

From Awkward to Amazing



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Lightbulb Experiences



- ▶ Connect every lesson with something teenagers would understand
- ▶ Help them or have them make the connections
- ▶ Tie it into the lesson: beginning, middle, or end
- ▶ Visualize this scenario, Everyone participates, or Demonstration in front of class
- ▶ Good visualizations involve the senses. Tell them what to picture, descriptive words, feeling words, use details!

The Dollar Bill Challenge

- ▶ Put a dollar bill on the floor.
- ▶ You must completely clear the dollar bill.
- ▶ Ask whoever wants to come jump over the dollar bill to come get in line.
- ▶ After volunteers are in front, explain they must do it holding their toes!



The Dollar Bill Challenge

- ▶ Connections: Roadblocks to development, Addictions
- ▶ Standard 1 Objective 1a, Standard 3 Objective 2d
- ▶ Anything that takes all your time, thoughts, energy can be a roadblock if it takes over your normal daily activities
- ▶ If you just can't leave it alone, it's an addiction.



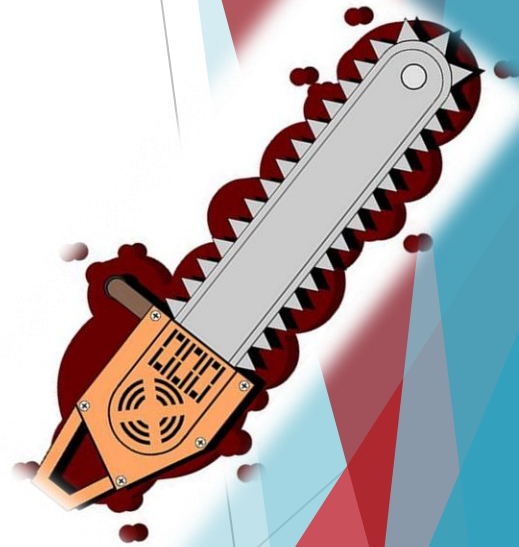
Butter Knife vs Chain Saw

- ▶ Close your eyes and picture...
- ▶ Describe a scene where someone tries to remove a huge tree from blocking a road, but they are sawing away at it with a butter knife, what would you do?
- ▶ Then, describe the opposite situation-small twig on sidewalk and someone pulls out a huge chain saw...why is that silly?



Butter Knife vs Chain Saw

- ▶ Connections: Uncontrolled Emotions
- ▶ Standard 1 Objective 1a, Standard 1 Objective 2a



Houdini's Handcuffs



- ▶ Connect two sets of yarn handcuffs to two people through the middle.
- ▶ Figure out how to get out without removing the handcuffs.
- ▶ Let them struggle for a bit before offering to help. Some might ask. If they ask for help, I always give them the answer. This is so they understand that it is OK to ask for help in situations they feel they cannot figure out alone.

Houdini's Handcuffs



- ▶ Connections: Uncontrolled Emotions
- ▶ Standard 1 Objective 1a, Standard 1 Objective 2a

Mind Powers

- ▶ Prepare yarn lengths before class (could even tie washers, or have TA)
- ▶ Hand students washer on a string.
- ▶ Tell them to hold very still.
- ▶ Only using their mind powers, get the washer swaying sideways, then get it to stop. Now get it going front to back. Now stop it. Now get it going in a circle.
- ▶ **YOUR MIND IS SO POWERFUL!**



Mind Powers

- ▶ Connections: Uncontrolled Emotions
- ▶ Standard 1 Objective 1a, Standard 1 Objective 2a
- ▶ Standard 1 Objective 5- Influence of media



Where's the cream filling?

- ▶ 3 volunteers to race eating a Twinkie blindfolded.
- ▶ Have Twinkies already open and prepared. (place in plastic bags so they don't dry out for periods later in the day)
- ▶ Doctor the Twinkies by cutting pieces of hot dog and slitting the bottom of the Twinkie to insert the hot dog. Do not tell the students! See who notices.



Where's the cream filling?

