



HEALTHY CHOICES, HOPEFUL FUTURES

A PARENTS GUIDE TO AWARE

HIGH SCHOOL

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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
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DAY ONE

CHOICES, GOALS, MATURITY, SEXUAL PROGRESSION

HIGH SCHOOL AWARE PRESENTATION

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

The first day we talk about how choices are a central element to life, and how every choice we make has consequences both good and bad. There is a video of a mouse named Raymond who made a choice that had a consequences, one that he was able to avoid, and one 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 talk about a choice teens get to make, whether or not to be sexually active. 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

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

HIGH SCHOOL AWARE PRESENTATION

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

The second day we talk about the slowly maturing pre-frontal cortex of the brain and how that impacts teens' decision making. We also talk about how neuro hormones wire the brain during sexual activity, as well as the possible physical and emotional results that can happen when teens are sexually active.

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 for the whole person.

In some schools we talk about contraception methods: how they work and how effective they are or aren't at protecting from STD's and pregnancy.

We then shift focus to how we can be conditioned by visual imprinting & pornography. We show a fun clip from "The Office" where Jim conditions Dwight to associate a mint with the sound of the computer. We play games that show how our brains can play tricks on us. Finally, we discuss how porn affects our brain, relationships and communities.

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

CHARACTERISTICS OF HEALTHY & UNHEALTHY RELATIONSHIPS, REAL INTIMACY

HIGH SCHOOL AWARE PRESENTATION

Day 3: Healthy & Unhealthy Relationships, Intimacy

We play a game called the Crowded Bed where we read through a fictional couple's thoughts on their wedding day as they remember all their past relationships. Students are given cards with the name of the couple's past partners and they come up as the name is read. They see how many people each person had a relationship with and how it affects their future relationship.

Then, we contrast love and infatuation. We talk about the characteristics of a healthy relationship as well as unhealthy relationship patterns. Students are given questions to ask themselves before choosing to send or receive nude images via messaging. A couple of videos are shown about how sexting and the internet can have huge consequences.

We talk about what true intimacy is and how it progresses. The focus of the relationship is discussed, 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 choose the best for their future, children, and 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