

Let's Talk About Sex

Overview

This lesson and the next two (Lessons 12 and 13) offer an innovative approach to addressing sexual decision-making, STIs, and pregnancy prevention. *Love Notes* takes a holistic, positive youth-development approach. It is by intention that sex is addressed directly at this point in the curriculum, after ten lessons on developing healthy selves and healthy relationship skills.

Conventional prevention programs typically focus on reducing risky behaviors by providing medically-accurate sexual health knowledge of risks and how to protect one's self, by teaching refusal or negotiation skills and sometimes by offering health services. All are very important, needed, and included in Lesson 12. But, rarely are youth engaged in discussions about emotions, about sexual meaning, about intimacy, love, or how healthy relationships may have something to do with good sex. Or, about how an unplanned pregnancy may affect a child.

Providing the space and time to consider these things might empower youth to define what they want rather than simply following the cues of the popular and peer culture around them. And it might motivate them more deeply to avoid risky sexual behaviors—a motivation that might even last beyond the teenage years. You need motivation—deep reasons that you've owned—to define a context and timing of sex that is personally meaningful and protective of your aspirations. You need motivation and communication skills to hold to your intentions, to pace your involvements more slowly. You need motivation to put the sexual “tool kit” to use.

It takes a lot of motivation not to just slide into sex, but instead to define your boundaries and the timing and context for engaging in deeper levels of sexual intimacy that protects not just your body, but your heart. And, it takes a lot of motivation to firmly decide to avoid an unplanned pregnancy (or a second unplanned pregnancy) until your life is more settled.

New innovative approaches are needed today to strengthen that motivation. While we've made progress on reducing teen pregnancy, there are still significant ethnic-racial and class disparities. Moreover, unplanned pregnancy has moved up the age scale. Fully 55% of the births to women under 30 are non-marital births.¹ Why does this matter? These young adult parents are far more likely to experience relationship instability, children with multiple partners, family complexity, and poverty.² Their children are more likely to have poorer outcomes on a host of measures.³

Lesson 11 is a “heart-based” approach to sexual decision-making and comes before the sexual health material and skill practice in Lesson 12. *Let's Talk About Sex* explores sexual meaning, emotions, and intimacy. It helps youth consider what makes sex meaningful and affirming. This exploration speaks to young people's desire for connection, affirmation, respect, and meaning. It helps youth ask some basic questions about the context for sex, and about why it matters if partners are on the same page with a partner about feelings, meanings, and intentions.

The goal is for youth to cultivate their own *North Star* for sexuality—to have a vision, to identify a context that is personally meaningful and protective of their own aspirations in life. The goal is for youth to take charge and make clear decisions based on what they want and value, rather than simply sliding when it comes to sex and blindly following the current cultural scripts.

This lesson develops a deeper understanding of intimacy through a series of activities. Youth-generated poetry, stories, and narratives, as well as contemporary music and film are used to inspire and encourage reflection. The concept of “safe sex” is expanded beyond safety from STIs and pregnancy to include safety for the heart. The sexual arousal process is discussed to help understand differences and similarities. An engaging short film from Scenarios USA, *Toothpaste*, depicting the relationships and sexual choices of two young couples, is shown and discussed. The lesson concludes by introducing the concept of **pacing**. It's an exercise utilizing a scale of physical intimacy to help participants define boundaries and what they want or believe deepening levels of physical intimacy should mean.

The idea that one can determine how to **pace** physical involvement in a relationship by deciding the timing and speed of what happens, and what it should mutually mean,

may be more appealing to young people. Currently, it's an all-or-nothing choice of abstinence or being sexually active. Too often, those who are sexually active are not engaging in actions that are protective.⁴ Those aspiring to abstinence may be unable to keep their plans. But the idea that one can choose how to pace and plan one's physical involvement in a relationship opens new ground. It supports those who may be ambivalent or not comfortable with the norm of sex-so-soon, but who secretly wonder if they are just not hip. It also supports those who intend to remain abstinent until marriage or engagement. It also offers a way for others to decide to go at a slower pace in their relationships, or to do things differently in their next relationship.

Making a pre-commitment to go slow, to decide and to plan, is important for everyone. It is also especially important for young parents who are likely to go on to new relationships. These pacing and planning messages may actually encourage more sexual delay by speaking to a larger group in the middle. And a slower pace gives couples who choose to have sex the time to discuss, to see if they are on the same page (and love-worthy of each other), and to plan for their protective choices. This may help youth live by meaningful standards they set for themselves to increase the odds of success, not only in relationships, but in education, employment, and parenting.

This approach is important for all youth, regardless of identity, gender, or sexual orientation. All youth need protection for their bodies and for their hearts. The 2017 CDC, Youth Risk Behavior Survey reports that LGB teens have higher rates of sexual risk behaviors than heterosexual youth.⁵ And STIs are at an unprecedented high according to the CDC.⁶

Lesson 12, *Let's Plan for Choices*, continues with sexual health information on pregnancy, STIs, contraception and condoms. Youth learn about risky situations and practice assertiveness and negotiation skills. Youth develop plans for their sexual choices.

Lesson 13 reinforces pregnancy prevention with an approach that helps youth see the consequences of unplanned pregnancy *through the eyes of a child*. The lesson is sensitively developed with activities to motivate youth, including young parents, to make clear decisions and plans.

Goals

- To demonstrate a deeper understanding of intimacy and explore how it develops.
- To be able to use a six-part intimacy framework to analyze relationships.
- To use youth-generated poetry, narratives, film, and popular music to reflect on intimacy, meanings, and to evaluate relationships and sexual choices.
- To demonstrate better understanding of the sexual arousal process.
- To explore the concept of pacing; to define one's sexual values and establish clear intentions.

Lesson at a Glance

- 11.1 **Let's Talk About Sex... and Sliding** (10 minutes)
Activity: Music video and discussion, *S.E.X.* (Lyfe Jennings)
- 11.2 **The Six Parts of Intimacy** (15 minutes)
Activities: *Annie and CJ—How Connected?*; Read-Aloud: *Brad Looking Back*
- 11.3 **Emotional Risks and Emotional Benefits** (8 minutes)
Activities: Safe sex redefined; *Think/Pair/Share*; *How Connected?*
- 11.4 **Are We on the Same Page?** (5 minutes)
Activities: *Body Basics*; Read-aloud: *Reflections*
- 11.5 **Am I Ready?** (20 minutes)
Activities: DVD: *Toothpaste*; *Compare, Describe, and Predict*
- 11.6 **Drawing Intimacy Lines and Pacing Relationships** (5 minutes)
Activity: *Drawing My Line*

Trusted Adult Connection



Materials Checklist

Resources:

- 11a. *Chart a Relationship* (pg. 271)
- 11b. *Reflections*, a poem (pg. 272)
- 11c. *Trusted Adult Connection—Intimacy & Sexual Decisions* (pg. 273)

Workbook Applications:

- *Let's Talk About Sex* (pg. 31)
- *Intimacy—It's More than a Physical Thing* (pg. 32)
- *How Connected?* (pg. 33)
- *Pacing Relationships* (pgs. 34–35)

Materials:

- Music video: *S.E.X.*, by Lyfe Jennings, sporadically found on YouTube. It can be found on the iTunes Store by putting S.E.X. Lyfe Jennings into the search bar and scrolling down to the music video. Purchase for \$1.99.
- Colored markers, flip chart paper
- DVD: *Toothpaste* (a Scenarios USA short film). Available for free, at this point in time, on YouTube.

