind of like this game. Depending on the card I read, it triggered a response to hit the button. You're built with certain triggers that can cause you to have a sexual response. But just like the game, sometimes the triggers were deceptive or tricky. They were meant to intentionally cause you to react. Some sexual triggers are like this. They're tricky. They can either unintentionally cause you to react, or sometimes, they are intentional, and are meant to cause a response. Let's look at a few triggers.

## Slide 4



## ⇒ Trigger 1: Sight

Some people are triggered by sight. Maybe by what someone is wearing, or the way they move when they're dancing, or maybe you're just hanging out at the beach. Bathing suits these days don't cover a whole lot. So when someone is triggered by sight, this can cause them to respond sexually.

*For girls only:* So girls, if you don't want to have sex, you shouldn't advertise for sex by what you wear. If you choose to dress sexy, don't be surprised when you trigger a sexual response from a guy.

*For boys only:* Guys, just because a girl may dress sexy, doesn't mean she wants sex. It's on you to control your response to being triggered by what you see.

## Slide 5



⇒ Trigger 2: Flirtatious touching

Some people are triggered by flirtatious touching. Holding your hand, a lingering hug, a hand on your leg, a tickle on your waist. These types of touches can trigger a sexual response.

Be careful how you touch someone. Your flirtatious touch may send a message you didn't intend to send. Nor should you use flirtatious touching to try and get what you want.

## Slide 6



⇒ Trigger 3: Media

Advertisements, TV, movies, music and social media can all display sexual content that trigger your hormones. Most of media makes you feel like you should be having sex. It normalizes sex at an early age and can trigger your desire to want to have sex.

## Slide 7



⇒ Trigger 4: Pornography

Porn is a huge trigger that causes a sexual response. The problem with porn is that it distorts our idea of sex and prevents us from having healthy relationships. If you have been on the internet, chances are you have been exposed to pornography. The Justice Department estimates that 9 out of 10 children (8-16) have been exposed to pornography online. Pornography can be very addictive! Porn addiction is similar to cocaine addiction, but because images are stored in the brain and can be recalled at any moment, experts believe that a porn addiction may be harder to break than a heroin addiction. Pornography is not harmless, it is addictive, and a real threat to you, your future relationships, and your future family. Pornography trains your brain to think of sex in unrealistic ways.

## Slide 8



### ⇒ Trigger 5: Hormones

Hormones are a powerful thing. Hormones are what makes you think about sex or want to have sex. But just because you want it, doesn't make it best for you.

Hormones also make you curious about sex. This is normal. It's normal to be curious about sex, and even want to have sex. But this is why self-control is so important. Just because you want something doesn't mean it's what's best for you right now.

Let's say you want money, so you choose to rob a bank because of your lack of self-control. What do you think will happen? You could end up in prison where you have no control. You don't even get to go to the bathroom without permission.

If you show a lack of self-control in one area of life, then that could lead to lack of self-control in many areas of your life. This could then lead to a lifetime of negative consequences.

*For guys only:* Control also applies when a girl tells you "No". She is in control of her body, not you. No means No! As a matter of fact, if you are putting her in a position to have to tell you no, you are probably not practicing self-control. Control yourself and your hormones!

So what happens if you give in to one of these triggers and have sex. Well, are you ready to face the physical consequences?

# PHYSICAL CONSEQUENCES OF SEX - STDS

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Play: 7<sup>th</sup> Grade STI Education

## Slide 9



Let's review from the video the most prominent STDs. What two types of STDs are there? (**Bacterial and Viral**). Remember, bacterial are curable, viral are not. Let's look at the most common bacterial STDs. You got chlamydia, gonorrhea, syphilis and trichomoniasis. The most common viral STDs include herpes, HPV and HIV.

These are just the most prominent STDs, but there are at least 25 STDs, many with different types or strains of each disease, and new types of STDs are still being discovered each year.

There are over 19 million new STD infections reported every year. Half of those infections are in young people age 15-24 years old.



## Exponential Growth of STDs

*(Pass out blank index cards. One card should have a small "x" on the back. Tell students they have 1 minute to get as many signatures as possible. Call time after 1 min.)*

Now, I want you to flip over your card and see if you have a small "x" on the back. If you do, please stand. Please read the names on your card. If your name is called, please stand.

