

TEACHER PREPARATION

KEY CONCEPTS

Many young people believe the rumors they hear about sexuality and premarital sex. Assumptions based on these rumors can wreak havoc in their lives and relationships, and can become dream breakers.

OBJECTIVES

By the end of this lesson, students should be able to:

1. Identify some misconceptions they have believed about sex.
2. Write a true or false statement, or draft a question concerning sex.

BACKGROUND INFORMATION

This session addresses some common rumors about sex. Students will work in pairs to draft their own statements or questions, and turn them in to you on paper. You will get a chance to choose which ones you will discuss with the class. This gives you control to avoid silly or inappropriate statements or questions. You may want to draft some questions on similar sheets yourself in case none of the students' statements (or not enough of them) is appropriate to discuss with the whole class.

MATERIALS / PREPARATION

No Grandmothers' Letter.

Three pieces of paper for every two students in your class. Each should be large enough for a student to write one or two sentences on it.

LESSON

BEGINNING THE LESSON

INTRODUCTION

ABOUT 1 MINUTE

In the previous lessons in this unit, you have thought about what kind of person you would like to marry, and some of the physical and emotional consequences of sexual intimacy. In this lesson, we are going to try to distinguish between some facts and some common, but untrue, rumors about sex.



WOULD YOU, CAN YOU?

14 MINUTES

You have probably heard, and will continue to hear, many rumors about sex. Some of these rumors are quite dangerous. If you believe them and then act on them, you can lose much of your freedom and the opportunity to reach your goals and dreams.

We are going to consider three statements about sex. Perhaps these are things you have heard, perhaps not.

Please turn to a clean page in your notebook and write the numbers 1, 2, and 3 down the left side. After I read each statement, I want you to write either “fact” or “rumor” beside the appropriate number. If you think the statement is true, write “fact”. If you think it is untrue, write “rumor”. I’m not going to ask you to tell anyone in the class what you wrote.

When you’ve responded to each of the three statements, I will then tell you whether each statement is true or false, and why.

Here is statement No. 1:

1. **“You cannot control your desires for sex.” After the No. 1 please write either “fact” or “rumor”.**

[Read the statement once or twice more until it appears each student has written a response in their notebook.]

Here is statement No. 2:

2. **“It is better to have sex with several partners before you are married. You will have a happier marriage than if you wait to begin having sex after the wedding.”**

[Repeat as above.]

Here is statement No. 3:

3. **“Once a person has experienced premarital sex, there is no possibility of a good marriage later.”**

[Repeat as above.]

Write the No. 1 followed by the first statement on the board. Give your students a minute to write their response.

Write the No. 2 followed by the second statement on the board. Give your students a minute to write their response.

Write the No. 3 followed by the third statement on the board. Give your students a minute to write their response.

Response to statement No. 1 – Rumor

Now, let's go back over each statement, beginning with the first one. The statement, "You cannot control your desires for sex", is not true. It is a rumor.

Sex is not a *need* like breathing, eating, or drinking. People have died because they could not breathe, and some because they thirsted or starved to death, but people don't die of a lack of sex. Although the desire for sex can be a strong one at times, it is a drive that you can definitely learn to control.

Response to statement No. 2 – Rumor

What about the second statement, that it is better to have sex with several partners before you are married and that you will have a happier eventual marriage if you do?

This statement is also false; a rumor, not a fact.

This idea is based on two false assumptions:

False Assumption A: Through having sex a couple can discover whether or not they are compatible.

Some people say you need to have sex with several partners before you settle down in a marriage. They think you can find out whether you are compatible with someone simply by having sex with him or her. But this is a confused idea. Sexual compatibility is not the primary factor in a successful marriage.

False Assumption B: Sex is the only force strong enough to hold a couple together.

This is not true. Studies on successful marriages point to emotional compatibility, commitment, good communication, mutual goals, and shared life experiences as the real glue that holds marriages together. When these are present, couples experience satisfying and fulfilling sex. But when few of these things are true, sex alone is not a strong enough force to hold the couple together, and there is often a separation or divorce, or both.

Response to statement No. 3 – Rumor

How about the third statement, "Once a person has experienced premarital sex, there is no possibility of a good marriage later"?

This is also not true. It's also a rumor. It is possible to have a happy marriage after premarital sex. But it is not as likely.

The statistics on marriage and divorce are clear. You are most likely to have an enduring, happy marriage if you are a virgin when you marry. Why is it more difficult to have a happy marriage if you have had sex with other partners?

One problem is the tendency to compare your mate to your former boyfriend or girlfriend, especially in the context of marital

sex. Nostalgia makes the first partner better in memory than the current relationship with one's husband or wife. This, of course, hurts intimacy and undermines trust.

Research says that you have a higher chance for divorce if you were intimate with the person you eventually married before the wedding. The problem is that it creates an area of doubt and possible mistrust. Down the road, the wife may wonder, "If he couldn't control himself enough to wait until marriage, can I trust him to control himself with other women now?" And the husband may wonder the same about his wife who had sex with him before the wedding.

And, of course, it is easy to rationalize, "This is the one I want to marry, so it's all right for me to have sex now." The problem is, you can never be sure until the wedding day that the marriage will actually take place.

I want to make a comment before we go on to our next activity.

If you are sitting here and you have already had sex, you might be worried that you have already lost your chance for a happy marriage. But I want you to know that there definitely is hope. In our next lesson, we will briefly discuss hope, and in the very important final unit of this course, we will look at sources for hope.