Downloadable Resources Located at DibbleInstitute.org/LN4

- Lesson 11 PowerPoint Presentation
- Duplicate masters for handouts



Preparation

- ✓ Preview the PowerPoint slideshow and all corresponding workbook applications as you carefully read through the lesson.
- ✓ Go to the iTunes Store, put Lyfe Jennings S.E.X. in the search bar and then scroll down to music videos and click “watch.” The song and visuals are important for introducing the lesson. Note that the link on the PowerPoint slide only plays

the lyrics; the official music video is no longer on YouTube. Study the discussion prompts for the song.

- ✓ Duplicate *Chart a Relationship* worksheet (Resource 11a, pg. 271), one per teen.
- ✓ Practice reading aloud the youth narratives, quotes, and poem beforehand. Optional: Duplicate the poem, *Reflections* (Resource 11b, pg. 272).
- ✓ Read through Section 11.4 on body basics and decide if you will draw the demonstration on the arousal process.
- ✓ Preview the film *Toothpaste* (on YouTube by putting Scenarios, Toothpaste in the search bar) and study the corresponding discussion questions for Section 11.5.
- ✓ Duplicate *Trusted Adult Connection—Intimacy & Sexual Decisions*, Resource 11c (pg. 273). Cut in half.

SECTION 11.1

Let's Talk About Sex... and Sliding

• Music video: *S.E.X.* (Lyfe Jennings)

10 minutes

This section starts with the observation that sex is one area where many young people slide versus making a real decision. The music video *S.E.X.*, by Lyfe Jennings, is a hook to engage interest and discussion about two people's interpretation and motivation around sex. This discussion begins the lesson's exploration of intimacy and sexual meaning to assist youth in defining a context for sex that is personally meaningful and protective of their aspirations. (PP)



Lesson 11
Let's Talk About Sex

Open with these statements:

- ❖ *The communication skills you've just practiced will be particularly important for this next section we are heading into on sexual decision-making and planning for your choices.*
- ❖ *But you first need to reflect upon your sexual values; that is, what you want.*
- ❖ *Knowing your values, what you want things to mean, your intentions, puts you in charge and will strengthen your ability to assert and communicate with a partner.*
- ❖ *Let's first begin by talking about sex and relating it back to sliding vs. deciding. Sex is something many people slide into these days.*
- ❖ *You can just let things happen—**slide**—or you can decide what **you** want and what you want things to mean, and that means everything from the smallest kiss, to holding hands and embracing, caressing, on to deeper levels of sexual involvement.*
- ❖ **(PP)** *So, here are some questions I want you to be thinking about:*
(**Note:** No need for discussion, just put out these questions.)
 - *Do you think the context in which sex takes place matters?*
 - *What makes sex good; beautiful and affirming?*

Questions to ponder:

Do you think the context in which sex takes place matters? (For example, with whom, when, or the kind of relationship it is.)

What makes sex good?

Does it matter if two people are on the same page about sexual values, meanings and intentions?

- *Does it matter if two people are on the same page about sexual values, meanings, and intentions?*

Announce they are going to watch a music video, by Lyfe Jennings, to explore these questions further. Before playing, say:

- ❖ *You'll see the girl in the video is clearly attracted to the guy.*
- ❖ *Watch for how you think she is interpreting his desire to be physical with her. What is she thinking it means?*
- ❖ *Then watch the guy. What do you imagine he's thinking?*
- ❖ *Listen for any lines or messages you find meaningful. Jot them down.*

(PP) Play the music video. Then continue with these discussion questions:

- ❖ *What do you think? Were the guy and the girl in the music video on the same page in terms of their motivation; what they wanted physical intimacy to mean? Listen to responses.*



Then ask the group to identify any risks they can think of when two people are not on the same page about the meaning of getting physical. Ask them to think emotional risks, not just health risks. Listen to their responses.

Then, continue with the point below:

- ❖ *While this video involved a heterosexual couple, it's just as easy for LGBTQ couples not to be on the same page and misinterpret each other's motivations and expectations.*

Ask teens what lines they jotted down. Some of the lines they likely will come up with:

... guys on the block... they just want relations. They don't want relationships...

... He says if you really loved him, you would give it up...

... That's just a line guys use to get ya stuff... See, he'll tell you all kind of things to get in your pants, yeah...

... Think before you let it go...

Listen to their comments and continue the discussion:

- ❖ *Let's talk about that line, "Think before you let it go." How many people even talk to see if they're on the same page about what getting sexual means before "they let it go?" What do you see in the movies? And how many talk about the risks of pregnancy or STDs?*
- ❖ *What if she had sex with him thinking it meant he had feelings for her and then she finds out she was nothing but a good lay to him.*
- ❖ *Remember the woman in the song saying to the girl, "Maybe she can hear it coming from me?" Where do most teens—guys and girls, straight or LGBTQ—get their advice about sex? What shapes teens' attitudes and behaviors the most? Listen to responses.*
- ❖ *Does it make a difference if you have a trusted adult to talk to about sex, and not just the health risks, but emotional ones as well? About emotions, relationships, and love?*

Let's talk about a person deciding to change course:

At one point, the female singer says, "Once you've given it away, you'll never get it back."

- ❖ *People sometimes do things they wish they hadn't and want to do things differently in the future.*
- ❖ *Anyone, male or female, who's had sex can decide to stop. They can decide to leave sex out of their next relationships. They can also decide to take things more slowly next time, to see if the person is lovable; if they are even on the same page with you about what things mean.*

SECTION 11.2

The Six Parts of Intimacy

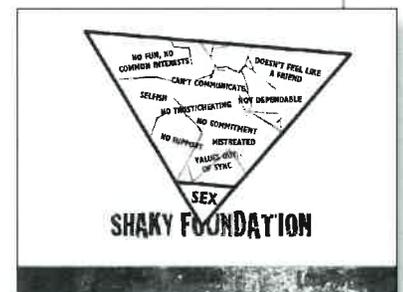
- Resource 11a: *Chart a Relationship* (pg. 271)

15 minutes

A six-part framework for understanding intimacy is introduced. The point of this is to encourage participants to define a context for sex that is personally meaningful. The goal is to encourage them to clarify and assert what's important to them and, ultimately, for them to have a fulfilling and affirming sexual life when they are ready and confident in what they want. The intimacy framework will be used in an activity to analyze a relationship.