- ▶ Connections: Influence of media (positive or negative), Role Models
- ▶ Standard 1 Objective 5



The Drain

- ▶ Have 2 students come up and help. Each has a cup of water.
- ▶ Talk them through experiences where one decided to stay away from pornography, while the other participated. Each time the one participates, have them drink some of their water. The other doesn't.
- ▶ They start dating. He/ She needs water. The other starts to share. They aren't receiving any in return. How healthy is this relationship? They will drain that relationship, then look for water somewhere else. Drain that one, then move on, etc.



The Drain

- ▶ Connections: Pornography/
Addictions
- ▶ Completely changes your mindset and
understanding of what love is and
how to feel real love—Selfish
- ▶ Standard 3 Objective 2d



Real vs Imitation

- ▶ Have students share something they have had the real thing of, that doesn't even come close when you experience the imitation kind...
- ▶ Share imitation vs real of some item. (chocolate works really well!)

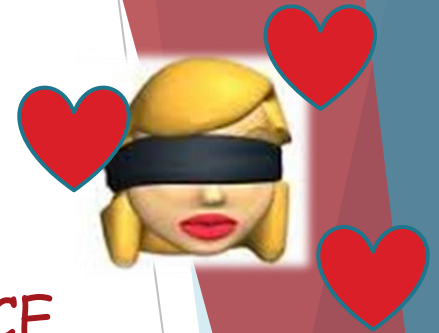


Real vs Imitation

- ▶ Connections: Love vs Infatuation, Healthy vs Unhealthy Relationships, Dating Violence
- ▶ Standard 4 Objective 2a

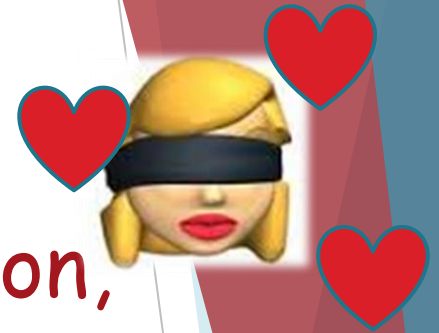


Blind ROMANCE



- ▶ 4 people in a group, 1 person picks up packet
- ▶ Blindfold, cards w/ letters to spell ROMANCE
- ▶ One person in each group is blindfolded. Send them out in the hall for a minute. When gone, explain other roles in group: shoulder angel, shoulder devil, and silent witness—do not give away what part you are.
- ▶ When others come back, tell them the goal is to spell ROMANCE within 60 seconds. Blind is the only one allowed to physically touch the letters.
- ▶ After 1 minute, tell the blind, they may “shut” someone up.
- ▶ Were they successful? Did you quiet the right person?

Blind ROMANCE



- ▶ Connections: Love vs Infatuation, Healthy vs Unhealthy relationships, Dating Violence
- ▶ Standard 4 Objective 2a

A Slippery Slope

- ▶ Visualize: Riding down a water slide, then imagine the pressure behind you on your favorite water slide is 50 times more powerful than you have experienced. All of a sudden you shoot out. Try to stop...impossible.
- ▶ Hot Wheels Track: Catch the car before it falls.



A Slippery Slope

- ▶ Connections: Controlling Emotions, Progression to Physical Intimacy
- ▶ Standard 4 Objective 4a



Duct Tape Intimacy



- ▶ Object Lesson on SEX Still Has A Pricetag
- ▶ Have 5-6 students come up.
- ▶ Have a brave student hold out their forearm. Stick masking tape to their arm. Tell them to rip it off and place it on the forearm of the person standing next to them. Pass it down the line.
- ▶ By the end of the row, it should be having a very hard time actually sticking.

