



the choice is yours



Curriculum

## Reach 4 Life Curriculum

### Table of Contents

---

R4L Session 1 .....	.2
R4L Session 2 .....	8
R4L Session 3 .....	15
R4L Session 4 .....	23
R4L Session 5 .....	29
R4L Session 6 .....	35

---

**Reach 4 Life Sexual Purity Curriculum**

© 2005 by International Bible Society®

Scripture text from HOLY BIBLE, NEW INTERNATIONAL VERSION® NIV®

© 1973, 1978, 1984 by International Bible Society®

Curriculum by Randy Southern

DVD and Videos produced by DBM Communications, Inc.

[www.dbmcommunications.com](http://www.dbmcommunications.com) / Design by Robert J. Coe

© 2005 by Reach 4 Life

## Session 1: What's My Line?

(What You Need to Know about Sexual Purity)

### Aim

To help students understand that staying sexually pure isn't just a matter of waiting for marriage, it's also a unique opportunity to honor God with your body.

### Scripture

Romans 12:1  
1 Corinthians 6:18  
1 Corinthians 7:32-33  
Ephesians 5:3  
2 Timothy 2:22

### What You'll Need

Masking tape  
Beanbags  
Blindfolds (optional)  
Marbles, bowling balls or some other fast-rolling spheres  
Copies of "Survey Says . . ." (Repro 1)  
Pencils  
Bibles  
Index cards  
Copies of "Taking It Personally" (Repro 2)

### Step 1 Toeing the Line

Begin the session with a beanbag-throwing contest. Rather than rewarding distance and strength, however, this contest will reward precision and restraint. Using masking tape, mark a line on the floor at one end of the playing area. Then mark another line at the opposite end of the room for players to stand behind.

The rules are simple. Each player will try to throw (or slide) a beanbag as close as possible to the line on the opposite end of the room without crossing it. If any part of the beanbag crosses—or even touches—the line, the throw is disqualified. The person whose beanbag stops closest to the line without going over is the winner.

This activity will work on a carpeted surface, but a hardwood floor would be even better. The smoother the floor surface, the better. If you have a large group, you may want to limit each person to only one toss. If you have a small group, you may want to give each player two or three turns. To add an extra element of challenge to the contest, blindfold the contestants so they can't see the line they're throwing toward.

After you declare a winner, announce a second contest. This time, instead of throwing beanbags, players will attempt to roll marbles (or bowling balls or some other fast-rolling spherical object) as close to the line as possible—without touching it or rolling past it. (This is where an extremely smooth surface will come in handy.)

It's likely your players will find this contest more challenging than the first. Pay attention to any comments players make concerning the difficulty of staying behind the line. If appropriate, work their comments into your discussion later in the session.

Use the following questions and comments to introduce the session topic:

**Life is full of lines like the one in our contest. You can't go past them without suffering consequences. For example, if you have an argument with one of your parents or a teacher, there are certain things you can say to make your feelings known. But if you go too far—if you cross the line by saying the wrong thing—you'll pay the price. Maybe with a grounding. Maybe with detention. Or maybe with something a little more painful.**

Ask volunteers to share personal experiences in which they crossed a line—and suffered the consequences for it. Be prepared to share an example of your own to get the discussion rolling.

Continue:

**With some lines, stopping short is easy. You know if you go too far, you'll get into serious trouble. Your fear keeps you in the safe zone. With other lines, though, stopping short can be incredibly difficult.**

Ask students to name some lines they try not to cross. If no one else mentions it, point out the granddaddy of all "lines" for Christian teenagers: the one that determines how far they will go sexually.

---

**Video Drama: Running Time, 4:56 minutes.**

One of the lines that young people cross in our culture is the line of pornography. Using this as an illustration can be especially effective because all young people both male and female face the temptation to look at porn and be impacted by it. Use this video to talk about this problem and how to deal with it. Point out that the only safe way to not get trapped in the web of pornography is simply to stay away from it completely.

Watch the video, by going to the DVD/Rom's R4L Reality Bytes Menu and click on button 1.

---

Distribute copies of "Survey Says . . ." (Repro 1) and pencils. Let students work in small groups to complete the sheet. After a few minutes, ask volunteers to share their responses. Be sure to emphasize that you don't want any names or specific details used in your discussion of sex. Your goal is to get an idea of the sexual culture your students live in—and not to "out" sexual offenders.

Ask:

**Do you notice a difference in attitude between Christian and non-Christian teenagers when it comes to sex?** If no one else mentions it, point out that Christians are more likely to take a conservative attitude toward sex—to draw a line that they refuse to cross in their physical relationships.

**How do Christian teens decide where to draw the line when it comes to physical relationships?** You're not looking for clinical details about what your students believe is okay and not okay for Christians to do, sexually speaking. You want to know where they turn for guidance in making decisions about sex. Some students may turn to their parents. Others may turn to older Christian siblings and friends. Still others may turn to the lyrics of Christian songs. If and when someone mentions the Bible as a place to turn, move on to the next section.

## Step 2

### Teenagers and Christianity and Sex (Oh My!)

Ask volunteers to read the following Bible passages:

- 1 Corinthians 6:18 ("Flee from sexual immorality")
- Ephesians 5:3 ("But among you there must not be even a hint of sexual immorality")

Make the following observation:

**Those are the Bible's words. But what do they mean for you—a Christian teenager trying to be faithful to God in an ultra-sexual culture? Think for a minute about some of the messages you've received from your parents or other Christian leaders about what a Christian should and shouldn't do when it comes to sex.**

Hand out index cards. Ask students to write down as many messages as they can think of. Let students work in small groups, if they prefer. After a few minutes, collect the cards and read some of the messages. Supplement your students' ideas with some of the following suggestions:

- Save yourself for marriage.
  - Just say no.
  - Virgins for Jesus
  - Good girls don't.
  - Abstinence rules.
- 

### Optional Extra

If you have the equipment and time, let students make their own public-service announcements based on messages they've received regarding Christian teens and sex. Divide students into three or four groups. Set up a video camera, gather whatever props you can find, and give the groups a few minutes to brainstorm some script ideas. Encourage students to use humor, but also encourage them to treat the words of Scripture with respect. Give each group a minute or two to perform, while you capture the magic on video.

You'll need to walk a fine line in the discussion that follows. On the one hand, you want students to feel free to share their feelings about the sexual messages they receive. On the other hand, you don't want to sound as though you're discounting or making fun of those points of view.

Use the following questions to guide your discussion:

**What percent of Christian teens would you say wrestle with the pressure people put on them to stay sexually pure?**

**Do you ever feel as though your parents, Sunday school teachers and other married Christian leaders underestimate how tough it**

**is to be a Christian teenager in such a highly sexual time and place? If so, what would you like those people to know?**

**Do you ever get frustrated by what's expected of you as a Christian teenager—especially when it comes to your physical relationships? If so, what causes your frustration?**

Encourage volunteers to respond, but don't put anyone on the spot. Wrap up this section by making the following point:

**Too many people have the wrong idea about God's plan for sex. They see it as one big drag. "Don't do this." "Don't do that." "Don't have fun." "Don't do things that feel good." "Wait until you're old and married." They start to think of themselves as victims, prevented from doing what they want to do by a bunch of religious rules that were written thousands of years ago.**

**And that's a mistake. You see, if you look at only the negative when it comes to God's plan for sex, you'll miss out on the opportunity of a lifetime.**

### Step 3 The Perfect Gift for the God Who Has Everything

Ask two volunteers to read the following passages:

- Romans 12:1 ("Therefore, I urge you, brothers, in view of God's mercy, to offer your bodies as living sacrifices, holy and pleasing to God—this is your spiritual act of worship.")
- 1 Corinthians 7:32-33 ("I would like you to be free from concern. An unmarried man is concerned about the Lord's affairs—how he can please the Lord. But a married man is concerned about the affairs of this world—how he can please his wife.")

Use the following questions and comments to guide your discussion of the passages:

**What is a sacrifice?** As needed, explain that in Old Testament times, people offered sacrifices as a way of showing faithfulness to God. Usually the sacrifice involved an animal—the best sheep in the flock, the best calf in the herd, and so forth. In other words, the person making the sacrifice gave God something that was very valuable to him.

**How can a person's body be a sacrifice?** If no one else mentions it, point out that God doesn't force us to obey his rules or live our lives in a certain

way. He leaves the choice to us. He allows us to decide what we will do with our bodies. If we choose not to indulge in certain things—like sex—as a way of honoring him, it could be considered a sacrifice.

**Why can't a married person make the same kind of sacrifice an unmarried person can make?** If no one else mentions it, explain that a married person has to be concerned about pleasing his or her spouse, and can't offer the kind of single-minded devotion that an unmarried person can. What's more, 1 Corinthians 7:1-5 commands spouses not to withhold sex from each other, so a married person can't sacrifice his or her sexual desire to God.

**Look at the words "pleasing to God" in Romans 12:1 again. How does it make you feel to know that you have the potential to please God. We're not talking about obeying him or staying on his good side. We're talking about actually making him happy—bringing a smile to his face—with the way you choose to live. How does that possibility affect your decision making when it comes to sex?**

### Optional Extra

If you have some extra time to fill, distribute paper and pencils and give students one minute to write down as many things as they can think of that God has done—or continues to do—for us. When time's up, ask students to read their lists. If two or more students wrote the same thing, have them cross the item off their lists. After all students have read their lists, the person with the most remaining items on his or her list is the winner. Use the activity to introduce a discussion of how, in light of all that God does for us, we need to take advantage of every opportunity we have to do something for him.

**What might be some of the results of offering your body—complete with its sexual desires—as a living sacrifice to God?** Encourage students to mention both positive and (seemingly) negative consequences. For example, on the positive side, you'll never have to wonder whether the person you're dating is just using you for sex. You may enjoy more meaningful relationships with members of the opposite sex without lust and sex messing things up. On the other hand, you may have to endure taunting from people who don't share your commitment. And you may get ignored by potential dates.

## **Step 4 Action!**

Ask your students to silently consider this question:

**Are you ready to offer your body as a living sacrifice to God?** Some students may be wrestling with guilt as a result of past sexual experiences. Some may assume that because they're not virgins anymore, they're disqualified as potential sacrifices to God. We'll tackle the issues of God's forgiveness and secondary virginity in Session 3. For the purposes of this session, announce that anyone who's serious about offering his or her body as a living sacrifice *today* is eligible, regardless of past experiences. Explain that all that matters to God is what your students do from this point on.

Distribute copies of "Taking It Personally" (Repro 2). Give students a few minutes to read the strategies from *Reach 4 Life* and add their own specific ideas to the sheet. If volunteers are willing to share some of the strategies they wrote down, let them. Otherwise, encourage students to keep the sheets handy, for easy reference.

Close the session in prayer, thanking God for his gift of sexuality and the unique opportunity unmarried people have to honor him with their bodies. Ask him to give your students wisdom and strength as they make tough decisions to guard their sexual purity.

**Survey Says...**

**Repro Sheet 1**

Below are the results of a couple recent polls regarding teenagers and sex. How do those statistics stack up against what you believe is going on at your school and among your friends?