Begin with these points:

- ❖ *As we all know, sex can happen awfully fast in relationships today. Sex can begin before two people really even know each other.*
- ❖ *As we saw with the relationship pyramid activity in an earlier session, sex provides a pretty shaky foundation for a relationship. (PP)*
- ❖ *Sex ought to be linked to something better than the words we see in this diagram. It certainly should be safe—and that means emotionally safe, physically safe, and mutually satisfying.*
- ❖ *Let me read a survey finding:*
 - *In national surveys, the majority of sexually experienced teens say they wish they had waited.⁷ Maybe sex didn't turn out as they had imagined or meant less than what they had hoped. Maybe they thought that it meant the relationship would last. For some, it just may have created drama and made the relationship more complicated.*
 - *Smaller surveys of women in their twenties reveal that many are frustrated with the casual sex scene.⁸ Many young women fake orgasms. What are we to make of that? Doesn't sound like beautiful, affirming sex.*



- ❖ **Emotional:** *This connection relates to feelings. It's about how warm, strong and genuine your feelings are for each other. The feelings are mutual—you both have healthy and strong feelings for each other and know you can share freely. Think about the behaviors and actions of a person that show it. If you feel you must pretend to be someone you are not to keep your partner, or if you suspect his or her interest in you is based mostly on material stuff or sex, it is not a healthy emotional connection. If insecurity or neediness is driving the relationship, it's not a healthy emotional connection. Sometimes unmet emotional needs can lead a person into poor relationship choices—just to be with somebody. (Keyword: Feelings)*
- ❖ **Social:** *This dimension relates to togetherness—the time spent together doing things a couple enjoys. Shared activities and interests bond a couple together. (Keywords: Activities and Interests)*
- ❖ **Spiritual:** *When couples talk about the things that are really important—like their core values, who or what has influenced their lives, or their philosophical, moral, political, or religious beliefs—that is spiritual. Being in sync and talking and sharing on this level can truly make two people feel like they are soul mates. (Keywords: Values and Beliefs)*
- ❖ **Commitment:** *This is about trust and commitment. You can trust that your partner is in your corner and can count on your partner to be faithful. It's about supporting each other and being concerned about each other's well-being. It's doing nice things for each other. It's being like a team. (Keywords: Trust, Support, Healthy giving to each other, Faithful)*

Putting it all together:

(PP) Point out that true intimacy develops over time as these connections deepen—as two people come to feel close, connected, known, and accepted by each other. Here is a beautiful quote:

- ❖ *“True intimacy is the linking of hearts and souls. It involves tender feelings and physical affection, but also much more. It doesn't come fast. It comes from countless conversations and experiences together, sharing fears, vulnerabilities, hopes, and dreams. It involves respect for each other even though you recognize neither is perfect. It involves honesty, trust, and admiration that last over a long period. It involves talking seriously about your values and ideals and sharing your goals. It means both partners give of themselves generously. It means supporting each other. It means both partners want to say 'I love you,' and when they do, they mean it. All of these things take time to develop.”*

True intimacy takes time



Point out that sex can fool people into believing they are close. For some, sex may be a substitute for true intimacy.

Activity: Annie & CJ—How Connected?

Continue to use the *Chart a Relationship* worksheet (Resource 11a, pg. 271). Announce that you are going to read a short description of a relationship between Annie and CJ. As participants are listening to the story, instruct them to think about how connected the couple is (i.e. together—on the same page) on each of the six kinds of connections. Point out that Annie and CJ are a boy / girl relationship, but their situation can apply to a couple of any identity or orientation.

(PP) Ask teens to place an “X” somewhere between 0% (signifying “no connection”) to 100% (signifying “very strongly connected” and on the same page). Pause after you read each category for the group to mark the degree of connectedness on their sheets. Alternately, place 3 sheets across the wall with 0%, 50%, 100% and ask participants to move to the place along the wall to mark how connected after you read each one.

The worksheet is titled "Analyze a Relationship—Annie & CJ". It features a horizontal scale from 0% to 100% with a 50% mark in the middle. Below the scale are six rows, each with a category name and a corresponding horizontal bar for marking a percentage:

- Physically
- Verbally
- Emotionally
- Socially
- Spiritually
- Commitment (2 lines, one each)

❖ **Physical:** *Annie and CJ got sexually involved almost from the start. A lot of their time together is focused on sex.*

Place an “X” somewhere between 0% and 100% to represent their physical connection. Or move to the place along the wall.

❖ **Verbal:** *Annie and CJ hardly talk at length about anything important. She usually tries to bring up serious topics but it goes nowhere. To her, he doesn’t seem interested in finding out much about her friends, what she likes to do, or her future plans. She has dreams of going to college. School was never CJ’s strong suit and he doesn’t like talking about the future. When she asks him where he stands on the relationship, he usually just clams up and won’t talk about it. They argue a lot over little things.*

Place an “X” somewhere between 0% and 100% to represent their verbal connection. Or move to the place along the wall.

- ❖ **Emotional:** *Annie's not close to her family. She wants this relationship with CJ to last forever and she feels close when they're together sexually. CJ likes her and thinks this is okay for now, but definitely doesn't think much about the future or feel that she is the "one." Because she's afraid to lose him, she tries to keep tabs on where he is and whom he's hanging out with. She gets very angry and jealous if he does things without her. CJ ends up giving in to Annie's preferences a lot and keeps quiet so he doesn't have to deal with her mood swings. In addition, he's easy-going and would rather not rock the boat.*

Place an "X" somewhere between 0% and 100% to represent their emotional connection. Or move to the place along the wall.

- ❖ **(PP) Social:** *His idea of spending time together is having her hang out with his friends or being alone with her getting it on sexually. She wants to do more things with him, but he's not that into her interests or what she thinks is fun. Even so, they do both like watching movies. A lot of their time is spent inside the house.*

Place an "X" somewhere between 0% and 100% to represent their Social connection. Or move to the place along the wall.

- ❖ **Spiritual:** *Annie doesn't go to church anymore. CJ goes to church occasionally with his mom, especially on holidays. She likes to talk about serious things like whether God exists or what happens when you die. He makes fun of her serious side and her interest in talking about deep beliefs (and disagrees with most of it). He knows what he believes in and would rather not have debates about it.*

Place an "X" somewhere between 0% and 100% to represent their spiritual connection. Or move to the place along the wall.