*(Call on one of the students standing to read the names on their cards. If not all students are standing yet, have another one read their names. At this point, all the students should be standing).*

This is how quickly STDs can spread. It's not just about who you are exposed to, it also matters who they have been exposed to. You can see how the more sexual partners you have, the rate of exposure multiplies exponentially.

Okay, so does exposure always mean you will contract an STD?



### One in Four

Let's do this. I'm going to count you off. For everyone that gets the number 4, I want you to stand up. *(Count off students, 1,2,3,4 – 1,2,3,4 – 1,2,3,4 – etc.)* Now, if everyone in this class were sexually active, statistics say that 1 in 4 of you will graduate with an STD. Look around the room. Those standing represent the number who would contract an STD by the time they graduate high school. This is not just about risk of exposure, if everyone in this room were sexually active, this is factual numbers of those who will actually contract an STD.

So you may be thinking you can just avoid these consequences by practicing "safe sex." What do think of when I say "safe sex"? *(Allow students to respond - condoms)*

Let's talk about condoms with this illustration. Do I have any basketball players in here? *(Choose a student to come to the front)*



### Slam Dunk

Do you think you can ring this basketball goal and not allow the ball to fall through. I tell you what, I'll even tie the end of the net. *Student shoots and rings the net.* Great job! Everyone give him/her a hand. I see the NBA in your future!

What I didn't tell you is this ball represents a human sperm cell, and the net is your condom. So great job, you didn't get pregnant! Alright, how about another volunteer. *Give student marble instead of ball.* Go for it. Shoot! *Student shoots. Marble goes through net.* Uh-oh! How about another try? *Give student another marble.*

What I didn't tell you is this time your ball represents HIV, you know, the STD that will kill you, also known as AIDS. Did you know, this HIV cell is 50 times smaller than the human sperm cell. *Hold up both balls side by side.* Now, condoms will promote safe sex. They will even say you're protected against HIV. But are you willing to take the risk. 50 times smaller is a whole lot smaller. What happens if you have a microscopic tear or rip? Is it worth your life?

# SAFE SEX

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## Slide 10



Let me ask you, are seat belts safe? *(Yes)* Are they safe 100% of the time? *(No)* Should you wear them 100% of the time? *(Yes)*

The same is true with condoms. If you can get STDs through skin-to-skin contact, remember the three forms of sexual contact, do condoms cover all areas of exposed skin during sexual contact? *(No)* Not to mention that in two of those three forms of sexual contact a condom isn't usually involved in the first place. So are condoms really "safe sex"? *(No. Careful, maybe, but safe, not so much.)*

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

According to some recent stats, "If you use condoms perfectly every single time you have sex, they're 98% effective at preventing pregnancy. But people aren't perfect, so in real life condoms are about 85% effective — that means about 15 out of 100 people who use condoms as their only birth control method will get pregnant each year."

But that's just with pregnancy prevention. What about STD prevention? According to statistics, condoms provide less than 50% of protection against most STDs.

So, what about birth control. What does it say it controls? Birth, not STDs. You may find birth control effective in preventing pregnancy, but it does nothing to protect against STDs.

The concept of "safe sex" is not about avoiding all sexual consequences, just simply reducing them. So is sex ever safe?



# THE SAFEST SEX

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## Slide 11



Here's the good news, if you aren't having sex, then you don't have to worry about these physical consequences associated with sex. The safest sex at your age is no sex. Tomorrow, we will talk about not only having the safest kind of sex, but also the best sex!

But what about those who have already had sex?

## SEXUAL ABUSE

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Some of you may have had sex that wasn't your choice, or you may have had some kind of sexual experience that you did not want. An adult or older child may have done things to you without your permission, which made you feel uncomfortable inside.

## Slide 12



**Sexual abuse is any sexual act committed against someone without that person's freely given consent. It is never the victim's fault!**

Sexual abuse can take on many forms. Not all forms of sexual abuse are physical contact. Let's look at some forms of sexual abuse.

- Unwanted flirtation
- Inappropriate sexual talk
- Exposure to nudity or a person's genitals
- Voyeurism – someone watching you or recording you without your knowledge or consent
- Unwanted sexual fondling or touching
- Coercing a person, through manipulation or threats, to perform unwanted sexual acts
- Physically forcing a person to perform unwanted sexual acts
- Rape or attempted rape

If you have experienced any of these forms of sexual abuse, then you need to reach out for help. You can talk to me after class, or your teacher, or any trusted adult.