*46% of teenagers in grades 9-12 have had sex.*



What do you think the number is among the kids in your school? (Mark it with a dot on the line.)

What do you think the number is among the Christian teens you know? (Mark it with an "X" on the line.)

*55% of teenage guys surveyed said they wish they had waited longer to have sex.*



What do you think the number is among the guys in your school who've had sex? (Mark it with a dot on the line.)

What do you think the number is among the Christian guys you know who've had sex? (Mark it with an "X" on the line.)

*72% of teenage girls surveyed said they wish they had waited longer to have sex.*



What do you think the number is among the girls in your school who've had sex? (Mark it with a dot on the line.)

What do you think the number is among the Christian girls you know who've had sex? (Mark it with an "X" on the line.)

*37% of teenagers surveyed said their parents are the most influential people in their decisions about sex.*



What do you think the number is among the kids in your school? (Mark it with a dot on the line.)

What do you think the number is among the Christian teens you know? (Mark it with an "X" on the line.)

*78% of teenagers surveyed agreed that teens should not be sexually active.*



What do you think the number is among the kids in your school? (Mark it with a dot on the line.)

What do you think the number is among the Christian teens you know? (Mark it with an "X" on the line.)

*61% of teenagers surveyed said they get information about sex from the media.*



What do you think the number is among the kids in your school? (Mark it with a dot on the line.)

What do you think the number is among the Christian teens you know? (Mark it with an "X" on the line.)

### Taking It Personally

#### Repro Sheet 2:

If you're serious about offering your body to God as a living sacrifice, you're going to face some tempting situations and tough decisions. Here are nine strategies from Reach 4 Life to help you keep your commitment. Under each strategy, write your own ideas about how you can make it work in your life.

1. Admit to yourself that keeping your commitment is going to be tough. Your hormones, images in the media, and pressure from your friends and the people you date will constantly tempt you to end your sacrifice.

*Who or what are the biggest obstacles to your commitment?*

2. Hang out with friends who share your values when it comes to sex. The more you hang out with sexually active people, the more likely you are to follow their example.

*Which of your friends share your values when it comes to sex? Which of your friends definitely don't share your values?*

3. If you go out with someone, make sure he or she shares your values. Speak openly about your plan to save sex for marriage.



*What's the best way to explain your commitment to a person you go out with? When's the best time to do it?*

4. If someone pressures you sexually, end your relationship with him or her. Be brave enough to walk away from even the people you love most.

*What might keep you from ending a relationship with someone who pressures you sexually?*

5. Avoid parties and places where sex is likely to occur.

*Identify three places you need to stay away from.*

6. Stay away from alcohol and drugs, which can lower your resistance to sex.

*What will you say the next time someone offers you a beer or a joint?*

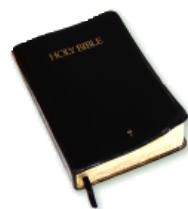


7. Don't let the media influence your sexual feelings. Stop listening to sexually charged music. Stop watching TV shows and movies that fire up your sexual feelings.

*List at least three songs, three TV shows and three DVDs you need to stay away from because of their sexual content.*

8. Start spending regular time in God's Word.

*Write down three questions you'd like biblical answers to.*



9. Enlist the help of a trusted mature believer whose opinion you respect.

*Who's the best person for that job in your life right now?*

## Session 2: One Thing Leads to Another

(What You Need to Know about God's Plan for Sex)

### Aim

To help students understand that God's plan for sex is all about ultimate pleasure and fulfillment—not frustration—and that people who choose to ignore his plan will suffer consequences.

### Scripture

Genesis 2:24  
Jeremiah 7:23  
1 Corinthians 7:2  
Galatians 6:7-9

### What You'll Need

Dominoes—lots and lots of dominoes  
Copies of "Domino Effect" (Repro 3)  
Pencils  
Bibles  
Copies of "What Do You Know?" (Repro 4)  
Chalkboard or dry erase board

### Step 1 Chain Reaction

Kick off the session with a domino competition. Divide the group into teams. Give each team a generous supply of dominoes. Announce that the teams have ten minutes to create the longest or most elaborate domino chains possible. When time's up, have each team set off its chain.

Recruit volunteer workers (or unsuspecting passers-by) to serve as judges for the competition. Encourage them to award points based on the length of time it takes each chain to run its course, the creativity of the chain design, the number of attempts required to knock down all dominoes in a chain, or any other criteria you can think of.

After all the chains have been toppled, add up the scores and congratulate the winning team. Introduce the session topic by pointing out that a domino chain is an example of "cause and effect." One action—one domino toppling onto another—triggers another action. That, in turn, triggers another action and so on and so on.

Here's another option for kicking off this session. You may have heard about sport stacking with Speed Stacks®. It's a new sport that is catching on across the country. Described simply, it is a contest to stack specially designed sport stacking cups (called "Speed Stacks") in pyramid patterns as quickly as possible. In the course of stacking, often the participants miss or "fumble" and their pyramid falls. Before continuing, they have to fix what has

fallen. It's another example of "cause and effect." One fumble triggers the action of fixing the fumble before the contest can continue. Sport stacking competitions using Speed Stacks® involve all age levels so you can take a look and decide if you think it will work in your group.

If you would like to explore this option go to [www.speedstacks.com](http://www.speedstacks.com) or call Speed Stacks, Inc. toll-free at 1-877-468-2877. (Be sure to request the brochure that explains the spiritual application of "fumbling.") Please mention that you learned about this option in the Reach 4 Life curriculum. (By the way, Speed Stacks, Inc. believes in Reach 4 Life and has made a donation to support the distribution of R4L books in Africa.)

### Step 2 The Truth about Consequences

(If you choose to use the sport stacking option with Speed Stacks®, you will need to make appropriate adjustments to the rest of the exercise.)

Distribute copies of "Domino Effect" (Repro 3) and pencils. Let students work in small groups to complete the sheet. When everyone is finished, ask volunteers to share their "chain reaction" scenarios. Discuss as a group the cause-and-effect principles at work in each one.

Ask volunteers to share personal experiences in which a decision or action caused a chain reaction of consequences—either positive or negative. Be prepared to share an experience of your own.

Afterward, point out that one thing that always has consequences is sex. Depending on the circumstances, sometimes those consequences are good and sometimes they're bad. When a person's sexual decisions follow God's plan, the ultimate payoff is incredible. When a person's sexual decisions ignore God's plan, things can turn bad in a hurry.

Ask two volunteers to read the following passages:

- Genesis 2:24 ("For this reason a man will leave his father and mother and be united to his wife, and they will become one flesh")
- 1 Corinthians 7:2 ("Each man should have his own wife, and each wife her own husband")

Use the following questions and comments to guide your discussion of the passages:

**Based on the information in these passages—and everything you've been taught by your parents and other Christian leaders—what, exactly, is God's plan for sex?** If no one else mentions it, point out that God designed sexual intimacy to be experienced in a marriage relationship. His ideal is for sex to be shared exclusively by a husband and wife.

**How popular is God's plan for sex in our culture today?** Students will likely point out that people who save themselves for marriage are often stereotyped as repressed religious freaks. However, if no one else mentions it, point out that recent surveys indicate that the most sexually active—and sexually satisfied—people in our society are monogamous married couples.

Ask volunteers to read the following passages:

- Jeremiah 7:23 ("Walk in all the ways I command you, that it may go well with you")
- Galatians 6:7-9 ("A man reaps what he sows. The one who sows to please his sinful nature, from that nature will reap destruction. . . . Let us not become weary in doing good, for at the proper time we will reap a harvest if we do not give up.")

Use the following questions and comments to guide your discussion of the passages:

**What is God's attitude toward obedience?** If no one else mentions it, point out that God rewards obedience—in a big way.

**Some people accuse God of being unloving or uncaring because he allows bad things to happen to people. Based on the passages we just read, how would you respond to those**

**accusations?** If no one else mentions it, point out that God has given us very clear directions about what we should and shouldn't do. He promises that if we follow his plan, things will go well for us. On the other hand, he warns that if we choose to ignore his plan, negative consequences will result—painful, life-changing consequences. So the choice is ours. We reap what we sow.

### Video Drama 2: Running Time, 3:16 minutes.

After having a conversation with your students about how they feel when they are stereotyped for saving themselves for marriage throw in this video. Based on the Reality Byte "Singleness: is it an option?" (page 507 of your Reach 4 Life book) this video will help your students learn how to deal with the pressures and learn the benefits of staying single and enjoying their youth.

**2** Watch the video, by going to the DVD/Rom's R4L Reality Bytes Menu and click on button 2.

### Optional Extra

Divide the group into teams of three or four for a game called Map Quest. Give each team an atlas or road map. The rules of the game are simple. You'll call out the names of two cities or towns. The teams will then try to trace a route from one city to the other. The team that comes up with the correct driving instructions first gets a point. The team with the most points at the end of the game wins.

Segue into the session topic by pointing out that having a map is no guarantee that you'll find your way from one place to another. You have to follow its instructions. If you're trying to get from Indianapolis to Dallas and you head north, you can't blame the mapmaker when you get lost. Likewise, when we have God's instructions in front of us in the Bible, we can't blame him for the consequences we experience if we choose not to obey him.

### Step 3 The Dark Side

Introduce one more scenario like the ones on Repro 3:

**Liam knows God's plan for sex. But while at a party he gets drunk and ducks into a bedroom with a girl he's never met before.**

Let your students take the story from there—in a non-graphic way, of course. Encourage them to brainstorm some true-to-life scenarios that could occur as a result of Liam’s actions. Make a list of your students’ responses. It’s likely they will include one or more of the following consequences:

- unwanted pregnancy
- ruined reputation
- guilt
- shame
- broken relationship
- abortion
- sexually transmitted infection (or disease)

After your students have finished their scenarios, ask:

**How many of you know someone who's experienced a negative consequence as a result of having had sex?** Encourage students to use generalities in this discussion. Emphasize that you don't want to hear names or specific details that might identify the people they're talking about. Be prepared to share an example of your own.

Point out that many people are unaware of just how many negative consequences there are when it comes to premarital sex. Or how serious many of those consequences are. Distribute copies of "What Do You Know?" (Repro 4). Let students work in small groups to complete the sheet. When everyone is finished, work through the questions one at a time and ask volunteers to share their responses.

Here are the questions and correct answers. Use the information in parentheses to supplement your discussion, as needed.

1. *Statistics show that more than half of all people will have an STD or STI at some point in their lives.* (True—which makes them the majority)
2. *Nine percent of girls ages 15-19 who have sexual intercourse become pregnant.* (False—the actual percentage is more than twice that number: 19%).
3. *Less than 10% of teenage mothers have a second child within two years of their first.* (False—in truth, 25% of teenage mothers have a second child within 2 years of their first.)
4. *More than 65 million people living in the United States have an STD or STI.* (True)
5. *Research indicates that almost 75% percent of the people who have genital herpes (a lifelong STI) don't know they*

*have it.* (False—actually 90% of the people with genital herpes don't realize they have it. That means they can pass it on to other people without realizing it. That might explain why experts estimate that as many as 25% of all Americans have genital herpes—and why as many as 40% of all American men and 50% of all American women will be infected by 2025.)