- ❖ **Commitment:** *He hasn't thought beyond next month. She's hoping to talk him into staying in school and going to college with her so that they can stay together. In fact, she's writing his papers at school to improve his grades. She sometimes suspects he's cheating on her, but he says he's not and that she's his main girl. How mutual is their commitment?*

Make two "X's" (one for Annie and one for CJ) somewhere between 0% and 100% to represent their commitment.

Discussion: If they moved along the wall, you already know what percentage participants gave them. If using the sheet, ask them to shout out their percentages for each connection. Announce you have a few questions to ask.

(PP) Pause for a shout-out response (yes or no).

1. *Would you say they have a “best friends” relationship?*
 - *Do they share basic values?*
 - *Do they enjoy doing many things together?*
 - *Do they enjoy talking to each other—sharing thoughts and ideas?*
2. *How emotionally healthy is their relationship?*
 - *Is it trusting and secure?*
 - *Are their feelings for each other mutual?*
 - *Is it mostly physical, or is the attraction on many levels?*
3. *Do they each have a clear sense of identity (i.e., know who they are)?*
 - *Do you think they both have a lot more growing up to do?*
 - *Are they a good match for a long-term relationship?*
4. *What if Annie gets pregnant?*
 - *How likely is it that they have even talked about what they would do if Annie got pregnant?*
 - *How likely is it that CJ would stick around? Is he ready to be a father—emotionally and financially?*
 - *Is Annie ready to be a mother—emotionally and financially?*
 - *How likely is it their relationship would progress into a happy and stable marriage for them and their child?*

How Connected are Annie & CJ?

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Would you say they have a best friends relationship? <ul style="list-style-type: none"> – Do they share basic values and core beliefs? – Do they enjoy doing many things together? – Do they enjoy talking to each other—sharing thoughts and ideas? 2. How emotionally healthy is their relationship? <ul style="list-style-type: none"> – Is it trusting and secure? – Are their feelings for each other mutual? – Is it mostly physical or is the attraction on many levels? | <ol style="list-style-type: none"> 3. If Annie gets pregnant: <ul style="list-style-type: none"> – How likely is it that they have even talked about what they would do if Annie got pregnant? – How likely is it that CJ would stick around? Is he ready to be a father—emotionally and financially? – Is Annie ready to mother? – How likely is it that their relationship would progress into a happy and stable marriage for their child? |
|---|--|

To conclude this section:

- ❖ *It appears Annie and CJ were not very connected in some key areas.*
- ❖ *Thinking about the kinds of connections that make up true intimacy and what you’d want each deepening level of physical intimacy to mean might help you make important relationship and sexual decisions, like if or how fast you want to get involved.*

- ❖ *Sliding into sex-too-soon increases the possibility that you might find out that you're not on the same page and not really connected at all. You might even come to regret ever having gotten involved.*
- ❖ *Remember that national surveys show that the majority of sexually experienced teens wish they had waited longer to start having sex.*

Read-Aloud: Brad Looking Back

(PP) *I'd like to read a quote from a 21 year old guy named Brad:*

Brad Looking Back: *"I'm in a relationship right now that is probably the best one I've had so far. I've had a lot of messed-up relationships in the past. Before asking Chelsea out, I had taken off a couple of years from girls—from dating—to re-examine my priorities. I think that this extended period of reflection helped me recognize the reasons I became attracted to certain types of girls. It helped me figure out what good traits I wanted in women. Before re-examining my priorities, I would exclusively pick girls who appeared promiscuous and troubled, just like me. Entering the relationship, I believed that I was there for sex with a "throw-away" girl, and would have no trouble dropping her if the relationship got to be trouble or too taxing. What would always happen is that I would feel like I had fallen in love with them, and they would manipulate me into a wretched lump—seeing they were better at the mind games. They were generally pretty troubled and had rough childhood experiences, including divorce and sexual abuse. The promiscuity, I'm guessing, was a way to get attention. I picked up on this, not wanting to wait more than one date for the sex, and went for whichever girl seemed to be the fastest way to the bedroom. The sex—a contributing factor was our young, high school age—was almost always disappointing and extremely sketchy. Since I had no good experience to compare it to, I guess I was just there for the points. Happy, normal girls never really caught my eye. I assumed that they were boring, would not wear exciting underwear, and would want me to wait for sex. The memory of my old behavior makes me cringe nowadays...."*

Brad, looking back...



After reading Brad Looking Back, conclude with: *This guy has given himself time to reflect on his past. He's taken a break from relationships to focus on his own development and figure out what he really wants and what is important to him. He also admits that the sex in that earlier context was almost always disappointing and extremely sketchy. He's trying to learn more about what a healthy relationship really is and what intimacy truly means.*

SECTION 11.3

Emotional Risks and Emotional Benefits

- Workbook: *Let's Talk About Sex* (pg. 31)
- Workbook: *Intimacy—It's More than a Physical Thing* (pg. 32)
- Workbook: *How Connected?* (pg. 33)

8 minutes

- ❖ *We often talk about the health risks of sexually transmitted diseases or pregnancy.*
- ❖ *But, there are other emotional and social risks that can affect anyone of any gender, identity, or orientation that you hear less about.*
- ❖ *Let's examine four of them.*

Some Emotional Risks of Sex-Too-Soon

1. **(PP) *The hurt from unmatched expectations.*** *Sex always carries expectations. One person may expect or assume that the sex means something, like tender and mutual feelings for each other, a relationship, or love. For some, it merely may mean we did it and we'll do it again. It can hurt to find out you were not on the same page whatsoever. How many people have a deep discussion about their sexual values? How many even talk enough to find out more about each other? Maybe someone is struggling with figuring out who they are—their identity, their orientation.*
2. ***Sex can change a relationship or keep it from growing.*** *Because of unmatched expectations over the meaning of sex, there is less honesty and less talking about true feelings, which leads, in turn, to more wondering about the real feelings and intentions of the other person. One pressures for more sex, the other pressures for a relationship. The result? Instead of honesty, openness and meaningful conversations that build a bond of friendship, trust, and intimacy, there is more questioning, dishonesty, avoidance, second-guessing, or pressuring.*

Emotional Risks of Sex-Too-Soon

1. Hurt from unmatched expectations
2. Can change a relationship; keep it from growing
3. Can take over a relationship
4. Can keep a bad relationship going

3. **Sex can take over a relationship.** Sex can become the major focus. It's mainly planning opportunities for sex instead of doing fun things together and enjoying each other's company.
4. **Sex can keep a bad relationship going that should end, or never should have started.** Sexual involvement can get a person emotionally connected and make it harder to see what is really there. It can keep people in a relationship that should end. It can get complicated even for those who think it's just "friends with benefits," no strings attached.

