

make sure we all understand the most important questions and issues we're facing, I'd like to give you time to complete **Where in the World Are You?** (page 29) and give it back to me. I'm not going to do handwriting analysis or anything on it to try to figure out who wrote what. It's completely anonymous, so hopefully you'll feel free to identify where you're at right now, as well as where you'd like to be in the future.

After students complete their handouts, if you have time, divide into smaller groups and have students share one or two things they wrote. Make sure to collect all surveys so that you can compile the results and use them to guide your use of everything else in this kit.

In other words

active evaluation

WHERE DID YOU LEARN ABOUT SEX?

The sources that give us the most reliable information about sex—other than youth workers, who are obviously the most reliable sources.

Tape the paper signs across the front of your room in a continuum beginning with LIES and ending with TOTALLY TRUE. Read the following sources of sexual messages one at a time and ask students to identify what they have learned about sex from each and how true-to-life that information is. After you've discussed an item, have a student write it down on a sheet of paper and tape it to the sign that matches the majority of your group's opinion about its accuracy.

- romance novels
- music
- sex ed
- soap operas
- movies
- visual porn
- locker room swagger
- sleepover gossip and confessionals
- parent-child sex talks
- youth group talks
- Christian books and speakers
- other

Q: Why do you think some sources are more reliable than others?

- How do you judge the reliability of a source?
- Do you think there's any difference in the reliability of sources for boys and girls? Why?

Q: If someone came to you for advice on where to go to learn about sex, where would you send that person? Why?

For additional personal and reflective questions about the sources of sexual messages, turn to **Where Did You Learn about Sex?** (page 31 in this book) and use the questions for large or small group discussion, or as a handout for students' individual reflection.

voting game

IN THE BIBLE/NOT IN THE BIBLE

God expects us to be passionate about romance and sex—ain't that good news?!

There are two ways to do this exercise—you choose.

The first is to get two pieces of cardboard and write IN THE BIBLE on one, NOT IN THE BIBLE on the other. Tape these signs up on the two opposite sides or walls of your meeting room. As you read the following passages out loud—some of which are in

This activity has been designed for you to gauge where in the world your group is when it comes to sexual matters. Emphasize that this is an *anonymous* activity you'll use to gauge what will and won't work as you go through *Good Sex*.

If your students are using *What (Almost) Nobody Will Tell You about Sex*, you can direct them to **Where Did You Learn about Sex?** (page 11).

YOU'LL NEED

- copies of **Where Did You Learn about Sex?** (page 31) one per student
- pencils
- paper signs, each of which says one of the following:
 - LIES
 - STUPID
 - NONSENSE
 - NICE TRY
 - WARMER
 - HOT
 - TOTALLY TRUE
- sheets of paper
- tape
- broad-tip marker

I wish someone had told me about the mechanical parts that just aren't very sexy at all; just the mechanics of making everything fit right.

—Brian, on being prepared for his wedding night

YOU'LL NEED

- two pieces of paper or cardboard large enough to write NOT IN THE BIBLE and IN THE BIBLE so that students can see it from wherever they're sitting
- copies of **In the Bible/Not in the Bible** (page 32), one per student
- pencils
- broad-tip marker