 = 15 minutes

EXPLORING THE LESSON



DRAFT FACTS, RUMORS, OR QUESTIONS

14 MINUTES

In a minute, I'm going to arrange you into pairs, boys with boys, and girls with girls. Each pair will have three pieces of paper.

In your pairs, I want each of you to come up with at least one statement about male-female relationships. It can be about sex or about boy-girl relationships in general. After your statement, I want you to write either "fact" or "rumor". Or you may write a question that could be answered either "yes" or "no". If you choose to write a question, then after the question, I want you to write what you think the right answer is (either yes or no).

Don't use any of the three rumor statements we just discussed, but any other statements are possible.

The statements could be other facts or rumors about sex, or they could be statements from the last three lessons (like what you want in a mate or on the physical or emotional consequences of premarital sex).

As the pairs work, circulate, listen, and help any pair that seems to be stuck or getting distracted from the task.

This would also be a good time to ask a question that you have wondered about. Please keep your statements short (one or two sentences).

You will have just a few minutes to work in your pairs. When you've finished drafting your first statement, please write it neatly on one of the pieces of paper, and then bring the paper to me. Do not put your names on the papers. Then, if you have time, write a second statement or question and a third. As you finish each one, bring it to me.

As you work, I'm going to circulate around the room and see how you are doing. When time is up, I will read some of the statements, and we'll discuss them as a class. (I will not tell anyone which pairs wrote which statements.)

[Arrange the class into same-sex pairs and give each pair three of the pieces of paper. If the number of boys or girls is not even, one or two groups may have three students.]

As students bring their finished papers to you, take a moment to read them and begin dividing the papers into ones you may use for discussion and ones you want to avoid.]

 = 29 minutes



DISCUSSING STUDENT STATEMENTS

14 MINUTES

If you have time, you may want to write the students' statements on the board as you read them.

Give more or less time for discussion or debate, or both, depending on how many good statements or questions the class has generated.

[When eight minutes have passed or when it looks as if every pair has completed one or two statements, bring the class back together.]

Now I'm going to read a few of the statements or questions you wrote.

[Read the first statement, but do not tell whether the pair said it was true or false.]

What do you think? Is this statement a "fact" or an untrue "rumor"? Please write in your notebooks whether you think it is a fact or rumor.

[If the pair drafted a question, ask the class whether the right answer is "yes" or "no".]

Now, let me know out loud. What do you think?

[If the class is mostly united in their answers, ask for someone to explain why. If the class is divided, give one or two from each side a chance to argue for their answers.]

Let me take a few moments to explain what I think is the right response to this statement.

Note: You may want to keep copies of the best of the students' statements to use the next time you teach this class.

[Briefly explain your own response to the statement or question. Go into detail only if the class was divided or seemed uncertain or confused by the statement or question.]

Continue with several more statements or questions until time is up.]

If I did not read your statement or question and you would like to talk with me about it, I'd be glad to speak with you privately after class.

 = 43 minutes

ENDING THE LESSON



SUMMARY

2 MINUTES

Before dismissing your students, remember to dictate the Parent-Teacher questions to them.

Today, we looked at some facts and some rumors about sex.

Next time, we'll complete our unit on male-female relationships. Our last lesson in the series is called, "The Keys to a Successful Marriage".

 = 45 minutes

RESOURCES

GOING DEEPER

As you may already know, the Bible says that it was inspired by God and is therefore God’s communication to us. In this lesson, we’ve looked at a number of facts and rumors about sex. So, we are going to look at a number of things that God says are facts about sex, and then I’m going to ask you, in small groups, to come up with some corresponding rumors.

1. “It is God’s will that you should be sanctified, that you should avoid sexual immorality” (1 Thessalonians 4:3).
[Note: The word “sanctified” means “set apart” or special.]
2. “. . . The body is not meant for sexual immorality, but for the . . .” (1 Corinthians 6:13b).
3. “Flee from sexual immorality. All other sins a man commits are outside his body, but he who sins sexually sins against his own body” (1 Corinthians 6:18).

Each of these Bible passages uses the phrase “sexual immorality.” Sexual immorality is having sex outside of marriage. It includes unmarried people having sex together and also adultery, a married person having sex with someone other than his or her spouse.

REPHRASE AS A “RUMOR” ACTIVITY

While the groups are working, circulate to encourage groups to stay on task. When each group has at least one rumor, bring the class back together.

[Arrange the class into groups of five or six – boys with boys and girls with girls. Assign a verse to each group. If you have a larger class, assign more than one group to the same verse.]

In your groups, I want you to fashion a “rumor” that states an **opposite idea to the one presented in your Bible passage. It can be something you heard from another teen, from an ad, from a movie, or something you make up in your group. If you finish the assigned verse, go ahead and create a rumor to go with the fact from another verse.**

[Have each group read their rumor(s) to the rest of the class.]

FOCUS POINT

Be sure to leave time for discussion at the end of the learning activity so your students can discuss the connection between the learning activity and the lesson. Listen to see whether they seemed to understand the key points listed. If you sense that one or more of these points may have been lost, be sure to guide the discussion to make sure they get these main ideas.

1. **Many in our society believe the exact opposite of what the Bible teaches about sex outside of marriage. What God calls fact, they call rumor. What God considers rumor, they think is fact.**
2. **All sex outside marriage is harmful and contrary to what God wants for us.**

PARENT-TEACHER CONNECTION

For Family Discussion:

1. Today, we discussed some common ideas that young people have about sex.
2. If you are willing, share some of the untrue rumors you have heard about sex and explain to your adolescent why they are not true.