There can be unintended consequences from casual sex to consider:

- ❖ As much as some people say, "I don't get my feelings involved," or, "I am using him as much as he's using me," it may not be true. They can start to feel frustrated or resentful when their sex partner isn't showing more interest.
- ❖ Even if it starts out with no strings, it often gets complicated. More times than not, one person begins to develop feelings (or has hidden the way they feel all along).
- ❖ A person could be confused about their orientation and trying to see if having sex will answer that. (**Instructor note:** LGB teen pregnancy rates are as high or higher than heterosexual teens.)
- ❖ It just may not be that easy to have casual sex without any consequences or complications.

Read these revealing quotes from three young people: (Found on pg. 31 of workbook.)

- ❖ Seth, 22: "When I was younger, I used to engage in casual sex all the time and found no real gratification in it. It was just a physical thing. Now, with my fiancé, things are totally different. It's not just about me. I really care about her."
- ❖ Cassie, 18-year-old mother: "So many of my friends were pressured to have sex when they didn't really want to. What I've noticed is that people who have sex at 13, 14, and 15 go on to have lots of casual sex. They don't have any concept of sex as something special. It makes them feel worthless after a while. There's no real pleasure. They aren't enjoying it. I know, I've been there."

- ❖ Melanie, 19: *“On the topic of sex, I’m starting to understand it more as I get older. I have really changed my views and am quite different about how I choose to be with someone. I wasn’t really happy when I was involved with someone and we were intimate, but I still did it. I can’t even get close to doing that any more knowing how unhappy it truly made me. I want a real relationship.”*

Food for thought:

- ❖ *In today’s sexual culture, sex is portrayed as no big deal.*
- ❖ *But maybe sex is a bigger deal. Couples who use sex as an expression of love and commitment may get more out of sex, whatever their identity, gender, or sexual orientation.*
- ❖ *It’s for you to decide the value and meaning you place on sex. It’s for you to decide your boundaries and pace.*

Benefits to Consider

- ❖ **(PP)** *According to one large national survey, adult men and women who said they used sex to express love reported a greater level of sexual satisfaction than others.⁹*
- ❖ *Also, some years ago, a leading demographer from the University of Chicago, who poured over data on couples, including information on their sex lives, found that married couples reported higher levels of emotional and physical satisfaction from sex than either singles with a partner or partners living together.¹⁰*
- ❖ *Note, this finding doesn’t mean that all married couples have great sex lives; clearly some don’t (some aren’t having any sex). However, this finding of greater sexual satisfaction, on average, among married couples is interesting and leads the demographer to make the following hypotheses as to why: (Advance slide.)*
 1. **The power of love:** *A shifting of the focus from self-gratification to a focus on the other person may positively affect the experience. Couples who use sex as a symbol and expression of love and commitment may get more out of sex.*

2. **Exclusivity:** *By committing to one person, partners close off their options and invest more in their sexual relationship—putting more energy into figuring out how to please and pleasure each other; this builds more trust and safety.*
3. **Greater proximity, practice, and time** *to learn to please and pleasure each other. And the motivation and commitment to do so.*

Activity: Think/Pair/Share

- ❖ (PP) Have the group turn to workbook pg. 32 and review the six dimensions of intimacy before doing a quick *Think/Pair/Share* activity.
- ❖ Read aloud Ebony's quote on pg. 32 of the workbook.
- ❖ Ask the group to pair up and discuss what each person thinks about Ebony's decision and the points she makes. Did she do the right thing?
- ❖ Then, ask for their responses.
- ❖ **Note:** An important point here is that while Ebony describes a healthy relationship with AJ, she still decided to hold off on sex while they were teens. She is happy with her decision and has no regrets. She seems to realize the freedoms she gains by sticking to her boundaries.

Ebony – Think, Pair, Share



Activity: How Connected?

- (PP) To apply what they've learned on intimacy in relationships, ask participants to turn to *How Connected?*, pg. 33 in their workbook.
- ❖ Use this chart to either assess your current or a past relationship, or the relationship of someone you know well.

How Connected?

Workbook Exercise:
Page 33

- ❖ *This assessment might answer a nagging doubt about whether your relationship is worth it.*
- ❖ *This assessment, whether done for you or for someone you know well, might help you be more aware of what you want in a relationship and how you want to pace your physical intimacy.*
- ❖ *Place an “X” somewhere between 0% and 100% to indicate how connected on that level of intimacy. Jot down any insights this assessment gave you on the relationship.*

• Resource 11b: *Reflections*, a poem (pg. 272)

5 minutes

SECTION 11.4

Are We on the Same Page?

(PP) To discover if you are on the same page with someone on feelings, meanings, and intentions takes time. This section offers a short presentation to understand some basics on hormones and sexual arousal patterns.

- ❖ *Let’s talk a little about your body and why it does what it does and how that might affect your relationships and expectations when it comes to physical intimacy.*
- ❖ *It might help you understand why some partners may not be on the same page about meanings and expectations.*
- ❖ *The discussion of hormones is based on research literature, which is mostly focused on those who conform biologically or socially to the stereotypical expressions of male and female.*
- ❖ *Some youth may not fit this data as neatly.*
- ❖ *As a reminder, for whatever reasons, LGBTQ youth are at a greater risk than the population of teens as a whole to engage in heterosexual behavior resulting in a pregnancy and are also at high risk for STIs.*

Are We On The Same Page?



- ❖ *So it is important for all youth, regardless of gender, identity, or orientation to listen, even though every description may not exactly describe everyone's experience. Take whatever is useful for you.*

Hormones:

- ❖ *What is true for everyone is that **testosterone** affects sex drive. **Males**, on average, have higher levels of testosterone, which is the hormone of sexual drive and aggression (for both males and females). It is especially higher for young males. Females have testosterone, but in smaller amounts, on average.*
- ❖ *Another hormone related to physical intimacy and sex is oxytocin. **Oxytocin** affects feelings of trust and connection—making us bond with and feel close to another. It's released through affectionate, supportive touch; labor; breast feeding; and sex. It's often nicknamed the bonding hormone or cuddle hormone. It's what allows babies to attach to their parents or primary caregivers through all that cuddling and touch.*
- ❖ *Both males and females have increased oxytocin with intimate touch and get a surge of oxytocin when having sex. However, **females** generally have higher levels of it than males.*
- ❖ *This may be one reason females have a harder time separating their emotions from physical intimacy and sex than males. Females may be more likely to quickly feel connected and trust, with intimate touch and sex. Oxytocin lowers your defenses and makes you trust more. The body can't distinguish whether the person is a casual fling or serious partner material. Oxytocin is released either way.*

Sexual Arousal:

- ❖ *There is a pattern to the changes in the body when you are sexually aroused, turned on, "horny", etc.*
- ❖ *There are changes in heart rate, breathing, and blood pressure; genitalia engorges with blood (males, the penis, and females, the vulva) and lubrication occurs.*
- ❖ *This process is very similar for males and females, but there are some key differences.*