6. *Sexually active teenagers have a higher rate of gonorrhea infection than do sexually active men and women ages 20-44.* (True)
7. *Each year one in ten teenagers contracts an STD or STI.* (False—the figure is actually one in four teens. So anyone who chooses to have sex as a teenager faces a one-in-four chance that his or her partner might be infected. Those are worse odds than Russian roulette, by the way.)
8. *Roughly 40% of all teen pregnancies are terminated through abortion.* (True)
9. *The human papilloma virus (HPV), an extremely common STD, kills more people than AIDS does.* (True—HPV causes cancer of the genitalia, including cervical cancer in women, which accounts for its many fatalities.)
10. *All STDs and STIs have obvious symptoms.* (False—some types of HPV, for example, have no symptoms. That's one of the things that makes them dangerous.)
11. *Half of all people who get infected by HIV this year will be under the age of 25.* (True—the numbers in Africa are especially alarming.)
12. *Chlamydia, the most common STD in the United States, can seriously damage a woman's ability to have children.* (True—so a disease that may seem like a minor inconvenience now could turn out to cause tremendous damage in a young woman's life.)
13. *Prior to 1960, there were only two significant sexually transmitted diseases.* (True—syphilis and gonorrhea were the only STDs people had to be concerned with. And both of them were curable.)
14. *Today there are 15 known STDs and STIs.* (False—there are more than 25 different STDs and STIs, some of which have many different strains.)
15. *Research indicates that one out of every two sexually active persons will contract an STD or STI by age 35.* (False—the news is even worse than that. One out of every two sexually active persons will contract an STD or STI by age 25.)

## Step 4

### Now for the Good News

Ask:

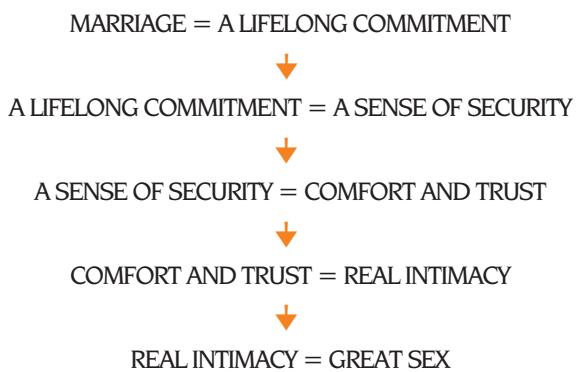
**Where did the pleasure zones in our bodies—the ones that allow us to enjoy the physical sensations of sex—come from?** The obvious answer is, God created them.

**What does that tell you about God?** If no one else mentions it, suggest that God is a bigger advocate of sex than even Hugh Hefner. He created us the way we are because he wants us to enjoy sex.

#### Name three people who are wiser than God.

Obviously your students will recognize a loaded question when they hear it. Help them make the connection between God's wisdom and ideal sexual enjoyment. Point out that as Creator, God knows more about sexual fulfillment than anyone else. Therefore, it makes logical sense to follow his blueprint for sex.

On a chalkboard or dry erase board, write the following flow chart:



To save some time, you could write the flow chart on a poster board before the session.

Use the following comments to supplement your discussion of God's ideal plan for sexual fulfillment and pleasure:

- Obviously, with divorce rates being what they are, marriage is no guarantee of a lifelong commitment. But it is the closest thing to a guarantee we have in our culture today. In a marriage ceremony, a couple takes a vow—in front of God, family, and friends—to give themselves completely to each other. Anyone who's unwilling—or legally unable—to make that vow isn't ready for sex, according to God.
- Obviously, with divorce rates being what they are, marriage is no guarantee of a lifelong commitment. But it is the closest thing to a guarantee we have in our culture today. In a marriage ceremony, a couple takes a vow—in front of God, family, and friends—to

to give themselves completely to each other. Anyone who's unwilling—or legally unable—to make that vow isn't ready for sex, according to God.

- If you have confidence that your partner isn't going to get tired of you and leave, you can open up and be yourself. The more trust and comfort you have with your partner, the more you're able to enjoy physical intimacy with him or her.
- A husband and wife who've never had sex with anyone before don't have to worry about being compared to past lovers. That lessens feelings of self-consciousness, which increases sexual enjoyment.

Before you wrap up the session, read the following testimony from *Reach 4 Life*:

God loves and values me. I have a special purpose on this planet. And somewhere out there, there's a girl that I want to spend my life with. I can do it differently than my parents did. I can have a marriage that is based on love, trust, respect, friendship and commitment. We can experience life—together.

On my wedding day I would like to give her a gift—my sexual innocence and purity! That will be my way of saying, "Baby, I love you so much that I loved you even before I met you—by saving myself and my sexual passions just for you."

I dream of a wedding night where our bodies will echo the commitment we make in the wedding ceremony. I dream of having a life-long adventure of sexual closeness which won't be ruined by the memories of other sex partners. Besides, research promises that the safest, best and most regular sex happens in a marriage where two people love each other. I want this. I choose this."

Ask students to silently reflect on these questions:

- What would you like to offer your spouse on your wedding night?
- How many convincing reasons can you name for having sex before you're married? How does that list compare with your list of convincing reasons to save sex for marriage?
- What would you say to a friend who's thinking about giving in to his or her sexual desires for the first time?

Close the session in prayer, thanking God for creating us in a way that allows us to enjoy sex. Ask him to give comfort and healing to students who've already experienced the negative consequences of sex outside of marriage. Ask him to give strength and wisdom to students who are committed to following his blueprint for sex.

### **Domino Effect**

Repro Sheet 3

Choose one of the following scenarios, read it, and then come up with three "chain reaction" scenarios (good or bad) that could result from it. Here's a sample to give you an idea of what we're looking for.

#### **Sample Scenario**

During English class, Marcus tells Mike that he saw Mike's girlfriend at a movie Saturday night. And that she wasn't alone. And that she was making out with a guy who was wearing a football letter jacket.



Mike lets his jealousy get the better of him and confronts his girlfriend at lunch. Things get heated when she says she didn't go to a movie on Saturday and Mike calls her a liar.



Mike's girlfriend tells him she's had enough of his jealousy and breaks up with him.



Marcus starts dating Mike's ex-girlfriend.

#### **Scenario 1**

Natalie and Sofia have been best friends since fourth grade. Natalie has always liked to party, but lately things are getting out of control. Natalie came to school high three times last week. Sofia's pretty sure Natalie needs help, but she doesn't want to risk their friendship by telling anyone.



---

---

---

---



---

---

---

---



---

---

---

---

**Scenario 2**

A guest speaker talked to Ramon's youth group about the AIDS crisis in Africa. Afterward, Ramon volunteered to organize a car wash to raise money for an orphanage in South Africa.



---

---

---

---



---

---

---

---



---

---

---

---

**Scenario 3**

Charlotte's boyfriend—the guy she's been dating since she was a sophomore—breaks up with her three weeks before senior prom. Charlotte is devastated. Almost everyone she knows already has a date for prom. Her friends encourage her to go by herself and hang out with them, but Charlotte's not sure.



---

---

---

---



---

---

---

---



---

---

---

---

### **What Do You Know?**

#### *Repro Sheet 4*

How much do you know about STIs (sexually transmitted infections), STDs (sexually transmitted diseases) and other negative consequences of having sex outside of marriage? Here's a chance to test your knowledge in everybody's favorite way—a true-false pop quiz.

1. Statistics show that more than half of all people will have an STD or STI at some point in their lives. T F
2. Nine percent of girls ages 15-19 who have sexual intercourse become pregnant. T F
3. Less than 10% of teenage mothers have a second child within two years of their first. T F
4. More than 65 million people living in the Untied States have an STD or STI. T F
5. Research indicates that almost 75% percent of the people who have genital herpes (a lifelong STI) don't know they have it. T F
6. Sexually active teenagers have a higher rate of gonorrhea infection than do sexually active men and women ages 20-44. T F
7. Each year one in ten teens contracts and STD or STI. T F
8. Roughly 40% of all teen pregnancies are terminated through abortion. T F
9. The human papilloma virus (HPV), an extremely common STD, kills more people than AIDS does. T F
10. All STDs and STIs have obvious symptoms. T F
11. Half of the people who get infected by HIV this year will be under the age of 25. T F
12. Chlamydia, the most common STD in the United States, can seriously damage a woman's ability to have children. T F
13. Prior to 1960, there were only two significant sexually transmitted diseases: syphilis and gonorrhea. T F
14. Today there are 15 known STDs and STIs. T F
15. Research indicates that one out of every two sexually active persons will contract an STD or STI by age 35. T

## Session 3: The God of Second Chances

What You Need to Know about God's Forgiveness)

### Aim

To help students understand that God will forgive and forget any sin they're truly sorry for, but he will not take away the consequences of sin.

### Scripture

Exodus 3:1-20  
Numbers 20:1-13  
1 Samuel 16:1-13  
2 Samuel 11:1-27; 12:13-20, 24-25  
Psalm 103:12  
Jonah 1:1-17; 3:1-10  
Luke 5:1-11; 22:54-62

John 21:15-19

2 Corinthians 7:10

Hebrews 8:12; 11:23-29

1 John 1:9

### What You'll Need

Deck of cards  
Prize (optional)  
Bibles  
Copies of "Do Overs" (Repro 5)  
Pencils  
Index cards  
Copies of "You Must Remember This" (Repro 6)

### Step 1

#### Memory Challenge

Kick off the session with one or more of the following memory games:

#### Concentration

All you need for this game is a deck of cards. (If you have a large group, you may want to divide students into smaller groups and give each group its own deck of cards.) Arrange the cards face-down in rows. The players will take turns turning over two cards at a time in an effort to find a match. If a player finds a match, he or she takes the cards. If not, the cards are turned back over—in their original position—and the next player takes a turn.

The key to success in the game is remembering where certain cards are located. The player with the most matches at the end of the game is the winner.

#### Spot the Change

Here's how the game works. You'll choose a contestant to send out of the room. Before that person goes, he or she will be given a chance to study the room and everyone in it. The idea is for the person to remember as many details as possible. After a moment of study time, send the person out.

While he or she is gone, change one thing in the room. For example, you might have two students switch seats or jackets or hats. Or you might have someone put on a pair of glasses. Or you might

untie someone's shoes. Whatever you choose to change, make sure that everyone and everything else in the room remains as it was when the person left. When the person comes back, he or she will have 30 seconds to spot the change.

#### It's All in the Details

Make up a story that contains plenty of details—some of which are important, some of which aren't. Before you tell the story to your group, explain that you'll be giving a quiz afterward to see how much your students remember about it. For extra incentive, you might want to offer a prize to the student who scores highest on the quiz.