If you've been a victim of sexual abuse, you may have some questions.

⇒ **Was it my fault? Did I do something wrong?**

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

⇒ **What do I do now?**

Tell another adult. Sexual abuse is against the law. NO ONE has a right to abuse you sexually. If the person you tell does not believe you, tell someone else until you find help. There are many that can help you: your family, teacher, counselor, pastor, or the police.

⇒ **What if I am afraid?**

Almost everyone who has been sexually abused feels afraid and confused. You may have been warned never to tell anyone. Your abuser may have threatened to hurt you if you tell. You may be afraid that no one will believe you. You may be afraid of what your family will say. Just be sure to tell someone! If they don't believe you, keep telling someone, until someone does. There are people who will believe you and who will protect you. The abuse can be stopped. You don't have to try to end the abuse alone.

⇒ **What if the abuse has stopped?**

You should tell an adult anyway. You need someone to talk to and help you with feelings from the past. The feelings and the pain that come with being hurt, being used, and begin betrayed often don't just go away.

**Remember, sexual violence is any sexual act committed against someone without their consent.**

# UNDERSTANDING CONSENT

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## Slide 13



So let's be sure we all understand what consent is.

If a person "consents" to a sexual activity, this means that they **know** what is happening and openly and clearly **agree** to it happening.

*For the Guys:* So guys, if she says no, but you continue to press her and push her until she reluctantly agrees, is that the same as openly and clearly agreeing? **(No)**. Sexual activity without mutual consent is considered sexual assault, sexual abuse or rape. You need to be careful. A lack of self-control at your age could haunt you with a criminal record for years to come.

So let's look at what consent is not.

- Anyone who is drunk or high cannot legally consent to sexual activity.  
Remember the activity spinning around the bat. Drugs and alcohol impair our judgment. Anyone under the influence by law cannot legally consent.
- Anyone under the age of 16 in the state of Alabama cannot legally consent to sexual activity.  
So, if you are 15 years of age or younger, you cannot legally consent to have sex. This also means if someone older than 16 has sex with someone younger than 16, they could be charged with statutory rape.
- Consent is never implied or given by dating, kissing, your past behavior, what you wear or where you go.

*For the Girls:* It's important not to send mixed messages. Avoid the triggers we talked about earlier. We mentioned earlier that if you don't want to have sex, then you probably shouldn't dress like you do, or tease a guy with flirtatious touching. However, these things should never be interpreted as consent either. If he pressures you into something you do not want to do, this is a form of sexual violence.

## Slide 14



So what is consent?

Consent is

- **Clear** - not uncertain
- **Coherent** - not compromised by drugs or alcohol
- **Willing** - agreeable to what is happening
- **Mutual** - both parties feel the same way
- **Ongoing** - consent yesterday does not mean consent today

## RECAP

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## Slide 15



So today we talked about triggers and responses. Can anyone name a trigger? (*Allow student response*)

We also talked about STDs. Can someone raise their hand and tell me the two types of STDs? (*Allow student response*)

Today we spent some time talking about the physical consequences of sex. Tomorrow, we'll talk a little more about how to avoid sexual risk, but also how to practice the safest kind of sex.

# You Are Unique



## Day 3

### Slide 1



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## INTRODUCTION

This is our third and final day of our You Are Unique presentation. But before we dive into today's discussion, let's do a quick recap of things we've talked about so far.

Can someone raise their hand and tell me one thing we talked about on Day 1?  
*Call on 1-2 students. (uniqueness, decision-making, definition of sex, love and lust)*

Who can tell me the three forms of sexual contact?  
*(hand to genital, mouth to genital, genital to genital)*

Why are these three forms considered sexual contact? *(they expose you to STDs)*

What are some things we talked about on Day 2?  
*(triggers and responses, STDs, contraceptives, sexual abuse and consent)*

Yesterday we covered physical consequences of sex. Today we're going to talk about the emotional consequences.

## EMOTIONAL CONSEQUENCES OF SEX

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### To Bond or Not to Bond – Tape Illustration

*(Hold up a fresh piece of tape).*

Take this piece of tape for example. What do we know about tape? What is it meant to do? *(Allow student response).*

So tape is meant to bond to something else or bond two things together. Let's pretend our tape represents a person. *(Grab the unused strip of tape and hold it up near your fingertips, it will attempt to move towards your fingers).*

See how the tape wants to bond with something. People are created to make bonds as well. That's why we have emotions. Emotions allow us to bond with others. So how do our emotions play a part in sex.

