## reflect a moment...

To help your students most effectively, you need to make every effort to process your own sexual experiences, questions, and struggles. Here are some questions to get you thinking:

- Q: Describe your personal history with sexual do-overs.
  - Who else knows your history?
- Q: Is there anything in your history that remains a closely guarded secret? Spend some time thinking, writing, or talking with someone about that.
- Q: If you've been the victim or perpetrator of any form of sexual abuse, what did you do about that?
  - What remains to be done?
- Q: Think for a moment about the people in your group. Do you have reason to believe any of them need sexual do-overs?
- Q: Have you ever struggled over the concept of sexual do-overs? Spend some time thinking, writing, or talking with someone about that.
- Q: Describe your current need for do-overs. • How did you reach this understanding?
- Q: If you had just one hour to talk with kids about sexual do-overs, what would you try to communicate?
  - Why do you think that's so important?
  - How would you try to communicate during that hour?

## In our own words

DO-OVERS VIDEO

Introduce and show the video clip "**Do-Overs.**" Then ask questions something like these.

- Q: What strikes you as the most significant thing you heard in this video?
  - Why do you think that's important?
- Q: Talk about anything that surprised you in the video.
  - What makes that surprising?
- Q: Talk about anything that confused you in the video. • What's confusing about that?

Q: Do you believe these two really got do-overs from God? Why?

- Q: Let's make up an ending for the guy's story.
  - Do you think he's over the pain of rejection? Why?
  - What do you think he'll do next? Why that?
  - If you were a close friend, what would you tell him?
  - How do you think it all ends? Why?

Q: Let's make up an ending for the girl's story.

- Do you think she's had her chance at love and now it's over? Why?
- What would you say to her if she were your friend?