As you tell your story, be sure to lay the details on as thick as possible. For example, you might start off a story like this:

On his way home from John J. Jefferson Junior High, Brian Ledbetter, who was better known as "Nitro" to his friends Jarvis, Travis and Erik, because of his obsession with a video game of the same name, spotted some wildflowers growing in the abandoned field owned by Oswald Terhune, who practiced law for the well-known firm of Anderson, Baker & Chavez...

In your quiz, then, you could ask questions such as, **What was the name of Brian's second friend?** The tougher the questions, the more your students will have to rely on their memories.

Regardless of which game or activity you choose, wrap up Step 1 with these questions:

**What are you good at remembering? What do you have trouble remembering?** Encourage several volunteers to respond. Be prepared to share your own memory strengths and weaknesses.

## Step 2 Forget about It

Ask:

**How many of you have ever done something you'd like to forget forever?** Encourage volunteers to share their stories. Emphasize that they should feel free to leave out any embarrassing or incriminating details. Set the tone by sharing a story of your own.

**Is there someone in your life who won't let you forget something you've done—no matter how hard you try?** Don't ask for names or specifics here. Again, you can set the tone with what you choose to share.

**How does it make you feel to have constant reminders of something you'd like to forget?** Encourage volunteers to share honestly here.

**Have you ever been guilty of reminding people of things they'd prefer to forget?** If you've ever been guilty, cop to it.

As you make the transition to Step 3, point out that all of us have done things we regret. We've all made bad decisions—some worse than others.

## Step 3 Forgive and Forget

Use the following comments to introduce the topic of secondary virginity—that is, the opportunity God gives people who've made wrong sexual decisions in the past to start anew:

**Some people have already lost the chance to keep their virginity until marriage. They've made wrong sexual decisions and have suffered the consequences for those decisions. As you can probably imagine, God has some pretty serious things to say to those people in his Word.**

Ask volunteers to read these verses:

- 2 Corinthians 7:10 ("Godly sorrow brings repentance that leads to salvation and leaves no regret")

- 1 John 1:9 ("If we confess our sins, he is faithful and just and will forgive us our sins and purify us from all unrighteousness")
- Hebrews 8:12 ("I will forgive their wickedness and will remember their sins no more")
- Psalm 103:12 ("as far as the east is from the west, so far has he removed our transgressions from us")

Ask:

**How far is the east from the west?** If you have time, ask students brainstorm their own analogies as to how far God removes our confessed sins (or "transgressions") from us. For example, he has removed our sins as far as:

- light is from darkness.
- Hollywood is from heaven.
- the Chicago Cubs are from a World Series championship.

**What do these passages tell us about God?** If no one else mentions it, point out that God is not one to hold a grudge. Forgiveness is a once-and-for-all gift, as far as he's concerned.

**Why do you suppose God said he would forgive all sins except the sexual ones? And why did he say he would only remember the bad things we do with our bodies?** Give students a chance to look at each other questioningly and maybe even refer back to their Bibles. See how long it takes them to spot your trick questions.

Continue:

**The truth is, there are no exceptions to God's promise of forgiveness. There's nothing you can do that's beyond God's ability to forgive. If you're genuinely sorry about what you've done and repent, God will forgive you and forget your sin. That means you can be pure in his eyes again.**

Lest your students get the idea that God's forgiveness gives them a license to sin, throw this question at them:

**What does it mean to repent?** If no one else mentions it, point out that repenting goes beyond simply saying, "I'm sorry." To repent is to feel genuine sorrow and shame for what you've done. To repent is to turn your back on the wrong choices you've made in the past and to commit yourself to making God-pleasing choices in the future.

### **Video Drama: Running Time, 5:00 minutes.**

Based on the Reality Byte, "Starting Over" (page 516 of the Reach 4 Life book) this drama will help make the point that God forgives and your youth can start over. They do not need to be stuck where they are. God's grace is very important for young people to understand on this point. Studies have shown that when kids make a decision to commit to sexual purity until marriage and then fail they tend to really let go and throw off any restraint **unless** they understand God's grace and forgiveness.

**3** Watch the video, by going to the DVD/Rom R4L Reality Bytes Menu and click on button 3.

### **Step 4 Second Chances**

Distribute copies of "Do Overs" (Repro 5) and pencils. Let students work in small groups to complete the sheet. After a few minutes, ask volunteers to share their responses. Use the following information to supplement your discussion of the sheet:

#### Moses

1. *Take a look at Exodus 3:1-20. What golden opportunity was Moses given?* (God chose him to lead the Israelites out of slavery in Egypt.)
2. *Check out Numbers 20:1-13. What terrible decision did Moses make?* (During their journey in the wilderness, the Israelites complained constantly about being hungry and thirsty, even though God provided everything they needed. When the Israelites complained again about being thirsty, God instructed Moses to speak to a rock in the desert so that he [God] could perform a miracle by making water pour from it. Instead, in a moment of frustration, Moses struck the rock with his staff.)
3. *What happened as a result of Moses' sin?* (God took Moses' disobedience very seriously. For his one thoughtless act, Moses was banned from entering the promised land. Ever. Moses was allowed to lead the Israelites the rest of the way there. He was allowed to see the land he'd dreamed of. But he was not allowed to step foot in it.)
4. *Read Hebrews 11:23-29. What is Moses' legacy today?* (He's considered a man of tremendous faith; a man who, with the exception of Jesus, had perhaps a closer relationship with God than any person who ever lived.)

#### David

1. *Check out 1 Samuel 16:1-13. What big chance was David given?* (God chose David to succeed Saul as king of Israel, even though David was a highly unlikely candidate for royalty.)
2. *Read 2 Samuel 11:1-27. How did David get himself in trouble?* (While relaxing on his roof one night, David spotted Bathsheba taking a bath. He liked what he saw, sent for her, and slept with her—even though she was married to Uriah, one of David's most loyal soldiers. When Bathsheba became pregnant, David sent for Uriah, who was busy fighting the Ammonites—as David should have been. David wanted Uriah to come home and sleep with Bathsheba, so that when the baby was born, everyone would believe it was Uriah's. But Uriah refused, out of respect for his fellow soldiers who were still in battle. David got desperate and sent Uriah back to battle. He gave orders to his commanders to put Uriah on the front lines of battle and then pull back the rest of the forces. In other words, he sentenced Uriah to death. After Uriah was killed in battle, David married Bathsheba as quickly as he could to cover up their affair.)

3. *Look at 2 Samuel 12:13-20. What happened as a result of David's sin?* (David's newborn son, the one he conceived in his affair with Bathsheba, died.)
4. *Turn to 2 Samuel 12:24-25. How did God bless David after he repented?* (God blessed David and Bathsheba with another son.)

#### Jonah

1. *Read Jonah 1:1-17. What command did God give Jonah?* (God commanded Jonah to go to the Ninevites, Israel's enemies, and warn them about his impending judgment on the city of Nineveh. God was giving the Ninevites a chance to repent and escape judgment.)
2. *How did Jonah respond to God's direct order?* (Jonah couldn't bear the thought of his mortal enemies repenting of their evil ways and escaping God's judgment. So he did the only thing he could think of to stop that from happening. He hopped a ship bound for Tarshish, which was the opposite direction from Nineveh.)

3. *What happened as a result of Jonah's disobedience?* (God sent a storm to batter Jonah's ship. Jonah realized the storm was part of God's judgment, so he told his shipmates to toss him overboard and let him suffer the consequences of disobeying God. When he hit the water, a giant fish swallowed him. Jonah spent three days in the fish's belly before being vomited onto shore.)
4. *Check out Jonah 3:1-10. What did God do for Jonah after his time in the fish's belly?* (God gave Jonah a second chance to obey him. He again commanded Jonah to go to Nineveh. Jonah took advantage of his second chance and went to Nineveh to preach. The Ninevites listened to him, repented, and temporarily escaped God's judgment.)

### Peter

1. *Turn to Luke 5:1-11. What golden opportunity was Peter given?* (Jesus called Peter to be one of his twelve disciples—to learn from him personally, to witness his miracles, to spend three years in his presence. During that time, Peter became one of Jesus' closest friends.)
2. *Read Luke 22:54-62. What terrible decision did Peter make in a moment of weakness?* (During the Last Supper, in a show of macho confidence, Peter had vowed that he would never desert Jesus, no matter what happened. Jesus burst his bubble by telling him he [Peter] would disown Jesus three times that very night. After Jesus was arrested, Peter tried to blend in with the crowd outside the building where Jesus was being tried. It didn't work. Three times people recognized Peter as one of Jesus' followers. And, in a panic, three times Peter denied it—even going so far as to swear that he didn't know Jesus.)
3. *What happened as a result of Peter's wrong choice?* (Luke 22:61 makes it clear Jesus knew what Peter had done. So Peter's courage failure left the Lord alone—abandoned by his friends just when he needed them most. When Peter realized what he'd done, he was overwhelmed by guilt and shame. His cowardice probably took a tremendous toll on his self image.)
4. *Check out John 21:15-19. What did Jesus want Peter to understand?* (Jesus made it clear that despite Peter's moment of failure, he had big plans for the disciple. Jesus wanted Peter to lead his followers—and help start the Church—after he [Jesus] returned to heaven.)

### Optional Extra

You could extend your discussion of how God uses flawed people as long as your students' attention span will allow. Here are some other Bible characters who committed serious sins and were later forgiven and given a second chance by God:

- Abraham, who claimed his wife was his sister and let her be taken (temporarily) by the Pharaoh of Egypt, in order to save himself (see Genesis 12:10-20)
- Isaac, who did almost the same thing with his own wife in order to save himself from the Philistines (see Genesis 26:1-15)
- Jacob, who cheated his older twin brother Esau out of his rightful inheritance and later impersonated Esau in order to fool his aging, nearly blind father (see Genesis 25:29-34; 27:1-40)
- Thomas, who refused to believe Jesus rose from the dead until he had physical proof (John 20:24-31)
- Saul (Paul), who helped torture and kill Christians, including Stephen, the first recorded Christian martyr (Acts 8:1; 9:19-31)

Ask:

**What do you think Moses or David or Jonah or Peter would tell you about God's forgiveness?** If no one else mentions it, point out that while God will forgive and forget our sins, he will not erase the consequences of our sins. God didn't change his mind when Moses reached the promised land. He didn't bring David's baby son back to life. God's people can rest assured in his forgiveness, but they can't escape the consequences of their actions.

Distribute index cards. Explain that you'll be walking your group through a five-step process for dealing with past sexual sins. Use the following information to guide your discussion:

1. **Write down any sexual sins you need forgiveness for, times when you ignored God's blueprint for sex and tried to satisfy your own desires—or someone else's.** Encourage students to use abbreviations or code words when they write so they don't have to worry about revealing personal information.

- 2. Think about what you need to say to God as a result of your sins.** Give students a few minutes to gather their thoughts and offer them to God.
- 3. Write down the consequences of your sexual sins—not just to yourself, but to other people.** Encourage students again to use abbreviations or code words that no one else can understand.
- 4. Think about whether you need forgiveness from someone else for what you've done.** Ask students to consider whether they need to apologize to former boyfriends or girlfriends. Ask them too if there are steps they need to take in order to accept responsibility for certain consequences. You should also point out that making contact with someone who wants nothing to do with you may cause more harm than good. You might want to say a quick prayer here, asking God to give your students wisdom to know what to do.
- 5. Write down three steps you can take in order to prevent yourself from giving in to sexual temptation again.** Encourage students to think about the movies and TV shows they watch, the songs they listen to, the people they hang out with, the places they go, and (of course) the people they date.

