

1 **You Are Unique - Day 1**

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

3 www.WomensCareMedicalCenter.org

4 Sexual Risk Avoidance

5 Mr. / Mrs. XXXXX

6 251-947-2111

7 **Introduction**

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

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

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

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

25 **You Are Unique**

26 ➤ What Am I?

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

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

31 I'll give you another clue. I'm made of glass and metal. *(Let*
32 *students respond)*

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

35 I give off light.

36 **A Lightbulb**

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

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

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

42 I require electricity. *(Let students respond)*

43 I entertain you with my images.

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

47 3. I am a household item. What am I? *(Let students respond)*
48 You use me every day. *(Let students respond)*
49 You find me in the bathroom. *(Let students respond)*
50 I have bristles.

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

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

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

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

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

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

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

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

77 ➤ Jigsaw Puzzle

78 Let me illustrate with a jigsaw puzzle. Can I get a volunteer?
79 *(Choose a volunteer and have them come to the front of the classroom)*

80 I want you to take this bag of puzzle pieces, place them out on the
81 table and put the jigsaw puzzle together.

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

83 The picture is not complete! *(No) (Have volunteer sit back down)*

84 The same would be true if you were not here. You are like this
85 missing piece; there is no one else like you! If you were not here

86 the picture would not be complete! You fit where no one else does!
87 Your life influences those around you, and without you the world
88 would be a different place!

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

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

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

96 **Struggling With a Negative Self-Image**

97 I want you all to take a minute and think of an animal that describes
98 a positive attribute about yourself. I'll give you an example. "If I
99 was an animal, I would be a golden retriever because I am friendly."
100 Okay, think of something and then I'm going to call on a volunteer to
101 share. *(Pause and allow students time to think. Select a couple of*
102 *students to share.)*

103 I wonder how many of you struggled to even come up with a positive
104 attribute to describe yourself. Even though you are each unique and
105 one-of-a-kind, oftentimes, you can develop a negative self-image.

106 A negative self-image usually develops in one of three ways.

107 1. Trying things before you're ready.

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

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

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

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

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

122 2. Comparing yourself to others

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

125 • Either you begin thinking too highly of yourself. You're
126 the best player on the team. You're the smartest in your
127 class. You have the most social media followers.

128 • Or, you begin thinking too lowly of yourself. She's
129 prettier. He's stronger. They're more popular, have more
130 friends, make better grades.

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

135 3. Believing what others have said about you

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

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

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

151

Making Good Decisions

152 ➤ The Gift

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

154 *If student opened the gift, proceed here:*

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

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

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

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

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

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

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

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

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

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

175 1. Now or Later

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

179 Some people make decisions based on immediate gratification-NOW
180 Some people make decisions based on delayed gratification-LATER

181 What do these terms mean?

182 Immediate means "now". Gratification means "feels good."
183 So, immediate gratification means that "you want to feel good right
184 now."

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

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

188 Our world is built for immediate gratification. Growing up with
189 technology has wired or programmed you to expect immediate

190 gratification. You want to know something, google it. You're bored,
191 you have instant entertainment at your fingertips with your
192 devices. You want to know the latest Hollywood scandal, search it
193 and you'll find it. The problem with this is when it comes to
194 decisions; immediate gratification almost always comes with a cost
195 or a loss of something better later.

196 • Example: The latest movie you've been dying to see has just
197 been released. It's streaming now, but because it's a new
198 release, it will cost you \$20 to view it. If you wait a few
199 months, you can stream it free. What do you do? Immediate
200 gratification is going to cost you.

201 • Example: Let's say you've been saving your money for a new
202 video game, or a new pair of shoes. You haven't quite got
203 enough money yet, but you go to the store and see something
204 you think you want. On impulse, you buy it and spend half your
205 money. Now what? That video game or those shoes, which were
206 much better than the thing you bought on impulse, is no longer
207 within reach. Had you only waited a little longer, you could
208 have gotten what you really wanted.

209 2. Impaired Judgement

210 ➤ Spin and Run Illustration

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

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

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

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

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

234 3. Friendships

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

238 ➤ Chair Illustration

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

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

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

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

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

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

255 **What is Sex?**

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

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

264 But before we can talk about what the best sex looks like, we've got
265 to define what sex is. Before we define sex, let's talk about a
266 little word that will probably make you uncomfortable...Genitals.
267 Genitals are the private part of your body covered by your underwear.

268 So let's define sex.

- 269 • Is holding hands sex? (*Allow Student Response*) (No)
- 270 • Is a quick goodnight kiss sex? (*Allow Student Response*) (No)
- 271 • Is a long, passionate kiss sex? (*Allow Student Response*) (No)
- 272 • Do you think, if you were long, passionate kissing for a while
273 would make you want to have sex? (*Allow Student Response*)
274 (Probably)
- 275 • How long is awhile? (*Allow Student Response*) (Possible 2 or 3
276 minutes).
- 277 • Is touching private parts, **hand to genital**, sex? (*Allow Student*
278 *Response*) (Yes, some students may say no).
- 279 • Is **mouth to genital** sex? (*Allow Student Response*) (Yes).
- 280 • What about **genital to genital** contact? (*Allow Student Response*)
281 (Yes)

282 It is very important that you understand what sex is:

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

285 • So that would include:

286 ○ hand to genital

287 ○ mouth to genital

288 ○ genital to genital.

289 **Love vs. Lust**

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

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

294 Love..let's talk about that.

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

297 We sometimes call it "making love" but the desire to have sex with
298 someone isn't love. Do you think some people have sex when love is
299 not involved? *(Yes).*

300 This is LUST!

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

306 That's because wildfire is dangerous. The same as lust.

307 ➤ Flashpaper v. Candle Illustration

308 Look closely because here is a good example of lust. Don't blink or
309 you will miss this. (*Hold flashpaper by the corner, light it and toss*
310 *in the air.*) This flashpaper is like lust. It burns bright, it
311 happens quickly, and when it's gone, you've got nothing to show for
312 it.

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

317 So, what is the difference between the candle and the flashpaper?
318 What does the candle have that the flashpaper didn't that allows it
319 to keep burning? (*Allow students to respond*)

320 All of those things provide a safe environment for the flame to burn.
321 It has a base to keep it stable, a jar to keep it protected, and a
322 wick that allows it to continuing burning.

323 Whereas the flashpaper represents lust, this candle represents love.
324 Fire in the right place for the right reasons doesn't harm anyone,
325 just like sex in the right place for the right reason doesn't harm
326 anyone.

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

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

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

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

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

343 **Recap**

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

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

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

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