



# AWARE

Healthy Choices, Hopeful Futures



High School



A Publication of Life Options

Parents, Grandparents, and Caregivers,

Thank you for allowing us to educate your teenager about healthy relationships, safe boundaries, and sexual risk avoidance.

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 risky sexual behaviors (although those are very real), but also from the emotional, intellectual, social, spiritual and financial results of these decisions. Teens need strategies to plan for their future while being aware of cultural influences that model little commitment and unhealthy relationships.

Through the AWARE program, using the Love Notes curriculum, 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.

If you wish to continue the conversation at home, we made this guide as an overview of what your child is learning. They will have prompts they will come to you with after each presentation. We hope these will spark further communication with your child because your role is crucial. Each school district requests different lessons, so ask your student what lessons they are learning each day.

Sincerely,

Connie Peacock  
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# Healthy Relationships

We ask students how they view most relationships these days. They are encouraged to work on being healthy themselves first. They are given a personality profile to see what type of a person they are so they can understand their strengths and weaknesses.

Students identify characteristics that they see in healthy relationships, and list ingredients they hope to see in each stage of a relationship. The emphasis is placed on the foundation being strong, taking time to develop. We then contrast a relationship that starts fast physically with sex which can lead to an unhealthy foundation.

The brain chemistry of love is examined, and how this can cloud the reasoning process in relationships. We use a glass with glitter to explain how it is hard to see warning signs in relationships with these strong feelings blocking our insight. Students are encouraged to wait until these brain chemicals settle to see clearly.



Find out what personality they relate to most and see if they can guess yours. Take the quiz at [personalityanimal.com](http://personalityanimal.com)



1.

# Abuse, Consent, and Refusal Skills



Students are taught what dating violence looks like, the statistics of how common it is, and what the early warning signs are in abusive relationships. They watch a video, "Know the Signs", and are asked to explain which signs they see in the fictional couple.

Sexual assault is explained, and the role consent plays in relationships. Students watch a video, "Tea and Consent", that uses the metaphor of making tea to explain the concept of consent. The influence of drugs and alcohol are discussed as a major factor for risky behaviors and assault, and students are given the opportunity to try on drunk goggles. Students are given some refusal skills to use if they are being pressured to do risky behaviors. The importance of not sharing too intimately on social media is explained. Students watch a video, "Accidental Bully" that shows how an innocent text can turn into a serious situation

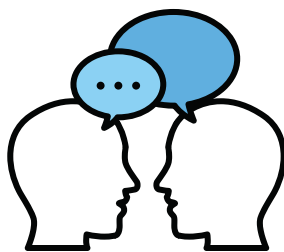


- Read though "Worried About a Friend?" or, "What Does Consent Mean?" and discuss with your teen.
- For help, go to [hotline.rainn.org](http://hotline.rainn.org) to chat or call 800-656-HOPE (4673)

# Intimacy, STDs, and Boundaries

Students talk about how social media can impact the 6 different types of intimacy (physical, verbal, emotional, social, spiritual and commitment). They are encouraged to delay physical intimacy while focusing on the other types of intimacy. The levels of physical intimacy are discussed, and students are encouraged to set safe physical boundaries.

The most common STDs are discussed, and how they are transmitted. Then students watch a video, "Who Do You Know?", and discuss the myths seen in the video. Students play a Kahoot! quiz to learn how HIV is transmitted. Students are encouraged to not have sex as the 100% most effective way to protect them from STDs, pregnancy, or a broken heart.



3.

- Ask your teen what surprised them most about the lesson.
- Look over the STD fact sheet with your teen.

# Contraception



Students start the day by playing a dice game that illustrates the failure rates of condoms. Depending what they roll, they will see different consequences based on typical failure rates. Then they are given information about all the major contraception methods and their typical failure rates. They watch a video, “How Contraception Works”, that explains conception and birth control in further detail. Abstinence is emphasized as the safest and healthiest choice.

The video, “Toothpaste” from Scenarios USA is viewed and discussed. The video contrasts two high school relationships. One couple communicates well, and the girl’s boundaries are respected. In the other relationship, the girl is pressured to lower her boundaries and she is too intimidated to use the condom she purchased. The boy stops talking to the girl and she ends up getting pregnant. We discuss why she made the choice and if her emotions would have been different even if she had used the condom and not gotten pregnant.

Students are taught how brain conditioning and imprinting works and students watch a clip from “The Office” that illustrates it. Some serious facts about pornography are shared with the students.



- Talk to your teen about someone you know who had an unplanned pregnancy and how it changed their life.



# What is Real Love?

Students are given information about the differences between love and infatuation. They play a game where they rate certain qualities as one or the other. We discuss the three sides of love: chemistry, friendship, and trust/commitment.

Seven principles of a smart relationship are shared to help them be aware of these qualities as they develop relationships: 1.) Seek a good match. 2.) Pay attention to values. 3.) Don't try to change a person into someone else. 4.) Don't change yourself just to keep someone's love or friendship. 5.) Expect good communication; willingness to work at it. 6.) Don't play games, be phony, pressure, or use someone. 7.) Expect respect. Have standards for how you will be treated.

A high-risk vs. low-risk decision model is explained to the students to use in relationships, emphasizing slowing a relationship down and taking the time to get to know someone. The study called the Success Sequence is explained to them showing the impact of life milestones, and how delaying having children can set them up for success.



5.

- Tell them which of the 7 Principles for a Smart Relationship are the most important to you.
- Let them know which of the principles would have been useful to you when you were younger.



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%) of 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 are making a difference!



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