It's likely that some of your students may not have sexual sins to confess. For them, offer these instructions:

**On your index card, write the initials of a family member, friend, coworker, classmate or neighbor who has experienced the negative consequences of wrong sexual choices. Then write down three specific things you can do to help that person understand and claim God's forgiveness and work through the negative consequences of those choices.**

After everyone is finished, ask students to take their cards home. Those who confessed wrong sexual choices should destroy their cards privately as a symbol that God has forgiven and forgotten their sins. Students who committed themselves to helping others deal with the fallout of wrong sexual choices should post their cards in a place where they will serve as a constant reminder of their commitment.

Distribute copies of "You Must Remember This" (Repro 6), which lists eight steps (from *Reach 4 Life*) for claiming and embracing God's forgiveness. Give students a few minutes to read the sheet and ask any questions they have about it. Let them decide whether they need to post the sheet in a place where they'll see it often or pass it on to a friend who needs to know about God's amazing gift of forgiveness.

Close the session in prayer, thanking God for his forgiveness and willingness to forget our sins. Ask him to help students recognize and admit their responsibility for wrong sexual choices they've made—and for the negative consequences that resulted. Ask him to give them assurance that their sins are forgiven and strength to deal with the remaining consequences.

**Do Overs**  
**Repro Sheet 5**

Choose one of the following Bible characters, look up the verses, and answer the questions to discover the event in his life that he would have most liked to forget.

**Moses**

1. Take a look at Exodus 3:1-20. What golden opportunity was Moses given?
2. Check out Numbers 20:1-13. What terrible decision did Moses make?
3. What happened as a result of Moses' sin?
4. Read Hebrews 11:23-29. What is Moses' legacy today?



**David**

1. Check out 1 Samuel 16:1-13. What big chance was David given?
2. Read 2 Samuel 11:1-27. How did David get himself in trouble?
3. Look at 2 Samuel 12:13-20. What happened as a result of David's sin?
4. Turn to 2 Samuel 12:24-25. How did God bless David after he repented?



**Jonah**

1. Read Jonah 1:1-17. What command did God give Jonah?
2. How did Jonah respond to God's direct order?
3. What happened as a result of Jonah's disobedience?
4. Check out Jonah 3:1-10. What did God do for Jonah after his time in the fish's belly?



**Peter**

1. Turn to Luke 5:1-11. What golden opportunity was Peter given?
2. Read Luke 22:54-62. What terrible decision did Peter make in a moment of weakness?
3. What happened as a result of Peter's wrong choice?
- 4 Check out John 21:15-19. What did Jesus want Peter to understand?



**You Must Remember This**  
**Repro Sheet 6**

You don't have to be a prisoner of guilt over your past sexual experiences. Reach 4 Life offers eight steps you can take to escape your past and claim God's forgiveness.

**Step 1**

Deepen your conviction to wait for marriage by thinking hard about why you want to wait.

**Step 2**

Get right with God and trust him to forgive you and help you deal with any sexual memories. Although at times you'll remember your sexual past quite vividly, you need to know that God has chosen to forgive and forget your sins. In his eyes, you're a virgin. Over time, the memories will fade—and so will the strength of your desire for sex.

**Step 3**

You'll probably need to break up with your boyfriend or girlfriend—if that's the person you were sexually intimate with. Once you've been sexually involved with someone, it's almost impossible to relate to that person non-sexually.

**Step 4**

Accept the fact that it will take some time to change your reputation. At first people may mock your attempts to change, but over time they'll grow to respect you. In fact, it's likely God will use you as a role model for other young people.

**Step 5**

Surround yourself with people who support your new values.

**Step 6**

Develop yourself in other areas of life. Recognize that there's so much more to life than sex.

**Step 7**

Get an HIV and STD test.

**Step 8**

Remind yourself that it's never too late to start again.



## Session 4: Worst Case Scenario

(What You Need to Know about HIV and AIDS)

### Aim

*To help students understand the devastating consequences of HIV and AIDS and to encourage them to consider what they can do to help people affected by the disease.*

### Scripture

Matthew 25:31-46

### Step 1 Myth Understanding

Start things off with an activity called "What Do You Know?" You'll need two sets of index cards, one white and one blue (or whatever color you have handy). As students arrive, hand each one a white card and a colored card. Instruct students to line up horizontally against a wall. Explain that you will read 15 true-false statements. If students believe a statement is true, they should hold up their white card. If they believe it's false, they should hold up the colored card. Those who answer correctly will take one step forward. The rest must remain where they are. The player with the most correct answers—the one who advances farthest from the wall—is the winner.

Here are 15 statements you can use for your activity. Use the information in parentheses as needed to supplement your discussion of the statements. Feel free to add or substitute your own true-false statements.

- 1. A catholic priest can be married.** (True—as long as the marriage takes place before his ordination.)
- 2. In terms of area, Los Angeles is the largest city in the United States.** (False—Jacksonville, Florida, is.)
- 3. A rhinoceros' horn is made of ivory.** (False—it's made of hair.)
- 4. The recipe for Twinkies has remained unchanged since they were first introduced.** (False—originally Twinkies had banana-flavored filling.)
- 5. A sardine is not actually a species of fish.** (True—usually small herring or pilchard are processed as sardines.)

### What You'll Need

Index cards  
Copies of "Vital Info" (Repro 7)  
Pencils  
Photos  
Copies of "Talking Points" (Repro 8)

- 6. Betsy Ross created the first American flag.** (False—her grandson made up the story almost 100 years later and it became accepted as fact. The truth is, no one knows who created the first flag.)
- 7. Human muscles can't push—they can only pull.** (True)
- 8. Lightning is more likely than not to strike in the same place twice.** (True)
- 9. Bees kill more people each year than snakes do.** (True)
- 10. Zookeepers say the most dangerous animal in the zoo is the polar bear.** (False—actually, the panda is considered the most dangerous animal in the zoo.)
- 11. Saturn is the only planet in our solar system with a ring.** (False—Jupiter, Uranus and Neptune also have rings.)
- 12. Chariots gave the ancient Romans a tremendous military advantage over their enemies.** (False—the Romans used chariots for sports and transportation, but not for battle.)
- 13. When Christopher Columbus set sail for the new world, most people believed the earth was flat.** (False—no one actually had believed that myth since the ancient Greeks.)
- 14. Alaska is the most western and the most eastern state in the United States.** (True)
- 15. There has never been a recorded death from a tarantula bite.** (True)

After the quiz, introduce the topic of myths and misconceptions by sharing a "fact" or urban legend that you long believed to be true, only to discover was

false. Ask volunteers to share similar misconceptions and misunderstandings.

Explain:

**Most misconceptions are harmless. The worst thing that can result from believing them is a little embarrassment when you discover the truth. Today, though, we're going to talk about a topic whose misconceptions can be extremely dangerous.**

---

### Optional Extra

For a more active opener, try a game of Multiplication Tag. For best results, the game should be played in a wide-open area. The rules of the game are similar to those of traditional Tag—with one exception. When the person who is "It" tags someone, that person becomes "It," too. The two of them work together to tag others—who, in turn become "It" as well. The game ends when the last person is finally tagged.

Introduce the topic of HIV by pointing out that, as in the game, the virus is spread by one person to another. That person, then, can infect others until you have a large group of infected people.

---

### Step 2

#### Learning AIDS

Distribute copies of "Vital Info" (Repro 7) and pencils. Let students work in small groups to complete the sheet. When everyone is finished, ask volunteers to share their responses. Use the following information to guide your discussion of the sheet.

1. HIV is another name for AIDS. (False—HIV is a virus and AIDS is a collection of illnesses. Having HIV infection does not necessarily mean you have AIDS. However, once a person is HIV positive, AIDS will follow as the virus becomes stronger in their body.)
2. An HIV-infected mother can pass the virus to her baby during pregnancy. (True)
3. A mosquito (or other stinging insect) can transfer HIV from one person to another. (False)
4. With proper medical care, AIDS can be cured. (False)
5. A person can be vaccinated to prevent HIV infection. (False)

6. Homosexual men and intravenous drug users are the only people who really have to worry about HIV and AIDS.

(False—in Singapore, for example, the most common spread of HIV is through sex between men and women. Most HIV-positive men in Singapore were infected by prostitutes. Those men, in turn, infect their wives.)

7. Condoms prevent the spread of HIV. (False—condoms may reduce the risk of contacting HIV, but they are not 100% effective in preventing the spread of the disease. In fact, condoms are only 80% effective in preventing pregnancy and even less effective in preventing HIV infection.)

8. HIV cannot be transmitted through oral sex. (False)

9. HIV can be transmitted through a blood transfusion. (True)

10. HIV can be transmitted in a mother's breast milk. (True)

11. You can get HIV by drinking from a glass used by someone who has HIV. (False)

12. Someone who has HIV, but looks and feels healthy, can still infect other people. (True, in fact, one of the most infectious times for someone who is HIV positive is shortly after getting the virus and before they feel any of the negative effects.)

13. Most people who are HIV-positive have obvious physical symptoms. (False)

14. You can contract HIV from a toilet seat. (False—HIV cannot be spread through casual non-sexual contact.)

15. Most people who get infected with HIV become seriously ill within a year. (False—after a person is infected, there's usually no change in that person's health for 8-12 years. In less developed countries such as most African countries, the change will occur faster—in 5-10 years.)

After your discussion of the sheet, segue into an activity called "Which One Is It?" You'll need several photographs—preferably group shots of people you know but your students don't. Old class photos or team pictures would work well.

Display each photo one at a time and reveal an interesting fact about one of the people in it. For example, you might say something like, **One person in this picture went on to play professional baseball in the Boston Red Sox organization**, or

### **One of these guys died when he was a junior in high school.**

You can turn the activity into a competition, if you prefer, by awarding points for correct guesses. After you've gone through the photos, make this point:

**Some things you can tell about people just by looking at them. Other things, though, are a lot harder to recognize. For example, if I told you one of the people in a photo was infected with HIV, you would have no idea which one it was.**

---

### **Video Drama: Running Time, 3:43 minutes.**

After going through some of these myths and misconceptions with your students put in this video that is entitled "Natas Industries." This video emphasizes the point that you may not be able to tell by looking at someone if they have an STD, HIV or AIDS. This video takes a different spin on things as we meet the host of this segment who is out to get all of our youth the become to promiscuous and therefore make them susceptible to these viruses and diseases. This is one video that will definitely get your students talking.

 Watch the video, by going to the DVD/Rom's R4L Reality Bytes Menu and click on button 4.