Let's look at this piece of tape. It's fresh, clean, and ready to use. This is like a person that has no relationship baggage. But let's say I meet someone I think is kind of cute and I want to have a relationship with them and then decide to have sex with them. *(Stick tape to arm.)*

Would you say this is a strong bond or weak bond? *(Reference tape on your arm, pretty strong)* What makes it a strong bond? *(Wait for response)* That's right, it's strong because it was a fresh piece of tape.

So you've got this really strong bond in your relationship the first time you have sex, but tell me, what is true about most high school dating relationships? They break up! Especially when things are weird and communication is complicated. *(Rip tape off your arm).*

So now that you've broken up, what does this tape look like? Well, it's not fresh or clear anymore, it's pretty gummed up, isn't it? That's kind of like our emotions when we have sex in our relationships.

Here's the scary part, statistics tell us that if someone your age has sex once, then they are likely to have at least 8 total sexual partners before marriage. So this tape will go through this bonding and ripping process 7 more times. *(Stick it to your arm seven more times and rip it off each time.)*

As this tape bonds and is ripped off over and over again, what is happening to it?" *(Allow student responses. They should pick up on the fact that it will begin to lose its adhesiveness.)*

This tape is losing its ability to bond. And guess what, people are the same way. The more we are in and out of relationships, the more we give ourselves away sexually, the harder it becomes to build a lasting bond between yourself and another person.

So let's say you continue these habits until one day you meet the man or woman of your dreams and decide to get married. They too have had multiple sexual partners. How strong do you think the bond will be? *(As you say this fold the used tape in half upon itself and try to stick them together. Show the ease of the used tape separating from itself as you pull it back apart)*

At the first sign of trouble, it's going to be a lot easier to split.

Now, let's take a fresh piece of tape. *(Hold up a clean piece of tape.)* Remember, our tape wants to bond with something, just like humans too. But let's say we decide not to bring sex into the mix until we meet the man or woman of our dreams. And what if they have done the same. *(Fold the clean piece in half upon itself).*

Now, what type of bond do you think they are creating? How easy would it be to separate this bond?

So if humans all have the tendency to want to bond, let's look at some core emotional needs that most people have.

# CORE EMOTIONAL NEEDS

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## Slide 2



⇒ Status

Status is basically our need to feel important. We all want to feel like we matter. We all want to be treated with respect. And we all want to feel like we're good at something. For example, you may want to be the star athlete, make good grades, be the most popular. These are examples of our need to fulfill our status.

## Slide 3



⇒ Connection

Who doesn't like having quality relationships? We get to share our values, feel appreciated, share common experiences, and build closeness. The best connections with others center around good communication. Most of this at your stage in life is all about that cell phone. You spend a lot of time communicating with friends.

## Slide 4



⇒ Safety

When we trust someone enough to be our goofy selves, we feel safe. Security is necessary for strong bonds. If someone hurts our feelings, we distance ourselves from that person. We also know it's important for people to keep their promises, because that too helps us feel secure in that friendship.

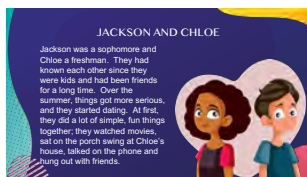


Knowing these are 3 core emotional needs we all have helps us better understand how these apply to relationships and sex. Sometimes people think that these needs can be met by having sex. But let's look at what happens to our emotions when we bring sex into a relationship.



## The Story of Jackson and Chloe

### Slide 5



Meet Jackson and Chloe. Can I get a volunteer to read how Jackson and Chloe met?

*Jackson was a sophomore and Chloe a freshman. They had known each other since they were kids and had been friends for a long time. Over the summer, things got more serious, and they started dating. At first, they did a lot of simple, fun things together; they watched movies, sat on the porch swing at Chloe's house, talked on the phone and hung out with friends.*

### Slide 6



Let's stop right here and identify the core emotions playing out in their relationship.