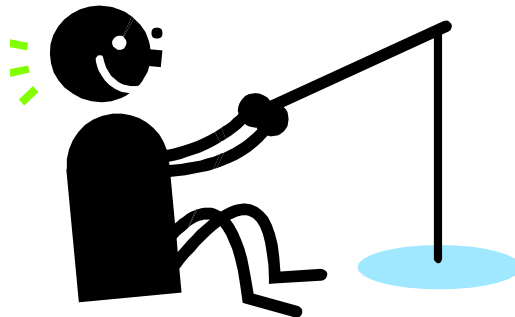
Duct Tape Intimacy

- ▶ Connections: Abstinence & STI's
- ▶ Standard 4 Objective 4a,b, c, d



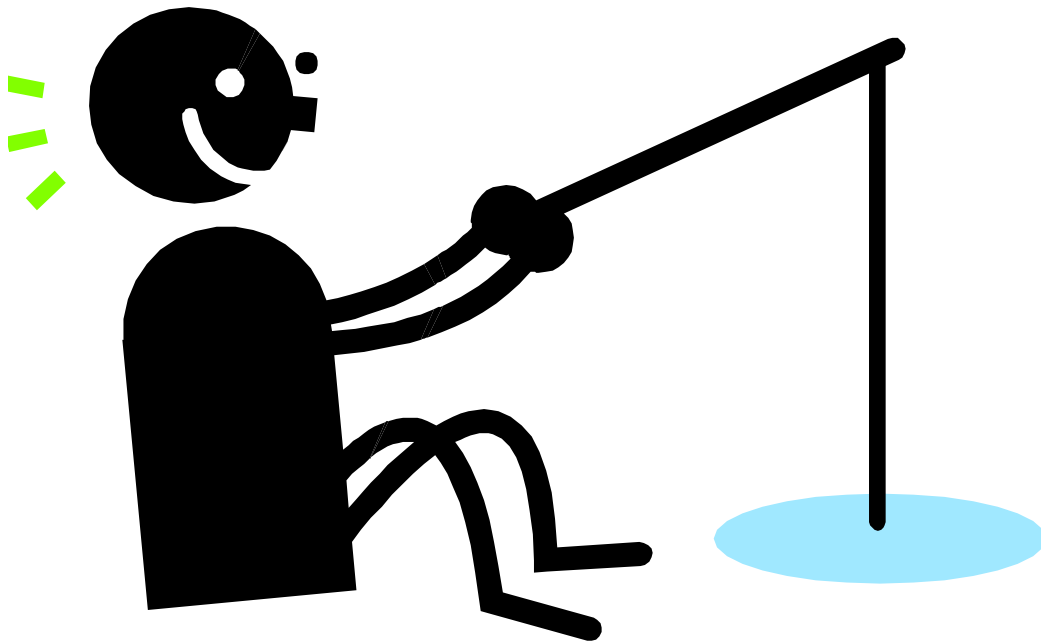
Fishing for Sex

- ▶ Get little wind up fishing games for each group.
- ▶ Number the fish on the bottom.
- ▶ Have students go fishing, match the number with the bait, then use refusal skills to respond to that lie so they don't get caught.



Fishing for Sex

- ▶ Connections: Abstinence & STI's
- ▶ Standard 4 Objective 4a,b, c, d



The Icing on the Cake

- ▶ Explain how physical things in a relationship are like the icing on the cake, when the excitement's gone...what's left?
- ▶ Connections: Controlling Emotions, Progression to Physical Intimacy
- ▶ Standard 4 Objective 4a-d



The Icing on the Cake

- ▶ Connections: Consequences of Early Physical Intimacy
- ▶ Standard 4 Objective 4a



The Smashed Cake Analogy

- ▶ Dish up first piece of cake really carefully, fancy. Gradually get less fancy, more sloppy, casual, don't care...until you smash the last piece in front of a student. Then show the students what you have left for your future mate...
- ▶ Connections: Controlling Emotions, Progression to Physical Intimacy, Peer Pressure, Emotional related consequences to early physical intimacy
- ▶ Standard 4 Objective 4a-d



Troubled Water

- ▶ One glass of water in front of class (actual glass goblet filled almost to the top)
- ▶ One plastic spoon, one box of food coloring
- ▶ Have one student come up and carefully put one tiny little drop of food coloring (they can choose the color) into the cup.
- ▶ Immediately after they put one drop in, pick up plastic spoon and say "never mind, I don't want it in there. Take it out." They say they can't. "Just the one drop, no don't mix it in..." conversation continues for a bit, student gets frustrated.
- ▶ "You should have thought about that before I put it in." Favorite student reaction!



Garden Gloves



- ▶ *As students come in this day, everyone picks up a pair of garden gloves to wear for the entire class period. I have them put it on first thing, before picking up papers, etc.*
- ▶ *Throughout the class period we are talking about addictions and traps that teenagers can get stuck in.*
- ▶ *It is a noisy class because they complain about everything (itchy, too big, can't write, etc.)*
- ▶ *This is like addictions! Bingo!*