---

**That's what makes HIV such a dangerous consequence of ignoring God's plan for sex. Experts estimate that there are about a million people in the United States today who have HIV. And about 25 percent of them aren't even aware of it.**

**So if a person in this country decides to have sex outside of marriage, there are about a million people who could infect him or her with an incurable, life-threatening disease.**

### **Step 3 Helping Hands**

Continue:

Depending on your situation, your attitude toward HIV and AIDS probably falls into one of three categories:

- 1. If you know someone who has HIV—or who has a high risk of getting it—you're probably seriously concerned about it.**
- 2. If you've been taught that only bad people get HIV, you may think of it as justice—people getting what they deserve.**

### **3. If all you know about HIV is what you've seen on TV or heard about in health class, you may not have much of an opinion about it at all.**

If your own attitude about HIV has changed over the years, as a result of education, circumstances, or personal experience, share your story with your students. Encourage volunteers to share situations and experiences that have colored their own attitude toward HIV and AIDS.

Point out that Jesus brought a pretty radical approach to the issue—even though technically HIV and AIDS didn't exist in Jesus' day. Ask two or three volunteers to read aloud Matthew 25:31-46, alternating every couple verses or so. Use the following questions and comments to guide your discussion of the passage:

**Who is Jesus talking to in this passage?** If no one else mentions it, point out that he's talking not just to his first-century followers, but to everyone who identifies himself or herself as a Christian.

**In one sentence, summarize Jesus' teachings in this passage.** If no one else mentions it, suggest this: **If you follow Jesus, you have a responsibility to help hurting people—no matter how much inconvenience or discomfort it causes you.**

**On a scale of one to ten—with one being extremely easy and ten being nearly impossible—how difficult would it be to incorporate Jesus' teachings in this passage into your everyday life?** Encourage students to offer honest answers, not "spiritually correct" ones. You could set the tone of the discussion by sharing your own difficulties and frustrations in developing a caring attitude toward the many hurting and needy people you encounter.

**Why does Jesus expect so much of his followers?** If no one else mentions it, point out that as Christians, we're merely continuing the work Jesus started when he was on earth. He doesn't ask us to do anything he didn't do himself. Jesus ministered to the outcasts of society—lepers, prostitutes, crooked tax collectors, the demon-possessed—people no one else cared for. What's more, Jesus gives us supernatural help—in the form of the Holy Spirit—to carry out our assignments.

**How should Jesus' teachings in Matthew 25 affect our attitude toward HIV and AIDS?** As students offer their responses, help them recognize that the people who have HIV aren't the only ones in need as a result of the disease. Family

members—especially children orphaned by the AIDS pandemic—also suffer. As followers of Christ, we have a responsibility to show genuine concern and offer practical help to them, too.

#### **Step 4 Eye Openers**

Distribute copies of "Talking Points" (Repro 8). Introduce the sheet with a few simple words:

##### **Here's what we're up against.**

Give students a few minutes to read the various statistics and quotes. Use the following questions and comments to guide your discussion of the sheet:

**Sometimes enormous numbers are too abstract to make an impact on us. How can we rethink some of the statistics on the sheet in order to get a better idea of what we're facing?** Encourage students to offer whatever ideas they can think of. You could seed their brainstorming by using the population of your community as a reference point. For example, 10,000 African men and women are infected with HIV every day. If you live a city of 70,000, you could have your students imagine your entire city being infected in one week.

**Which of the statistics, questions, and quotes on the sheet really hit home with you?** Break the ice by answering the question first yourself. Then encourage students to share their own responses. Point out that the Holy Spirit can work in and through people's reactions and emotions, preparing their hearts for certain areas of ministry. Encourage your students to pay attention to any spiritual prompting they may be receiving.

**Do you think it's possible to make a dent in such an enormous crisis?** Encourage several students to offer their opinions. If no one else mentions it, point out that anything we do can be magnified and used by God in ways we can't imagine. So if we focus our attention on impacting the lives of hurting individuals, we can trust God to take care of the big picture.

As you wrap up the session, divide students into small prayer groups. Encourage them to spend a few minutes in prayer, taking specific needs to God and asking for his wisdom and direction in deciding how they will personally respond to the needs created by the AIDS crisis.

Close the session by asking students to post "Talking Points" (Repro 8) in a place where they'll see it often. Explain that in your next session, you'll be discussing practical ways to respond to the AIDS crisis. Encourage students to come prepared with ideas of their own.

**Vital Info**  
**Repro 7**

The following information comes from Reach 4 Life. We've changed the wording of some of the statements. Can you tell which ones are true and which ones are false?

- 1. HIV is another name for AIDS.
- 2. An HIV-infected mother can pass the virus to her baby during pregnancy.
- 3. A mosquito (or other stinging insect) can transfer HIV from one person to another.
- 4. With proper medical care, AIDS can be cured.
- 5. A person can be vaccinated to prevent HIV infection.
- 6. Homosexual men and intravenous drug users are the only people who really have to worry about HIV and AIDS.
- 7. Condoms prevent the spread of HIV.
- 8. HIV cannot be transmitted through oral sex.
- 9. HIV can be transmitted through a blood transfusion.
- 10. HIV can be transmitted in a mother's breast milk.
- 11. You can get HIV by drinking from a glass used by someone who has HIV.
- 12. Someone who has HIV, but looks and feels healthy, can still infect other people.
- 13. Most people who are HIV-positive have obvious physical symptoms.
- 14. You can contract HIV from a toilet seat.
- 15. Most people who get infected with HIV become seriously ill within a year.



**Talking Points**  
**Repro 8**

## Almost half of HIV

One million Americans are HIV-positive.

14 million African children

have been orphaned as a  
result of AIDS.

## positive Americans don't

## know they have HIV.

750,000 Americans are wrestling with feelings of regret, fear, disgust,

uncertainty, and desperation as a result of their HIV-positive status.

**Worldwide, a child is orphaned every  
14 seconds as a result of AIDS.**

**In some African countries, almost 40%  
3 million African kids under the age of 15 have HIV or AIDS.**

In Africa, 10,000 people are infected with HIV every day.

**of the population have**

**HIV or AIDS.**

Can God really use me to help others?

"Whatever you did for one of the least of

these brothers of mine, you did for me."

Hundreds of thousands of

**What difference can one person make?**

**"Whatever you did not do for**

American families are dealing

**one of the least of these, you**

with the shock and horror of

knowing a loved one has an

**did not do for me."**

incurable and deadly disease.

**"I was sick and you looked after me."**

"Lord...when did we see you sick?"

## Session 5: A Team Effort

(What You Need to Know about the AIDS Crisis in Africa)

### Aim

To encourage students to embrace the opportunity they have to make a difference in the lives of young people who are in serious need.

### Scripture

Proverbs 27:17  
Ecclesiastes 4:9-12  
Mark 2:1-12

### What You'll Need

Blindfolds or hoods  
Obstacles  
Stopwatch  
Bibles  
Knife-sharpening tool (optional)  
Copy of "Talking Points" (Repro 8) from Session 4  
Copies of "They Said It" (Repro 9)  
Copies of "The Invitation" (Repro 10)  
Stationery  
Pens  
Copies of Reach 4 Life

### Step 1

#### There's No "I" in "Team"

Before the session, you'll need to set up an obstacle course. Be as creative as possible in your design. The one thing you'll need to keep in mind as you set it up is that contestants will be running the course blindfolded (although they will be guided by teammates).

You can use chairs as pylons for contestants to run around. You can use stacks of shoe boxes as low hurdles. You can use a tunnel from a child's play set for contestants to crawl through. You can use a bamboo pole for contestants to limbo under. The more obstacles you create, the more exciting the contest will be.

To begin the session, divide the group into pairs. If you have an odd number of students, use a volunteer (or yourself) to round things out. Explain that the teams will take turns running the course. One teammate will be blindfolded, and he or she will do the physical work. That person's teammate will accompany him or her, shouting instructions and guiding him or her around (and over and through) the obstacles.

After all of the teams have run the course, instruct teammates to switch roles for the second round. If you want to add competition to the mix, time each team's efforts with a stopwatch. You can assess penalty times for obstacles that are knocked down or not completed. The team with the lowest collective time (for both competitors) is the winner.

Discuss the activity (and introduce one of the key topics of the session) using the following questions:

**How well would you have done in this contest without your teammate?** If any students suggest they could run the course faster alone, give them a chance. If you've made the course sufficiently difficult—and if the blindfold or hood is effective—they shouldn't be able to.

**What makes a good teammate—not just in this contest, but in all areas of competitive life?** If no one else mentions them, call out qualities such as tenacity, refusing to give up; dedication, a commitment to fellow players; and unselfishness, the willingness to sacrifice personal goals for the sake of the team. See if your students agree that they are essential elements of good teamwork.

**Name some other circumstances or situations in which it pays to have someone you can trust on your side.** If no one else mentions them, suggest situations such as standing up to a bully, where having back-up could mean the difference between resolving a situation and getting pummeled; losing a loved one, where having the right person around could ease your pain; and resisting temptation, where having someone hold you accountable could be the incentive you need to break a destructive pattern of behavior.

**Step 2**
**Friends for Change**

Ask:

**Would it surprise you to learn God's Word has a lot to say about friendship, caring and support?**

Ask a volunteer to read Ecclesiastes 4:9-12. Use the following questions to guide your discussion of the passage:

**What does this passage tell us about friendship?** If no one else mentions it, point out that the true test of friendship is adversity, when something goes wrong in the life of one of the friends. A friend is a person who won't bail, no matter how intense things get.

**How can a friend—or even a caring stranger—make life a little more manageable?** If no one else mentions it, suggest that a friend can supply much-needed encouragement, humor, support or generosity.

**When are you most likely to seek help from someone else?** If you want your students to offer open and honest responses, model the behavior for them by answering the question yourself first. Talk about a time when a friend came through for you just when you needed him or her most.

Ask a second volunteer to read Mark 2:1-12. Use the following questions to guide your discussion of the passage:

**How would you describe the paralyzed man's friends?** If no one else mentions it, point out that they were extremely determined to help their friend in need. Nothing was going to stop them from getting him the help he needed. First, they physically carried him to Jesus. But when they got to the house where Jesus was staying, they found that the crowd was too great for them to get close to the Lord. But that didn't discourage them. Instead, they went to the trouble of hauling their friend to the roof, digging a hole (probably with the promise to repay the homeowner) and lowering their friend down to where Jesus was.

**What's the most extreme thing you've ever done to help someone in need?** Share your own story first, then ask volunteers to share theirs.

How far would you be willing to go in order to help someone in need? Encourage students to be specific in their responses. For example, would they be willing to...

- part with a serious chunk of change, with no promise of being repaid?

- give up a weekend in order to help someone clean out a dirty garage or basement?
- stand up against a bully or crowd who was picking on someone, even if it meant becoming a target themselves?
- tell the truth—in a loving way—even if the truth hurts?
- get involved in a messy situation, even though staying out of it would be much easier and require much less effort?