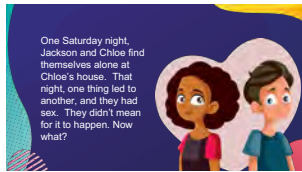
Status - How do they make one another feel? (*important, like they matter, respected*)

Connection – How are they connecting? (*talking on the phone, communicating, hanging out*)

Safety – How do you think they feel safe? (*they trust each other, they've been friends for a long time*)

Let's continue our story. Can I get another volunteer?

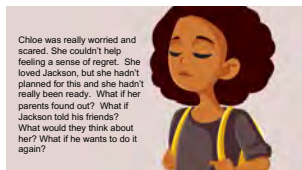
## Slide 7



*One Saturday night, Jackson and Chloe find themselves alone at Chloe's house. That night, one thing led to another, and they had sex. They didn't mean for it to happen. Now what?*

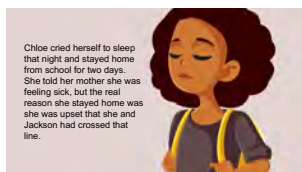
Let's see what Chloe was thinking. [Choose a female volunteer.](#)

## Slide 8



*Chloe was really worried and scared. She couldn't help feeling a sense of regret. She loved Jackson, but she hadn't planned for this and she hadn't really been ready. What if her parents found out? What if Jackson told his friends? What would they think about her? What if he wants to do it again?*

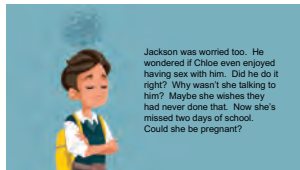
## Slide 9



*Chloe cried herself to sleep that night and stayed home from school for two days. She told her mother she was feeling sick, but the real reason she stayed home was that she was upset that she and Jackson had crossed that line.*

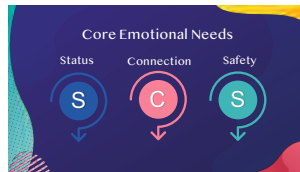
Let's see what was going on in Jackson's head. [Choose a male volunteer](#)

## Slide 10



*Jackson was worried too. He wondered if Chloe even enjoyed having sex with him. Did he do it right? Why wasn't she talking to him? Maybe she wishes they had never done that. Now she's missed two days of school. Could she be pregnant?*

## Slide 11



*(Pause the story)* Let's look for a minute what's going on now that Jackson and Chloe have had sex. How has it effected their emotions?

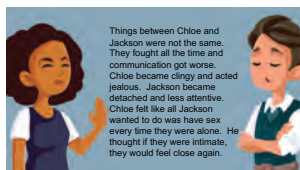
Status – How has their status changed? *(Allow student response - he's worried about his performance, she's worried about what others will think about her)*

Connection – How is their connection? *(Allow student response – they're not communicating, they're no longer sure of things)*

Safety – What about safety? How has that been affected? *(Allow student response – they no longer feel secure in their relationship, they no longer trust one another)*

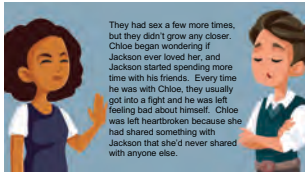
Okay, back to the story. *Choose a volunteer.*

## Slide 12



*Things between Chloe and Jackson were not the same. They fought all the time and communication got worse. Chloe became clingy and acted jealous. Jackson became detached and less attentive. Chloe felt like all Jackson wanted to do was have sex every time they were alone. He thought if they were intimate, they would feel close again.*

### Slide 13



*Choose a different volunteer.*

*They had sex a few more times, but they didn't grow any closer. Chloe began wondering if Jackson ever loved her in the first place and Jackson started spending more time with his friends. Every time he was with Chloe, they usually got into a fight and he was left feeling bad about himself. Chloe was left heartbroken because she had shared something with Jackson that she'd never shared with anyone else.*

What do you think happened to Jackson and Chloe?

### Slide 14



Jackson and Chloe broke up.

Now, how realistic do you think this story is? *(Allow student responses).*

I know this is just a story, but it's one that happens over and over again in relationships. This is how emotions get so messed up.

So when you have sex with someone, it's not just the physical consequences you have to deal with, you've got the emotional consequences as well. The emotional consequences can be just as difficult to deal with as the physical.

You may be starting to wonder if sex is ever a good thing or worth having. Well, let's talk about that.

## BUILDING HEALTHY RELATIONSHIPS

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### Pyramid Challenge

Can I get a volunteer?

I've got a set of blocks here and I want you to build a pyramid that will stand on its own.

