

Session IX: Boundaries and Communication

Materials: Flipchart, *Think and Believe* Posters from Previous Homework (place around room before session), and Candy (to be provided by teacher)

I. Review of definition:

Image is a m picture of something not present or r.

II. Self-control and Boundaries

What is self-control? Refer students to Self-Control definition found on page 31 of the HIS Student Workbook. Review the definition. Ask students what this definition means to them. Explain to the students that when you have an attitude or character of patience, you are able to demonstrate this through the act of self-control. When you believe that something is worth it, you will wait for it. True love is worth waiting for; it is worth the wait not to have sex until you get married. Explain that only as they mature from babies to where they are now can they apply these principles to their lives, only as they believe they are loveable, precious, and rare (refer to *Think and Believe* posters), that they are worth waiting for. Only then will they not settle for anything less. Encourage the students to apply the patience they have exhibited in other areas of their lives to their relationships with the opposite sex.

Self-control becomes much more of an issue when you have already been sexually active and have later chosen to become chaste. This is one of the greatest displays of maturity, responsibility and self-control seen in young people today. But how do you stop? The feelings that have been stirred up do not just go away. Some make suggestions to release the physical tension, like masturbation, but thoughts are still focused on pleasing self, not the person you plan to commit to later. It's still a mental game—with renewed virginity, you are choosing not to play the game anymore. The key is to refocus—put your mind on something else, do something else, remain in control of your emotions and actions. Avoid tempting situations—books, movies, videos with sexual content. Using drugs, including alcohol, must be eliminated—this definitely puts you at risk. You are no longer in control, but think that you are and don't think that anything can harm you. You cannot hide yourself from the world around you, but you can avoid those situations that you know may throw you off track. Most importantly, develop friendships with others who have chosen to be chaste. Be accountable—check each other and stay focused. An increasing number of young people are choosing life over death, health over illness, healing over brokenness.

Explain to students that it is because everyone does not exhibit the attitude of patience or the action of self-control that we have to have boundaries in our world. Refer the students to *Boundaries* definitions found on page 32 of the HIS Student Workbook. Read definition aloud: **Boundaries: behavioral**

limits established for the sake of our well being. Ask for volunteers to describe how each of these pictures protects us (leave the "couple" for last): Speed limit sign, Ten Commandments, Police, Railroad crossing sign, fence, Beware of Dog sign, "couple". Refer back to the group of young people in Section IV. Application. Emphasize that boundaries are needed and are beneficial for our protection. Ask someone to describe the significance of the couple in light of the discussion. Refer back to page 16, Session III, Marriage definition. Guide them to the realization that when we wait until marriage to become sexually active, it serves as a boundary also—it was established for our well being, the protection is provided through the commitment to one another, the establishment of trust, faithfulness towards one another, freedom from disease and a continually broken heart. When these are established we are given the best chance at making a life-long relationship work.

III. Communication

Refer the students to Communication definition found on page 33 of the HIS Student Workbook. Read definition aloud: **Communication: expressing thoughts, feelings, and beliefs in direct honest and appropriate ways.** Explain to the students that unfortunately there are many hindrances to making friendships and relationships work because we don't clearly communicate with one another. Ask the students for some of the reasons we don't communicate honestly with one another. Make sure that fear; desire to be liked or popular; and fear of losing approval are mentioned. Point out that instead of communicating honestly, we often play games with each other, we easily give in or become angry. List the results of clear communication (on the board):

- feel better about yourself;
- respected by others for standing your ground (even if they don't say anything right away);
- strengthened to deal with other pressures.

The general MESSAGE in society is that sex before marriage is OK. The TRUTH is that it is not—there are emotional, physical, and social consequences that can impact us for life. The new ATTITUDE OF SELF-CONTROL must be based on the truth—I want to be healthy and have the best chance for a successful marriage.

IV. Application:

Ask for two girls to volunteer. One will play the part of a girl with her mind made up not to have sex until she is married and the other has not yet made up her mind. Have two guys try to talk them into dating them. Often what happens is the girl with the made up mind will have less conversation and move away and the girl that has not yet made up her mind will keep talking and eventually go with the guys. Use this observation to discuss with the students types of relationships. Refer to Relationship Timeline on Communication handout of the HIS Student Workbook. Explain that this is how friendships typically develop from our



childhood—Hateship—first we hate each other, especially the opposite sex; Best friendship—then we have “best” friends and we want to do everything together; we are noticing the opposite sex more and for girls the boys don’t look so bad now (remember that girls typically physically develop faster than boys, so now the boys are taller and a little more muscular); Fellowship--then we have our peers, we do things more in groups—the guys are going here, the girls are going there, or everybody’s going somewhere together. But now dating is a big deal and “sex is OK”. Have students explain what dating is today. If comfortable, share the terms that were used when you were a teen. Explain the concept of courtship—beginning to see someone on a one-on-one basis because you both see the potential for marriage. The plan is to end in marriage first, not in bed first. One and one half million girls a year are victims of high school dating violence, which includes partying with alcohol and other drugs. The girl may not even be the user, but can easily become the victim. But no one thinks it will happen to them. Emphasize to the students that they can have friends of the opposite sex without having to be sexual, in spite of popular opinion. This is how true friendship is really developed; time is spent getting to know one another, discovering each other’s interests without the sexual pressure. The most special thing you can share with someone, the sexual intimacy, must be saved for your husband or wife.

Tell students not to be confused—a popular statement today is “I would like to be married or in a solid committed relationship”—marriage is a solid committed relationship, anything less is not a commitment or solid. Let’s stop the confusion!! Have students consider the following chart (# of sexual partners)—a major impact on the success or failure of a marriage is who you bring into it—when sexually active before marriage, these previous partners affect what you expect of your spouse. They are often called soul ties. Your spouse ends up competing with other men or women, he or she cannot even see, because you compare them in your mind. To increase your opportunity to have a successful marriage and environment to raise healthy children, wait until marriage to have sex. If you have already become sexually active, choose now to be chaste and take back your life. You do have self-control. Referring back to Boundaries handout, ask how can a group of people serve as a boundary for you? Allow answers from students. Emphasize the strength in numbers when you hang out with others who share your commitment to health and well-being. Our peers do make a difference in our lives, they must be chosen wisely. (The group of people can also represent family members who provide the support necessary for safety and well-being.)

V. Homework:

Encourage students to bring in their last items for the collage. They will complete the project during the next session.



SELF CONTROL

(A Virtue)

The mastery over one’s passions and desires in order to resist unhealthy temptations.

I am going to wait for the very best!

Self control is the act of waiting for the best.



BOUNDARIES

Behavioral limits established for the sake of our well being.



Boundaries are established to protect us!

COMMUNICATION

Expressing thoughts, feelings, and beliefs in direct, honest and appropriate ways

Relationship Timeline