**Video Drama: Running Time, 1:33 minutes.**

After talking with your students about things they have done to help others in need put in this video drama that corresponds with the Reality Byte "HIV/AIDS: What's it about?" (page 76 of your Reach 4 Life Book). This video will give your students some vital information about the HIV/AIDS epidemic in Africa and how it will soon be a major problem here in the United States if nothing is done to prevent it. This video also emphasizes how easy it can be to raise funds for the Reach 4 Life books to be printed and distributed throughout Africa.



Watch the video, by going to the DVD/Rom's R4L Reality Bytes Menu and click on button 5.

**Optional Extra**

Invite a guest (perhaps a church member) to talk briefly to your group about a person who made a difference in his or her life. Encourage your speaker to share details about how the person made a difference—emphasizing any sacrifices the person made or any extraordinary acts of kindness or support the person showed. Ask your speaker to talk about how his or her life would be different today if it weren't for that person.

If you have time, ask students to talk about people who made differences in their lives. Wrap up the activity by asking students to silently consider whether they have what it takes to make a real difference in other people's lives.

### **Step 3 Making a Difference**

In this series we have been talking about sexual purity. Now we want to talk about how we can make a difference in the lives of kids like us all around the globe. We have an opportunity to get involved in a real-life disaster and make a difference.

Remind your students of some of the statistics on "Talking Points" (Repro 8), which you introduced in your previous session:

- 39 million people in Africa have HIV or AIDS.
- 3 million African kids under the age of 15 have HIV or AIDS.
- 14 million African children have been orphaned as a result of AIDS.
- In some African countries, almost 40% of the population have HIV or AIDS.
- In Africa, 10,000 people are infected with HIV every day.

Explain:

**We're talking about one of the greatest disasters in the history of the human race. And it's happening right now. No one had a chance to stop the Titanic from sinking or to prevent 9/11 from happening or to save the victims of the tsunami. But we have a chance to intervene in this disaster. We have a chance to save lives.**

### **Step 4 The Pitch**

Distribute copies of "They Said It" (Repro 9). Give students a chance to read some of the quotes from African teens, as reported in Reach 4 Life. Explain:

**One of the biggest factors contributing to the crisis in Africa is a lack of information. Young people are in desperate need of truth. The truth about God. The truth about his plan for sex. The truth about the consequences of ignoring his plan. And the truth about HIV and AIDS.**

**We know the truth. That makes us more fortunate than people in Africa. But it also gives us a great responsibility to share that truth. One way to do that is to help send Reach 4 Life New Testaments to high school young people in Africa, Asia, Eastern Europe or the Caribbean.**

**These New Testaments were specially created to reach young people in these areas. In addition to God's Word, these books have articles, testimonies and teachings designed to help African teens understand the truth about God's plan for sex—and to warn them about the dangers of HIV and AIDS.**

**For \$2.50, we can put one of these books in the hands of a young person in Africa. For \$250, we can put these books in the hands of 100 African young people—people who are literally dying to know the truth. Let's see how many lives we can change.**

Spend the rest of your session brainstorming fundraising ideas for your group. Old standards such as car washes and bake sales will certainly work.

But this presents an opportunity for you to challenge your young people to make their commitment to sexual purity and based on that commitment to challenge young people around the globe to do the same. Repro 10 has a commitment card that can be reproduced ten to a page. Challenge your young people to take one or more of these sheets and go to their family and adult friends. They can tell their family members and friends that they have been studying sexual purity in the youth group. They can go on to say that they have made a commitment to sexual purity until marriage and that they want to challenge young people to do the same by providing a Reach 4 Life book for kids overseas. Then they can say that for every \$2.50 they raise, they can provide one book and they will sign their name to a commitment/challenge card. The cards will be sent to International Bible Society and then included when a Reach 4 Life book is handed to a teen at risk somewhere around the world. (International Bible Society staff have talked with workers who are already distributing the R4L book and confirmed that this added incentive for young people in Africa, Asia or some other place will add even more strength to the challenge presented through R4L.) Each person your young person talks to can give \$2.50 for just one book or \$25 for ten or even \$250 for 100 books. Then the young person gets extra copies of the commitment challenge repro and signs their name. You could even challenge your young people to see who can raise the most for the sake of other youth at risk.

Send your signed cards to:

International Bible Society  
1820 Jet Stream Drive  
Colorado Springs, CO 80921

Attention: Reach 4 Life Cards

If you would like, International Bible Society will make every effort to link your youth group with a specific school or church overseas. With this linkage, it may be possible for your youth to be in contact with young people who have received the books your youth provided. For information on this linking opportunity, send an email to R4L.org. On the subject line write, "Linking Request" and be sure to let us know how many books you think you will be able to send (we know this may be an estimate) and give us your name, church name and size of your group. Please allow IBS 30 days to find a link for your group. (IBS does not have an unlimited number of schools that we can link to but we will make every effort to provide you and your group the name and size of schools, churches or other groups that are receiving the books.)

International Bible Society will also have a limited number of opportunities for youth groups to send a mission team to actually go overseas to assist in the distribution of the books. If you would be interested in this opportunity, please email R4L.org and write "Trip" in the subject line. Again, please give us information about your group.

Other fundraising ideas can be used as well. Encourage your students to think "outside the box," too. For example:

- you could work with your church leaders to organize a congregation-wide "Day Without Caffeine," in which coffee and soda drinkers donate the amount they spend daily for their caffeine fixes.
- athletes in your group could recruit sponsors for a 5K, 10K or marathon run—people to pay them a certain amount of money for every mile they complete.
- you could ask local businesses—pizza parlors, ice cream shops, video stores—to donate a certain amount of their proceeds on a given day to your fund, while you round up as many customers as possible for that day.

Close the session in prayer, asking God to use your physical resources and willing spirits in a mighty way in the lives of hurting young men and women around the world.

**They Said It**  
**Repro 9**

**Why are you sexually active?**

That question was put to dozens of young people in Africa—guys and girls about your age. Here's how they answered (as quoted in Reach 4 Life):

"It shows you're a real man or woman."



"Everybody's doing it and it feels so good!"



"I was afraid of what my friends would say if I didn't."

"My partner pressured me to, and I didn't know how to say 'no.'"

"I've been raped and abused, so what's left to keep?"



"If you love someone, you'll have sex with them—and I loved her."

"He's the man. And in our culture, a man gets what he wants."

"I was a little drunk and very horny and it just happened."

"She said 'no,' but I knew she really meant 'yes.'"

"It makes me feel special and loved."

"Movies and music make sex seem so cool. I was curious about what it's like."

"We're soul mates for life—so why should we wait?"

"He said he'd leave me if I didn't. And he promised me a pair of Levi's."

"If I get pregnant, I can just have an abortion anyway."

"If I get HIV I can just get healed through sleeping with a virgin, or through a prayer or some cure."

"I am worthless and have no future anyway, so what do I have to lose?"

## The Commitment and Challenge Card Repro 10

Remember, when you make this commitment and get your family and friends to sponsor you for \$2.50 per card you can send a R4L book to a young person who needs to know what HIV is all about and be challenged to sexual purity so they can choose life and stay away from the virus.

### My commitment – your challenge

Hi, my name is \_\_\_\_\_ and I've made a commitment to be sexually pure until marriage. I want to challenge you my friend to do the same. If you accept the challenge, sign your name on the line below. I'll pray for you and you can pray for me.

Reach 4 Life the choice is yours

### My commitment – your challenge

Hi, my name is \_\_\_\_\_ and I've made a commitment to be sexually pure until marriage. I want to challenge you my friend to do the same. If you accept the challenge, sign your name on the line below. I'll pray for you and you can pray for me.

Reach 4 Life the choice is yours

### My commitment – your challenge

Hi, my name is \_\_\_\_\_ and I've made a commitment to be sexually pure until marriage. I want to challenge you my friend to do the same. If you accept the challenge, sign your name on the line below. I'll pray for you and you can pray for me.

Reach 4 Life the choice is yours

### My commitment – your challenge

Hi, my name is \_\_\_\_\_ and I've made a commitment to be sexually pure until marriage. I want to challenge you my friend to do the same. If you accept the challenge, sign your name on the line below. I'll pray for you and you can pray for me.

Reach 4 Life the choice is yours

### My commitment – your challenge

Hi, my name is \_\_\_\_\_ and I've made a commitment to be sexually pure until marriage. I want to challenge you my friend to do the same. If you accept the challenge, sign your name on the line below. I'll pray for you and you can pray for me.

Reach 4 Life the choice is yours

### My commitment – your challenge

Hi, my name is \_\_\_\_\_ and I've made a commitment to be sexually pure until marriage. I want to challenge you my friend to do the same. If you accept the challenge, sign your name on the line below. I'll pray for you and you can pray for me.

Reach 4 Life the choice is yours

### My commitment – your challenge

Hi, my name is \_\_\_\_\_ and I've made a commitment to be sexually pure until marriage. I want to challenge you my friend to do the same. If you accept the challenge, sign your name on the line below. I'll pray for you and you can pray for me.

Reach 4 Life the choice is yours

### My commitment – your challenge

Hi, my name is \_\_\_\_\_ and I've made a commitment to be sexually pure until marriage. I want to challenge you my friend to do the same. If you accept the challenge, sign your name on the line below. I'll pray for you and you can pray for me.

Reach 4 Life the choice is yours

### My commitment – your challenge

Hi, my name is \_\_\_\_\_ and I've made a commitment to be sexually pure until marriage. I want to challenge you my friend to do the same. If you accept the challenge, sign your name on the line below. I'll pray for you and you can pray for me.

Reach 4 Life the choice is yours

### My commitment – your challenge

Hi, my name is \_\_\_\_\_ and I've made a commitment to be sexually pure until marriage. I want to challenge you my friend to do the same. If you accept the challenge, sign your name on the line below. I'll pray for you and you can pray for me.

Reach 4 Life the choice is yours

## Session 6: We Are Family

(What You Need to Know about Creating a Home Where Sexual Purity Is Celebrated)

[NOTE: This session is intended as a forum for students and their parents to discuss God's plan for sex and commit to work together to create a home where sexual purity is emphasized and celebrated. Some students, however, don't live with their parents. Other students' parents may have no interest in their kids' sexual purity. Be sensitive to students whose parents don't attend or don't participate in this session. At the very least, you may need to rephrase certain comments or questions. In some cases, you may need to overhaul the entire group dynamic in order to make sure that no one is put on the spot.]

### Aim

To encourage students and their parents to work together to create a family dynamic that emphasizes and celebrates sexual purity.

### Step 1 Two Heads Are Better Than One

Kick off this parent-student session with "The Two-Generation Trivia Challenge." In order to make the game as effective as possible, you may need to do some advance work. Talk to your students' parents to find out what their interests and areas of expertise are. Armed with that knowledge, you can create trivia questions that play to their strengths. If necessary, do the same preparatory interviews with your students and create questions based on their responses.

For the purposes of the session, you can make the game as simple or as elaborate as you wish. Arrange your questions into subject categories: "Sports," "American History," "The Bible," "Movies," "Pop Music," or anything else that will work for your group. For each category, you'll need at least five questions of varying difficulty. The more difficult the question, the more points it should be worth.