What size did you start with? *(Yes, the largest one).*

What would happen if you start with the smallest block? *(Allow student response)*

Could you still build a pyramid? *(No)*

*(Take the pyramid apart)*

Is it possible to build the pyramid in any other order? *(No)*

What would happen if you tried to build the pyramid starting with this piece? *(Hand the student one of the smaller pieces)*

So the only way to build a pyramid that will stand on its own is to build it from largest to smallest.

This is the same with relationships. There's an order to relationships where you can have the strongest, healthiest relationship when built properly. Let's see what that order looks like. *(Now that you've taken the pyramid apart, you're going to build it one block at a time as you discuss what each block represents).*

### Slide 15

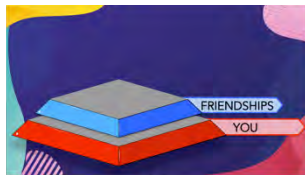


⇒ The first block represents YOU.  
*(Place the first block down)*

Before you can have a healthy relationship, you need to be a healthy person. Remember when we talked about your uniqueness. You need to know your value and get rid of negative self-images. Let me explain it this way: A healthy you is like a foundation for a pyramid. You are the first building block in a healthy relationship.

Having a strong foundation also involves making wise decisions. Remember, the choices you make today can affect the rest of your life.

### Slide 15



⇒ The next block represents your FRIENDSHIPS.  
*(Place the second block.)*

When you are healthy, you have the ability to develop real and healthy friendships. A true friend will want what is best for you and will encourage you to make good choices. A strong bond can be made, one based on respect, communication, and trust.

Before you move on to the next level in your relationship, it's important to first develop a solid friendship.

So you've worked on you, learning who you are, finding your self-worth, making good decisions. You've built a solid foundation. You've developed a good friendship. One based on mutual respect and trust. So girls, let's say you've had him in the friend zone for a while, but you start to develop some feelings for him. Guys, you realize you really like her and could see something more than friends.

### Slide 15



⇒ Time for the third block of our pyramid, DATING.  
*(Place the third block.)*

Dating is a time to explore whether your friendship could be something more in the future. Could you spend the rest of your life with this person? Dating takes friendship to a level that is more intimate. It's a chance to discover each other's dreams and goals for the future.

Dating is about a committed relationship involving only two people. With time, dating can lead to something more permanent.

Let's pause for a minute to address what the experts are saying about sex and relationships. The experts we rely on have been doing thorough research on this subject for more than 30 years. And for 30 years they still recommend two options that provide you with the best, safest, and most enjoyable way to experience sex and relationships.

- For sex - they recommend for your safety that you practice abstinence from all sexual activity. This helps avoid lots of these consequences we have already discussed.
- For relationships – they recommend that you join yourself to one other person in a mutually monogamous relationship. This relationship means that you will only have sex with that one other person in a committed relationship for the rest of your life.

So let me ask you a question. What type of relationship do we know of that is made of only two people, enjoying sex without fear, with only one other person?

*(Allow students to respond – MARRIAGE) (Place the fourth block.)*

## Slide 15

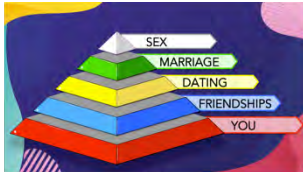


⇒ That's right, MARRIAGE.  
*(Place the third block.)*

Let's be honest. A lot of people struggle with the idea of marriage, and let's face it, not all of them succeed. Maybe you haven't seen marriage modeled in a healthy way. But what other relationship best illustrates two people devoting themselves to each other in life-long intimate connection?

Remember the tape illustration. When two people have built a healthy relationship in the proper order, it's a lot like the tape that lacks the emotional baggage of broken relationships. The bond is strong and the marriage is healthy.

### Slide 15



⇒ So now it's time for SEX.  
*(Place the final block)*

And I don't mean just any kind of sex. I'm talking about the best and safest sex. Sex is awesome. Sex is a wonderful part of a marriage.

But when we get things out of order, just like this pyramid, our relationship is no longer stable. It's built on a shaking foundation, because with sex out of order comes the physical and emotional consequences we've talked about.

So I'm not saying you can't have sex. You can have sex whenever you want, it's your life and your choice.

But what I am telling you is if you want to have great sex, the best kind of sex, without risk, then save it for marriage.

