



HEALTHY CHOICES, HOPEFUL FUTURES

# A PARENTS GUIDE TO AWARE

HIGH SCHOOL

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# HIGH SCHOOL AWARE PRESENTATION

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## *Introduction*

Parents, Grandparents, and Caregivers,

Thank you for allowing us to step into the lives of your children and educate them on the subject that is oftentimes easier to avoid than to discuss.

We're thrilled to have the opportunity to educate, equip, and encourage your child to think and plan for a healthy future. We look around today and see that our youth are suffering not just from the physical consequences of sex (although those are very real), but also from the mental and emotional scars inflicted by a culture that encourages early sexual behavior.

Through the AWARE program, we aim to empower your child with the knowledge and skills they need to make healthy choices for a hopeful future. At the same time, we know that your involvement is key to their success.

Because of that, we made this guide as an overview of what your child is learning in AWARE, and to provide you with tools to continue the conversation at home. Your role is crucial!

Sincerely,

Connie Peacock  
AWARE Program Coordinator  
aware@life-options.org



DAY ONE

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# CHOICES, GOALS, MATURITY, SEXUAL PROGRESSION

# HIGH SCHOOL AWARE PRESENTATION

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## *Day 1: Choices, Goals, Maturity, & Sexual Progression*

The first day we talk about how choices are a central element to life, and each choice has a consequence, positive or negative. There is a video of a mouse named Raymond who made a choice that had a consequence he was able to avoid, and a consequence that he didn't see and burned him in the end.

All students write down their 5 and 10 year goals, and we discuss them. We talk about how the little choices we make add up to help us reach our bigger goals, and that we need to develop maturity and character to achieve our goals.

We then talk about one choice they each get to make: the choice to be sexually active as a teen or not. We present the idea of sexual integrity & abstinence. A fictional couple's relationship is examined as they progress through the boundaries that can lead to sexual activity.

### **QUESTIONS TO TALK ABOUT:**

- What values do our family see as important in considering our goals?
  - What lessons have we learned in life that could help us make better choices for our future?
  - Where should we set our physical boundaries in relationships?
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DAY TWO

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SEX & THE BRAIN,  
POSSIBLE RESULTS OF  
SEXUAL ACTIVITY,  
CONDITIONING & PORN.

# HIGH SCHOOL AWARE PRESENTATION

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## *Day 2: Sex & The Brain, Possible Results of Sex, & Porn*

The second day we talk about the neuro hormones that are released in sexual activity and how this affects us emotionally. We discuss healthy boundaries and the possible physical and emotional results that can happen when we choose to be sexually active, including STI's, pregnancy, and emotional effects.

We play a dice game that illustrates the risks associated with sexual activity, and we emphasize the choice of sexual integrity as our safest possible choice.

Our focus then shifts to how we can be conditioned by visual imprinting and pornography. We show a fun video from "The Office" where Jim conditions Dwight to associate a mint with the sound of the computer. Then we play games that show how our brains can play tricks on us. We discuss the ways pornography affects our brain, relationships and communities. We end by offering the students the opportunity to choose sexual integrity today, regardless of their past.

### **QUESTIONS TO TALK ABOUT:**

- Who do we know who has gone through some tough results of sexual activity, and how did it change their lives?
  - How might early sexual activity influence your ability to achieve your goals in life?
  - Talk about what stands out most to you about today's lesson.
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DAY THREE

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# CHARACTERISTICS OF HEALTHY & UNHEALTHY RELATIONSHIPS, REAL INTIMACY



# HIGH SCHOOL AWARE PRESENTATION

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## *Day 3: Healthy & Unhealthy Relationships, Intimacy*

We play a game by reading a fictional couple's thoughts on their wedding day as they remember their past relationships. Students are given cards with the name of past partners and they come up as the name is read. They see how many past relationships each person had, and discuss how it might affect their marriage now.

Then, we discuss building healthy relationships. We contrast love and infatuation. We talk about the characteristics of a healthy relationship as well as unhealthy relationship patterns. We discuss questions that students need to ask before sexting (sending or receiving nude images), and show a video about how sexting can have huge consequences.

We talk about what true intimacy is and how it progresses. We discuss the importance of focusing a relationship on friendship, and how sexual activity can stunt intimacy. Finally, we talk about the benefits of marriage, and how marriage is the safest place for sex. Students are challenged to make healthy choices for their future, for their children, and for themselves.

### **QUESTIONS TO TALK ABOUT:**

- Why should we value ourselves?
  - What kind of relationships do we want for our futures?
  - Tell me about some of the relationships you've observed in your life and why they are positive or negative.
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## HEALTHY CHOICES, HOPEFUL FUTURES

The conversation doesn't stop here! You are the person that inspires your child to make healthy choices, and you play a crucial role in their future.

Nearly 9 in 10 (87%) young people say it would be much easier for them to delay sexual activity if they have open, honest conversations about this topic with their parents. Statistically, parents have more influence on teens sexual choices than peers, media, or teachers.

Be encouraged! YOU can be the change!

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