❖ Time:

- *Males get turned on fairly easily and the time from the start of arousal to the end (orgasm and ejaculation) for young males is, on average, 30 seconds to 4 minutes.*
- *For females, because the arousal process is not just physical, but also emotional, it takes, on average, from 5 to 20 minutes.*
- *For women, arousal and orgasm is not just simple and straightforward physical stimulation, as it is more typically for young males.*
- *Yes, clitoral stimulation is important for a female's orgasm, but it also involves more of her body and mind.*
- *Female sexual arousal can easily collapse.*
- *Affection or an emotional connection and intimacy are typically important to female sexual satisfaction. According to a national survey of adult women, very few said that casual sex was appealing.¹¹*

Instructor Note: (PP) If you are comfortable, the diagram of sexual arousal in the PowerPoint slides might help youth understand some key differences. You can use the diagram as a model for drawing on a board or flip chart. First, slowly draw the gradual line of female arousal building, pointing out by the top wave of lines that females are capable of multiple orgasms **(PP)**. Underscore that average time may be 5 to 20 minutes. Remind them, this is on average.

Then draw the line (fast) of young male sexual arousal to orgasm **(PP)**. 30 seconds to 4 minutes. It vividly makes the point. If it's a heterosexual couple, she may not even be lubricated (and certainly no orgasm) before it's all over for him. And, for same sex partners, there are insights from understanding male and female biology.

This biology information might help your participants understand why sex among teens isn't mutually satisfying very often. Many females fake orgasms. And this is especially so if a person is in a sex relationship with someone who is in just for his or her own sexual pleasure, whether you are a teen or in your twenties.

Offer some insights about “friends with benefits,” i.e. casual sex:

- ❖ *Females who hook up often have hopes of it evolving into a relationship.*
- ❖ *Males and females often differ in their expectations about no-strings-attached sex.*

Make these points:

- ❖ *This biological discussion may help you think more deeply about why some partners are not on the same page and what intimacy and mature relationships might have to do with good sex.*
- ❖ *It’s important for you to define the meaning you attach to sex—to deepening levels of physical intimacy.*
- ❖ *It’s your heart and your body. Put yourself in charge of making the best decisions to protect your aspirations and goals.*

Safe Sex Redefined: (PP)

- ❖ *We think of “safe sex” in such narrow terms of protecting bodies from STIs and pregnancy. But safe sex can be expanded to include relationally safe, i.e. within a relationship that is emotionally safe and physically safe. The safest sex—emotionally, socially, and health-wise—takes place in the context of a mature and healthy relationship or marriage.*
- ❖ *The context in which sex occurs—like when and with whom—can make all the difference in the world. And many people do not develop those deep levels of verbal, social, emotional, spiritual, and trusting intimacies with someone until after high school.*

Read Aloud: Reflections

(PP) This poem, titled *Reflections*, can be read aloud or passed out for silent reading, followed by a short free-write to encourage discussion. Locate the poem, *Reflections* (Resource 11b, pg. 272), at the end of this lesson. Introduce the poem with these words:

Poetry Opportunity - Reflections



One young woman's journey towards self-awareness

- ❖ *Have you heard the statement, “Looking for love in all the wrong places?”*
- ❖ *This poem gives voice to a young woman who realizes the truth of this herself. She’s forging a new path.*
- ❖ *The poem speaks to what she didn’t have—emotional safety—and to what many people ultimately want—to be loved and cherished in a genuine and healthy way.*
- ❖ *Safe sex has been defined as “safe if protecting against STDs and pregnancy.” Safe sex should mean more. How many people have sex before they know if the relationship is emotionally safe or physically safe?*

Read aloud or pass out the poem for silent reading and discussion and/or a free-write reaction.

SECTION 11.5

Am I Ready?

- Scenarios USA film: *Toothpaste*

20 minutes

(PP) A short film from Scenarios USA is used to engage youth in critical thinking with realistic scenarios.

- **Synopsis of *Toothpaste*:** Set in Texas, it involves two young Latino couples. Both couples are faced with sexual choices. As the film progresses, the quality of the relationships, as well as the level of communication and negotiation about sex, become a study in contrasts. Topics include healthy versus unhealthy relationships, condoms, pregnancy, communication, and negotiation.

Toothpaste



www.youtube.com/watch?v=1j58Atu3Lo

DVD: Toothpaste and Compare, Describe, and Predict

Announce that you have a short film that was written by teens. It follows two couples and the decisions they make about sex. Cristina and Bobby have been going together for three and a half weeks and Jenifer and Carlos have been together a long time.

Before starting the film, write “Cristina & Bobby” and “Jenifer & Carlos” on the board. Ask them to pay attention to the relationships and personalities because at one point the film will be stopped and they will be asked to predict what will happen.

Play up to 11 minutes. Pause. Both couples are in bedrooms and both girls are about to say to their boyfriends that they are nervous and might not be ready for sex. Cut at that point and ask the following:

- ❖ *Given what you’ve observed so far, let’s compare the two relationships.*
- ❖ *At the start of the film, what has Jenifer said about her relationship? And, Cristina her’s?*

Write the descriptive words they come up with on the board to describe each relationship.

Then, ask them to focus on each guy. Write “Carlos” and “Bobby” on the board:

- ❖ *What words would you use to describe the personality and character of Carlos and Bobby?*
- ❖ *Consider the scene in the locker room, as well as their interactions with each girl. Do you perceive different attitudes towards sex between Carlos and Bobby?*

Now ask the group to predict what will happen with each couple:

- ❖ *Make a prediction. Will they have sex or not?*
- ❖ *What is Bobby likely to say or do? What is Cristina likely to say or do?*
- ❖ *What is Carlos likely to say or do? What is Jenifer likely to say or do?*

After hearing responses, continue the film. When it's over, ask the group if the ending surprised them. Or, was it predictable, given the words they came up with to describe the characters of Bobby and Carlos and their respective relationships? Also ask them to recall how Bobby treated Cristina *after* that night.

Discussion questions to deepen reflection: (PP)

1. *Cristina could have insisted on using a condom and she had one in her purse downstairs. Why didn't she go get it?*

Note: This is a great opportunity to talk about emotional pressure and maturity. Bobby was pressuring her, playing on her insecurities, and she was not confident enough to assert herself. Also, Cristina knew little about what makes a really healthy relationship—and how it takes time to develop. Did she communicate to Bobby what physical intimacy meant to her? Did she even know if she and Bobby were on the same page about what deepening levels of physical intimacy means to each of them? She didn't have a realistic concept of love or knowledge of the parts of genuine intimacy.