So now that you know what the greatest sex can be like – and you want to avoid all the risks, then it's time to talk about boundaries.



# BOUNDARIES

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## Slide 16



Answer me this – what is the purpose of having lines on the roads or stoplights at intersections? *(Allow students to respond – cars staying in their lanes, less chances of an accident)*

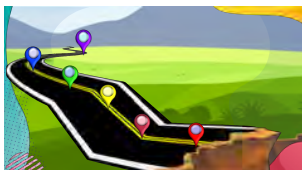
So rules of the road are designed to keep people safe. But do these rules alone eliminate all potential hazards? Of course not, because it's up to the driver to follow the rules and practice good driving habits.

This is why personal boundaries are so important. They protect you from things that threaten your health and well-being.

I can stand up here and give you rules of sex to help keep you safe. But it's up to you to stay within the boundaries for your own well-being.

You've got to set your boundaries before you even get into a relationship. If sex is not on your to-do list before marriage, then set that boundary for yourself now. Don't wait until you're in the heat of the moment. It is much harder to stop once you have begun making out. You can't stop a car on a dime going 90 MPH. Sexual progression can get out of hand quick.

## Slide 17



Let's look at how things can progress rapidly.



### ⇒ Holding hands

You may start out by holding hands. It's sweet. It's innocent. But it doesn't take long before it moves into...



### ⇒ Hugging

Arms around the waist. Arm across the shoulder. Long, lingering hugs. This eventually leads to...



### ⇒ Kissing

The first kiss is always so-so...okay let's face it, it's usually awkward. But they say, practice makes perfect, right?! So then a peck on the lips leads to...



### ⇒ Making Out

Here's where things can start speeding up fast. How long do you think kissing someone is actually making out? (*Allow student response – 1-2 min. . .5 min*) And if you're always making out every time you're together, how soon do you think things will progress to...



### ⇒ Touching

Once you get here, it definitely doesn't take long before you're having...



### ⇒ Sex

This may not all happen in one night, either. It might progress over the course of a few months of dating. Kind of like this road. In the beginning, you're cruising along, taking your time, enjoying the slow ride around twists and curves, but you let down your guard in one small area, cross a boundary you didn't want to, and before you know it, you're flying down the hill headed for a collision before you can even stop.

So let me ask you. Where do you think it would be easier to put on the brakes? Where do you think you could stop and not go any further? *(Allow student responses)*

The further down this road you go, the harder it will be to stop.

That's why you have got to make up your mind now and decide where you're going to put your stop sign.



Let's look at a few guidelines when it comes to boundaries. The first thing you've got to do is...

### Slide 18



⇒ SET IT

Here are some simple boundaries to help you set your own healthy limits:

- Don't Be Alone
  - No solo dates, stay in groups and in public places
- Stay Sober
  - Avoid alcohol and drugs, that cloud your judgment and lower your resistance

- No Sexting
  - Be careful what you post on social media or text. No seductive images or words.
- Avoid Porn
  - Pornography wrecks your thought life and distorts your view of sex.
- Set Goals
  - Set high goals for your future and stick to them. Don't let dating mess up your plans for your future
- Involve Your Parents
  - It may seem uncomfortable, but try and discuss things with your parents. They may be a good source of wisdom and assistance.

Next, you've got to

### Slide 18



⇒ SAY IT

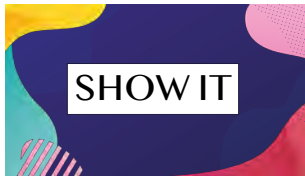
Once you have set up your personal boundaries, it is very important that you say it. Be vocal about it. Your true friends will respect those boundaries. A boyfriend or girlfriend that truly cares about you will honor those boundaries. It is okay to start a dating relationship by saying, "Just so you know, my goal is to save sex for marriage." If they respect that, they will be cool with it and help you achieve that goal. If they don't respect it and move on, then good job – you just saved yourself a bunch of unnecessary drama and heartache.

Here are a few easy ways to verbal say it:

- If staying abstinent is your personal goal, then boldly state that early in a dating relationship.
- Establish "NO" as the norm before any physical intimacy begins
- Say "NO" if things progress further than you want. Use your words to make it absolutely clear. "NO" means "NO".
- Have conversations that don't revolve around sexual stuff.