Each student should be paired with his or her parent for the game. Depending on the size of your group, you can either have all teams play at once or divide the contest into several short qualifying rounds, with the winners advancing to a final game.

Use the *Jeopardy!* model for your game play. One team will choose a category and a point amount—100, 200, 300, 400, or 500, based on the difficulty of the questions. You'll read the question. The first

### Scripture

Proverbs 22:6

1 Timothy 4:12

### What You'll Need

Trivia questions

Bells (optional)

Art supplies (optional)

Poster board (optional)

Bibles

Copies of "The Parent Pledge" (Repro 11)

Copies of "The Student Pledge" (Repro 12)

Pencils

team to respond—perhaps by ringing a bell or shouting its team name—will get a chance to answer. If it answers correctly, it gets the point value of the question. If not, that point value is subtracted from the team's score. The team with the most points at the end of the game is the winner.

Ideally, everyone in your group should be able to answer at least a few questions in your game. The dynamic you want to create is one of complementary knowledge. That is, kids will look to their parents to answer questions they don't know and parents will look to their kids to answer questions they don't know. You want parents and students to finish the game feeling as though they worked as a team to do something they couldn't do individually.

Afterward, introduce the session topic using the following comments:

**You know the old saying, "Two heads are better than one"? It's true. Especially when the two heads are working together for a common goal. Not just in a game like this, but in real life. Like, say, in following God's plan for sex.**

**Kids, if you've never thought of your parents as a teammate in your quest to stay sexually pure, it's time to expand your vision. And parents, if you've never thought of yourself as having something important to offer your son or daughter, it's time to rethink your identity.**

## Step 2 Vital Information

To bring your students' parents up to speed on what you've been talking about over the past five sessions, ask student volunteers to make some brief presentations. Some of the presentations may focus on startling statistics your group has been exposed to. Others may involve some of the Scripture passages you've discussed. Still others may focus on your plan of action for making a difference in the lives of African teenagers who need to know God's truth.

Encourage your students to be creative in their presentations. If you have time, you might want to distribute art supplies and poster boards for students to use as visual aids. For maximum impact, call students before the session and explain what you want them to do. With a few days of preparation, they might be able to come up with some interesting presentations.

After each presentation, encourage students to chime in with other pertinent information you've discussed in your study. Then open the floor for questions from the parents. As much as possible, let your students field and answer the questions.

Summarize your study this way:

**For the past five sessions, we've been talking about God's incredible gift of sex—the positive results of following his plan for sexual purity and the negative consequences of ignoring his plan.**

## Step 3 Leading by Example

For the Bible study portion of this session, separate the parents and the students. In your parent study, ask a volunteer to read Proverbs 22:6 ("Train a child in the way he should go, and when he is old he will not turn from it") Use the following questions to guide your discussion of the passage:

**How did your parents train you?** Break the ice by answering the question yourself, sharing your parents' positive and negative child-rearing methods. Then encourage several parents to talk about how they were raised.

**What qualities of your parents do you incorporate in your own parenting style?** If you have kids, take the lead in answering this question as well. Your openness—your willingness to discuss your failures as well as your successes—will go a long way toward making people comfortable with honestly assessing their own parental qualities.

**How have you trained your kids when it comes to their attitudes toward sex?** If you have kids, be as specific as possible in answering this question yourself. Don't just joke about how you told your kids about the birds and the bees—talk about how relatively open or uptight your family is where sexual matters are concerned.

**What are the biggest challenges to helping your child see the wisdom of following God's plan for sex?** Depending on how candid the conversation is, you might want to point out that sometimes a parent's own sexual history—or preferred viewing or reading material—can be an obstacle in raising sexually conservative teenagers.

**How often do you talk about sexual purity with your kids?** Don't put anyone on the spot, but encourage several parents to share their thoughts about sexual openness with their kids.

**Are your kids aware of your feelings about their sexual purity?** If so, how do they respond? If not, why aren't they? If you have kids, take the lead in answering these questions. The more frank you are in assessing your own parenting style, the more open other parents are likely to be in discussing theirs.

**What specific steps can you take to reinforce the message of our study and encourage your child to follow God's plan for sex?** Don't spend a lot of time on this question. Its purpose is to get parents thinking about a specific plan of action—one they can refer to later in the session.

### Video Drama: Running Time, 4:31 minutes.

After talking with your students and their parents about how important it is for them to have a home where the family works together to emphasize and celebrate sexually purity show them the video drama that is paired up with this session. The Reality Byte is titled "Pregnant: Now What?" (page 467 of your Reach 4 Life book) and it chronicles one girl's story of how she got too close to the edge and had a baby. This video will help parents and students alike see how one mistake can impact their lives forever.



Watch the video, by going to the DVD/Rom's R4L Reality Bytes Menu and click on button 6.

### **Optional Extra**

If you get the sense that some of the parents in the group aren't taking the discussion seriously enough, share the following statistic:

*Adolescent females who report a lack of parental supervision are more likely to become infected with sexually transmitted diseases such as chlamydia than their more closely supervised peers. Therefore, it is obvious that increased parental involvement has an impact on the high incidence of STDs in teenage girls and is critical in the fight to protect our teens.*

In your student study, ask a volunteer to read 1 Timothy 4:12 ("Don't let anyone look down on you because you are young, but set an example for the believers in speech, in life, in love, in faith and in purity"). Use the following questions to guide your discussion of the passage:

**Give me an example of a time you felt someone looked down on you or underestimated you because of your age.** If you have an example from your own past, share it with the group. Then ask students to share some of their experiences.

**Are you ever tempted to buy into the lie that you're too young to make a real difference for the Lord?** Encourage several students to share their thoughts about what a young person can and can't do in the service of the Lord.

**Are you comfortable with the idea of being an example to other believers?** Are you okay with the possibility of someone imitating your Christian walk? Before you ask your students to respond, talk candidly about your own experiences as an "example."

**What obstacles stand in the way of your becoming an example of sexual purity among your Christian—and non-Christian—friends?**

For some students, a sexually active past may be the biggest obstacle. After all, changing one's reputation isn't an easy thing to do. For others, the ridicule that goes along with being an example may be the biggest obstacle. For others, the fear of leading someone astray may be an obstacle.

**What steps can you take to remove or overcome those obstacles?** Remind your students that no sin is too appalling for God to forgive and no reputation is too sullied for God to reclaim. Remind them also that God doesn't expect them to overcome obstacles by their own power. He's

given us the Holy Spirit, who provides all the strength we need to withstand opposition and live the life God calls us to.

### **Step 4 The Pledge**

Distribute copies of "The Parent Pledge" (Repro 11) and pencils to the parents in the group. Distribute copies of "The Student Pledge" (Repro 12) and pencils to the students. Keep the two groups as far apart as possible while they complete the sheets. If you find that some parents are having a hard time filling out Repro 11, use the following suggestions to help them.

*Obstacles that kids may face may include:*

- A poor example of sexual purity at home or in the extended family
- Exposure to pornography or sexually explicit material
- A past sexual experience

*Words of advice might include:*

- "Having sex does not make you a man."
- "Guys will say or do almost anything to get sex."
- "Instead of making a dating relationship stronger, sex usually ruins it."

*Favorite Bible passages about sex may include:*

- Genesis 2:24
- Song of Songs 4:9-16
- 1 Corinthians 7:2

*Potential topics of conversation might include:*

- Pressure from a boyfriend or girlfriend to have sex
- Insecurity about being sexually inexperienced on the wedding night
- Confusion about what certain sexual terms refer to

If you find that some students are having a hard time filling out Repro 12, use the following suggestions to help them.

*Words to a future spouse might include:*

- "I've waited my entire life for you—romantically and sexually."
- "I want us to experience God's amazing gift of sex together."
- "I'm proud to say that I can give all of myself to you."

*Things for which they're thankful to their parents might include:*

- Setting an example of sexual exclusiveness in their marriage
- Talking openly about sex at home
- Strict dating guidelines that prevented trouble

*Obstacles to maintaining sexual purity might include:*

- Sexually experienced friends
- Dates who don't share their sexual standards
- Sexual content in the shows they watch and the music they listen to

*Areas in which students might need help from their parents include:*

- Deciding whether to break up with a boyfriend or girlfriend who doesn't share their sexual standards
- Advice on how to deal with sexual urges
- Continuous prayer for strength to resist sexual temptation

*Students' favorite sex-related Bible passages might include:*

- Genesis 2:25
- 1 Corinthians 7:4
- Hebrews 13:4

Use your best judgment in determining how to debrief Repros 11 and 12. If you think students would benefit from some one-on-one time with their parents, let them discuss in pairs what they wrote. If you think the situation might be awkward for some students, discuss the sheets as a group. Use the following question to guide your discussion:

**How can you and your family create an atmosphere in your home that encourages and celebrates sexual purity?**

Close the session in prayer, thanking God for his gift of sex and his gift of family. Ask for his wisdom and guidance in your students' lives as they navigate the minefield of sexual temptation and make tough decisions to protect their sexual purity.

**The Parent Pledge**  
**Repro 11**

Dear \_\_\_\_\_,

I'm thankful that God has entrusted you with a gift as incredible as sexual desire. And I know how awesome the responsibility is that goes along with that gift. I know the obstacles you face—things like...

But I also know you have the strength, the wisdom, and the support system to live the kind of life God calls you to. As your parent, it's my responsibility to prepare you for life—and that includes telling you what you need to know about sex. And while there's not enough room on this sheet to tell you everything, here are a few things I want you to know:

One of my favorite Bible passages about sex says...

I want you to experience the best life has to offer—that is, God's best. I want you to experience the sexual pleasure he created exclusively for husbands and wives. And I don't want anything to get in the way of that ultimate pleasure. That's why I want you to understand that you can talk to me about...

I know that may lead to some awkward and uncomfortable conversations, but that's a price I'm willing to pay. Therefore, I pledge to do everything I can to support and encourage you in your efforts to follow God's plan for sex. I will pray for you. I will create an atmosphere at home that celebrates sexual purity. And I will help you overcome any obstacles that stand in your way.

I love you and I'm excited about what the future holds for you.

---

**The Student Pledge**

**Repro 12**

Dear \_\_\_\_\_,

Right now, I'm facing an awesome responsibility. God has given me an incredible gift and told me to wait until I'm married to open it. I understand that following God's plan for sex is the best thing I can do. And I think it will be incredible to one day say to spouse...

Thank you for the things you've done to bring me to this point, including...

You were my age once, so I know you have an idea of the things I'm experiencing. You know that staying sexually pure from now until I get married will be a difficult thing to do. Especially because of things like...

I want you to know that I need your help in living the kind of life God calls me to. Here are some specific things you can do to help me...

One of my favorite Bible passages about sex says...

I want to experience the best life has to offer—that is, God's best. I want to experience the pleasure he created exclusively for husbands and wives. And I don't want anything to get in the way of that ultimate pleasure. Therefore, I pledge to commit myself to following God's plan for sex. Starting today, I will live a life of sexual purity and will honor God with my body.

I love you and I will depend on you to help me fulfill my pledge.

---