2. *Let's say she had gotten the condom and not gotten pregnant. Would all have been good with her heart? Was this the relationship and treatment she envisioned with Bobby?*
3. *What skills and concepts from Love Notes would increase Cristina's relationship smarts?* Ask the group to list them (e.g. knowledge of the love chemicals and the 3-6-9 rule, infatuation vs. love, seven principles of smart relationships, three questions to ask for how healthy the relationship is, the 6-part intimacy framework, knowledge of how many sexually experienced teens report they wish they had waited, 3 sides of real love, the communication skills—especially the *Speaker Listener Technique*).
4. *Cristina is pregnant. Given the pregnancy, how do you think Cristina's life will play out over the next few years? How do you think Bobby's life will play out over the next few years? What challenges will they each face? How will this impact their futures?*
5. *Which of the 7 principles of smart relationships was Bobby violating, big time? (Principle #6: Don't play games, **pressure**, or use someone.)*

Questions



1. Cristina could have insisted on using a condom; she had one in her purse downstairs. Why didn't she go get it?
2. Let's say she had gotten the condom and not gotten pregnant; would all have been good with her heart? Was this the relationship and treatment she envisioned with Bobby?
3. Thinking back before the bedroom scene, what skills and concepts from Love Notes would increase Cristina's relationship smarts?
4. Given the pregnancy, how do you think each of their lives will play out over the next few years?
5. Which of the 7 Principles was Bobby violating, big time?

2. (PP) Then, turn the page and answer the next two questions.

How does your line fit with your values—the meaning you would want for any level of physical intimacy? Consider under what conditions, when, and with whom you would move your line.

3. *The third question asks you to identify the benefits of holding to your line. Are there risks to where you set your line? Describe the risks or benefits of where you set your line. Be as specific as possible about emotional, health, and social benefits or risks.*

❖ *As you consider setting your line, or resetting it for the future, remember what we learned about love chemicals and how they surge strongly in the early months of a relationship and make it easy to slide into risky situations. It's also important to remember that...*

- *8 out of 10 first-time sexual relationships last six months or less.¹²*
- *Hardly anyone regrets waiting on sex, but many wish they'd waited longer.¹³*

❖ *Love Notes is not about telling you when you should or shouldn't have sex. But we do want you to leave here with an understanding of the importance of being deliberate about your personal values, what you want, where you set your line, and how you want to pace it—now or next time.*

❖ *And, we want you to be aware of the risks and benefits of where you set your line and how you pace your relationships.*

Leader Note: Potential troubleshooting on the scale of physical intimacy and oral sex: There may well be some discussion on where oral sex falls on the scale, given the trend among some youth to think of it as no big deal. For all kinds of reasons, we place it next to or in tandem with intercourse. There are several tracks for engaging discussion on this issue if it comes up. One is clearly health. Some teens feel oral sex is a safe alternative to genital intercourse. Point out that any STD a person can get from genital sex, they can get from oral sex. Syphilis, for example, is on the rise due to oral sex, and syphilitic sores in the mouth increases the risk for HIV infection. Millions of teens become infected with STDs, such as HIV, chlamydia, gonorrhea, syphilis, and herpes, each year and oral sex is a route by which teens are becoming infected. Most teens who engage in oral sex are having, or within six months of having, intercourse.¹⁴

More Questions — pg. 35

Values & Pacing: What does each deepening level of physical intimacy mean to you? What does sex mean to you? What is okay to do when, and with whom? Under what conditions, when, would you consider moving your line?

Risks & Benefits: What are the benefits of holding to your line and desired pacing? Are there risks to where you set your line, like pregnancy/STDs? Describe the risks or benefits of where you set your line.

➡ In a relationship? Have you talked to your partner about this?
Yes ___ No ___

The University of California-San Francisco study of 9th and 10th graders who were followed for two years, revealed that girls who engaged in oral sex were more likely than boys to feel badly about themselves and to feel used.¹⁵ Boys were more likely to say that it made them feel self-confident and popular.¹⁶

Another avenue of discussion is within the emotional realm. Many adults consider oral sex to be a deeper level of physical intimacy, if not even deeper than genital intercourse. You might ask why it appears that girls are more likely to engage casually in giving oral sex to guys than vice versa. Ask these provocative questions: Who has the power? Who cares about whose feelings? What does a casual attitude about oral sex say about emotional safety, one's heart; about intimacy, givers and takers, and the bar of respect?

Trusted Adult Connection

(PP) Pass out the *Trusted Adult Connection—Intimacy & Sexual Decisions*, Resource 11c (pg. 273).

Ask your trusted adult to read the six (6) connections that build intimacy on pg. 32 of your workbook. Then ask them to read the story of Ebony, pg. 32.

Together discuss the 6 dimensions of intimacy and the story of Ebony.

Then ask your TA for their thoughts on the benefits for Ebony by deciding to leave sex out of her high school relationships.

Ask him or her to sign and return for credit.

Trusted Adult Connection

- Ask your trusted adult to read about the connections that build intimacy on p. 32 of your workbook and then the story of Ebony.
- Together discuss the 6 dimensions of intimacy and the story of Ebony.
- Ask your TA for their thoughts about the benefits for Ebony by deciding to leave sex out of her high school relationships.

Notes

- ¹ 63% of births to mothers age 20-24 are non-marital. National Center for Health Statistics 2015. Also see Child Trends Databank Indicator, “Births to Unmarried Mothers” Dec. 2015.
- ² In M. Carlson & P. England (eds.), *Changing Families in an Unequal Society*. “Unplanned Pregnancy and Family Turmoil,” Science Says Brief #34 (April 2008) from the National Campaign to Prevent Teen and Unplanned Pregnancy. Terry-Humen, E., Manlove, J., & Moore, K.A. *Playing Catch-Up: How Children Born to Teen Mothers Fare* (January 2005) a joint publication of Child Trends and The National Campaign to Prevent Teen and Unplanned Pregnancy. See also *Fragile Family and Child Wellbeing Briefs*, A Joint Project of Princeton and Columbia University.
- ³ Ibid.
- ⁴ *In the Fog Zone: How Misperceptions, Magical Thinking, and Ambivalence Put Young Adults at Risk for Unplanned Pregnancy*, a Report by the National Campaign to Prevent Teen and Unplanned Pregnancy. December 15, 2009. Download at: thenationalcampaign.org/resource/fog-zone
- ⁵ See “Health Risks Among Sexual Minority Youth,” Centers for Disease Control and Prevention (August 2016), www.cdc.gov/healthyyouth/disparities/smy.htm; CDC Morbidity and Mortality Weekly Report, “Sexual Identity, Sex of Sexual Contacts, Health-related Behaviors Among Students Grades 9-12 2015.” www.cdc.gov/mmwr/volumes/65/ss/ss6509a1.htm. Accessed: Centers for Disease Control and Prevention MMWR. August 12, 2016 <http://www.cdc.gov/mmwr/volumes/65/ss/pdfs/ss6509.pdf>. Also see Centers for Disease Control and Prevention MMWR. (2018). *Youth risk behavior surveillance—United States, 2017*. Retrieved from <https://www.cdc.gov/healthyyouth/data/yrbs/pdf/2017/ss6708.pdf>
- ⁶ CDC 2015 STD Surveillance Report Press Release, October 19, 2016, <http://www.cdc.gov/nchhstp/newsroom/2016/std-surveillance-report-2015-press-release.html>; and CDC Fact Sheet: Reported STDs in the U.S. 2015 National Data for Chlamydia, Gonorrhea and Syphilis, <http://www.cdc.gov/nchhstp/newsroom/docs/factsheets/std-trends-508.pdf>
- ⁷ *With One Voice*, Surveys conducted by The National Campaign to Prevent Teen and Unplanned Pregnancy (now titled Campaign to Prevent Unplanned Pregnancy—Power to Decide).
- ⁸ Survey conducted by this author of 300 18-26-year-olds at a mid-western technical college revealed that the overwhelming majority of females wanted sex to mean something and that the hook-up scene was ultimately disappointing even though many engaged in it; Owen, J., Rhoades, G.K., Stanley, S. & Fincham, F. “Young adult experiences with “hooking up”: The role of gender, ethnicity and alcohol” in *Archives of Sexual Behavior* (summer 2008). Stepp,