Lastly, you've got to

## Slide 20



⇒ SHOW IT

Show others that a healthy lifestyle is important to you. If you want healthy relationships, if you want to have the best and safest sex in marriage, then great! You've got to show it.

- Show it through your actions
  - Be clear about your boundaries and don't be afraid to stand by your convictions. Know what you stand for and don't compromise your standards.
- Show it by not sending mixed signals.
  - Let me ask you, is it possible for your mouth to say no and your body to say yes. Absolutely! Be careful how you dress or how you flirt. You could be sending mixed messages.
- Show it by avoiding places where trouble may occur
  - You may encounter friends that choose to compromise themselves by going places that involve alcohol, drugs, sexual activity, etc. Be bold enough to not go. Remember, if they're true friends, they will respect your decision. If they don't, maybe you need some new friends.

So remember, when it comes to boundaries, you want to set it, say it and show it!

There may be someone in here who's thinking, what's the point, it's too late for me. I've already had sex.

# IT'S NOT TOO LATE

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## Slide 21



You all need to know that it is never too late to begin making good decisions. If you have already been sexually active and perhaps you are wishing you hadn't done it, you can stop now.

What can you do if you've already had sex?

- Get tested for STDs. This will give you a piece of mind in your future relationships
- Be brave enough to break off a relationship that revolves around sex.
- Begin speaking with a trusted person, maybe even a trusted adult, about how to find emotional healing.
- Next, you can still set up boundaries for yourself and enforce them.

This is the power you hold. It's never too late to start pursuing your best health, even if you have made a mistake in the past. Each of you is priceless, unique, valuable, and worth waiting for. The best sexual freedom means making the mature decision to save sex for a life-long marriage relationship. It's safe from risks, it's done in love, and it's the best sex you'll have.

We will be giving each of you a commitment card that states, "Starting today, I commit myself to wait until marriage for sex."

This is something we offer to assist you in making this commitment and sticking to it. It is strictly optional and if you do not want this card, just leave it on your desk. We will collect them after class. If you do make this commitment, have a trusted friend join you and help each other stick to this goal. By the way, this would be a much better gift to give your spouse on your wedding night than Herpes. Just saying.

# CLOSING

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## Slide 22



Before we wrap up, I need your help with a quick post survey. If you will get out your computers, go to the link and answer a few questions about what you have learned these past few days. I'll give you a couple of minutes to complete.

## Slide 23



Lastly, we want you all to know that WCMC offers free pregnancy testing, free STD testing, and confidential sex and relationship consultations. Everything is free and confidential. Office hours are Mon – Thurs., 9 am – 4 pm.

## SOURCES

### **STD Main page:**

Centers for Disease and Control – Sexually Transmitted Diseases;  
<https://www.cdc.gov/std/>

### **STD Statistics:**

Centers for Disease and Control – Sexually Transmitted Diseases;  
<https://www.cdc.gov/std/statistics/prevalence-incidence-cost-2020.htm>

### **STD Prevention:**

Centers for Disease and Control – Sexually Transmitted Diseases;  
<https://www.cdc.gov/std/prevention/default.htm>

### **Contraception - National Center for Health Statistics:**

Centers for Disease and Control – Sexual Activity and Contraceptive Use Among Teenagers Aged 15-19  
<https://www.cdc.gov/nchs/products/databriefs/db366.htm>

### **Contraception – Birth Control Methods:**

Centers for Disease and Control – Reproductive Health  
<https://www.cdc.gov/reproductivehealth/contraception/index.htm>

### **Youth Risk Behaviors - Adolescent and School Health:**

Centers for Disease and Control – Youth Risk Behavior Surveillance System  
[https://www.cdc.gov/healthyyouth/data/yrbs/reports\\_factsheet\\_publications.htm](https://www.cdc.gov/healthyyouth/data/yrbs/reports_factsheet_publications.htm)

### **HIV Prevention:**

Health and Human Services – HIV.org “Federal Response”; Reducing New HIV Infections  
<https://www.hiv.gov/federal-response/federal-activities-agencies/hiv-prevention-activities>

### **Teen Dating Abuse – Get Smart. Get Help. Get Safe.**

National Center on Safe Supportive Learning Environments  
<https://safesupportivelearning.ed.gov/get-smart-get-help-get-safe-teenage-dating-abuse-training-specialized-instructional-support>

**Overall Internet Safety and Education:** <https://www.internetsafety101.org/>