

Series: In the Bedroom

Lesson 3: Sex: The Ugly

Lesson Objectives:

As a result of this lesson, students will be able to...

- Diagnose six negative consequences of abused sexuality.

Materials Needed:

- ☐ Double-sided copies of handout “In the Bedroom: Three” (first 2 pages)
- ☐ One copy of each of “Fact Sheets” (there are 6)
- ☐ Pens

Lead In:

Ask students to recall the previous two weeks' lesson topics or titles. The correct answers are Sex: The Good (which was about God's good will for sexuality) and Sex: The Bad (which was about God's boundaries for sexuality). Ask if anyone can guess the next one. They will probably guess that this lesson is called Sex: The Ugly. Ask students to guess what it might be about. The correct answer is that in Sex: The Ugly we are going to explore what happens when we operate outside the boundaries. In other words, this lesson will explore the consequences of abusing our sexuality. This topic is a serious and potentially heavy one. You will need to give some thought to how the content will affect the students in your particular group.

Task One:

Ask the students to form small groups of about three or four. Tell the students that you are going to give each group a handout with instructions on it as well as an extra handout and pens. They can follow the instructions on the main handout to complete only Task One. Hand out double-sided copies of the handout and pens. Also, give each group one of the six Fact Sheets. Give them about ten minutes to complete only Task One. When they are finished writing their press releases, have each group present to the others, who should keep notes on their handouts. Allow a few minutes for any questions or clarification that might be needed.

A note on the statistics found in the Fact Sheets: the statistics used in these Fact Sheets are taken from the websites of well-known interest groups and government agencies such as Statistics Canada and the AIDS Society of Canada. Clearly, there is no way that we can confirm with all certainty that these statistics are completely accurate. The accuracy of the statistics may come up during your lesson and that is okay. The point of the statistics is to give an impression of the issue rather than to be the definitive guide on the issue. Knowing this may help students move along in their discussions.

A second and more serious caution on the use of the statistics is that you will undoubtedly have students in your group who are personally affected by one or more of the topics being discussed. You will likely want to address God's mercy and forgiveness in these situations,

as well as the help and support of you and your group, in dealing with any of these issues. For example, just because teenage parents are less likely than teenage non-parents to achieve high levels of education, this does not mean that this will be true for the students in your group! They will be relieved to know that they have the support and acceptance of you and their peers in overcoming whatever obstacles they may have faced. Of course, do this in a sensitive way that does not isolate any particular person. “Jamie, we know your parents are divorced but we still love you,” is not the sort of approach you are after.

Task Two:

Instruct the groups to proceed with the instructions for Task Two. They will need about another ten minutes for this task. When they are finished, solicit answers orally. After an answer is given, allow the other students to agree or disagree or add to it. Guide the discussion allowing for questions. Ensure the students have the opportunity to speak. Offer clarification only when needed.

Task Three:

Again, as in previous lessons, ask students what, if anything, surprised them about this lesson or this series. Ask for any questions or comments that have not yet been expressed. Guide the conversation, fostering real dialogue, and bring it to a close at the appropriate time.

Closing:

Bring the lesson to a close, thanking the students for their openness and work.