L.S. (2007) *Hooking Up: How Young Women Pursue Sex, Delay Love and Lose at Both*, Riverhead Books, a member of Penguin Books; Regnerus, Mark 2017. *Cheap Sex*. Oxford University Press; Regnerus, M. and Uecker, J. (2011) *Pre-marital Sex in America: How Young Americans Meet, Mate and Think about Marriage*, Oxford University Press. Also see "What's Lust Got to Do About It" *New York Times Opinion*, Maureen Dowd, April 7, 2018.

- ⁹ The National Sex Survey was carried out by Edward Laumann and his colleagues at the University of Chicago based on interviews with a nationally representative sample of 3,500 American adults who were asked about sexual behaviors, fantasies, ideals, preferences, and satisfaction. A second major study, conducted by psychologists Scott Stanley and Howard Markman (University of Denver) interviewed 1,000 American adults, asking them about sex.
- ¹⁰ Waite, L.J. & Joyner, K. (2001) "Emotional Satisfaction and Physical Pleasure in Sexual Unions: Time Horizon, Sexual Investment, and Sexual Exclusivity" *Journal of Marriage and the Family*, 63, 247-264; also see chapter six in Waite, L., & Gallagher, M. *The Case for Marriage* (2000) Doubleday, New York.
- ¹¹ See footnote 9.
- ¹² *Child Trends*. Research brief: "First Time: Characteristics of Teens' First Sexual Relationships." 2003. childtrends.org
- ¹³ Survey by The National Campaign, *With One Voice*. Also see *This is My Reality: The Price of Sex*. Report based on 40 focus groups of low-income urban Black teens in ten cities. MEE Productions. Low-income urban Black teens interviewed for this report revealed many males had respect for girls that maintained their virginity. Many sexually experienced girls reported that they wished they had waited. For full report go to meeproductions.com Summary report available from The National Campaign to Prevent Teen and Unplanned Pregnancy.
- ¹⁴ Guttmacher Institute Report, 2008.
- ¹⁵ Brady, S. and Halpern-Felsher, B.L. "Adolescents' Reported Consequences of Having Oral Sex Versus Vaginal Sex", *Pediatrics*, Feb 2007; 119: 229 - 236. Researchers at University of San Francisco conducted a study of 600 9th and 10th graders in California high schools and found that girls engaging in oral sex felt badly and used afterwards. See also Wave II data from the National Longitudinal Survey of Adolescent Health (ADD Health Study) has found sexually active teens to have significantly higher rates of depression and suicide.
- ¹⁶ *Ibid.*

Reflections

That's a shame!
 Ho on the street, skirt up to her butt
 Selling herself for next month's rent...
 Suddenly as I point my finger at her,
 I notice that there are three, pointed back at me.
 And her life, her life becomes a mirror
 Reflecting the ever so blemished image of, me.
 And I'm forced to asked myself,
 "Am I any different than she?"
 Because as the truth is revealed, it becomes clear to me...
 That I'm on the market too,
 But you purchase my goods through a different venue.
 See, if you will tell me that I'm beautiful, I'll do anything!
 I'll cook, I'll clean and I'll even give you some if you ask me to.
 Because I need to hear you say those words.
 I need to hear you say it!
 Tell me that, I'm beautiful.
 Even if it's just a scheme to get with me.
 You see, cause my daddy never told me
 And my momma, she never really showed me, how to just... be.
 So I learned from the chicks on T.V.
 That if you're going to be what's hot,
 You gotta shake what you got, but you can't stop there.
 Because I remember when I was 13,
 Big Sammie told me that if I wouldn't give up the sex,
 He'd just go to the next,
 So I tried to convince him that I was the best!
 I gave him my precious diamond,
 But after that, he treated it like coal.
 He penetrated my body so deep,
 That he punctured my soul
 And now the wound runs deep.
 You see, cause my daddy never really told me
 And my momma, she never really showed me, how to just be!
 So I learned that in order to be loved, you had to do.
 So I did...
 Every man that would tell me those sweet words I longed to hear.
 "You're beautiful."
 Now, after 3 kids later and an itch that the doctor says is here to stay,
 After countless encounters behind those magic words, "You're beautiful..."
 I stand here on the street, beholding myself in the face of a prostitute,
 Selling her body for change and I my soul for mere sayings.
 I try to break away from my reflection, but in that truth I find liberty,
 And I'm forced to go deeper and finally I begin to see,
 That the love and affection I long to feel will only become real
 As I continue into that perfect law of liberty and begin to see God in me.
 It is then and only then that I will become free,
 From the bondage of those who never loved me.

—angela mallett—

RESOURCE 11c

Trusted Adult Connection—Intimacy & Sexual Decisions

Ask your trusted adult to read about the connections that build intimacy on pg. 32 of your workbook. Then ask them to read the story of Ebony, pg. 32.

Together discuss these dimensions of intimacy and the story of Ebony.

TA: Please relay your thoughts on the benefits for Ebony of deciding to leave sex out of her high school relationships.

Signature: _____

-----cut line-----

RESOURCE 11c

Trusted Adult Connection—Intimacy & Sexual Decisions

Ask your trusted adult to read about the connections that build intimacy on pg. 32 of your workbook. Then ask them to read the story of Ebony, pg. 32.

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