

IMAGE

Discussion Guide

**Need
advice?**
boys, bffs, & your body

hook up

or

hang out?

Quiz:

Do your friends
know the real you?

**10 reasons to
dump your dude**

Guy's Guide:

**What are
they really
thinking?**

25 ways to rock
a relationship

lifechoicescenter.org

Teens are in a season of life where they want to explore, experience, and push the limits—and our culture tells them GO AHEAD! TRY IT. They get this message everywhere, but the message never tells them that some behavior is risky—risky to their psyche and risky to their health.

IMAGE was created with a counter-cultural message. Maria Metthe developed IMAGE because she realized girls weren't getting the message about basic relationship principles such as boundaries, respecting themselves (and other people), intentionality, and cause and effect. She realized girls responded well when they were told, "You're allowed to say NO. You can make better choices."

But very few girls were hearing the message of empowerment through positive choices. Maria noticed the way magazines were like magnets to teen girls—they devour the information and then share it with their friends. She saw the need for a splashy, full-color magazine with a positive message, so she rallied volunteers to write, edit, and design IMAGE magazine.

IMAGE was designed to be used either as a stand-alone periodical or as a four-part curriculum for small groups. This discussion guide is intended to be used in small groups alongside IMAGE magazine to facilitate deeper conversations.

Each section begins with a "Chat it up!" page that includes questions based on that section's topic. The first section focuses on the earliest stages of new love: butterfly feelings. The second section tackles the topic of love vs. infatuation. The third section deals with the end of relationships, and the final section reminds girls that who they are is more important than how they look.

Depending on the group, leaders may find it difficult to cover all the material in each section at one time. It is recommended that leaders review the chapter ahead of time to determine which articles will be discussed during the group. Don't try to rush through quizzes and articles in order to "get through" the material. Leave time for girls to open up and talk about what they're thinking. Ask the girls if they have any questions on articles you won't discuss as a group. The important thing to remember is that you can personalize how you use the Discussion Guide to maximize conversations that are pertinent to the girls in your group.

If you have a group of young girls who haven't started dating, use the questions to talk about their friendships. Many girls struggle with being accepted among their peers—and girls can be brutal to each other. A lot of the content in IMAGE discusses boundaries and setting limits, topics that cross over into all relationships.

Remember, it's not your role to tell girls what to think. It's your role to help them articulate what it is they already think and ask questions that help them ponder alternative perspectives. Our hope is that through IMAGE magazine, and through your small group, girls would realize they are valued and important, and that they will be empowered to make positive choices.

Chat it up! *p. 3*

Objective: To get students to think about what they expect to get out of dating. Are they looking for fun and games, or are they ready to care about and respect another person. *Note:* Dating at a young age is often just a big game. It's not really about having healthy relationships; it's more about making the individual feel good about him/herself. Teens often get their views on dating from TV, movies, and magazines—not real reliable sources.

Discussion for question 1:

- Should there be a certain age when you are old enough to date?
- What do you think about group dates?
- What are your parents' opinions on dating? How do you feel about their opinions?

Discussion for question 2:

- Should the guy always make the first move?
- Have you ever changed something about yourself to get a guy to like you?
- What do you think about flirting?

Discussion for question 3:

- What do you think about being friends with a guy and then dating him?
- Do you think it's possible to be "just friends" with a guy?
- If no, why not? If yes, describe.

Discussion for question 4:

- Do you think age matters in a relationship?
- Have you ever dated an older guy or a younger guy? What was the age difference between him and you?

Definition of statutory rape: Having sexual contact with a person who has not reached the age of consent. The age differs from state to state.



IMAGE magazine is a publication of Life Choices Center, a not-for-profit pregnancy resource center that helps women and men before, during, and after an unplanned pregnancy. We believe teens can make positive choices about sex and relationships if they are empowered through education. The purpose of IMAGE magazine is to help teens develop the skills to make positive choices.



Good choices for a good life.

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Hook up or hang out? p. 4, 5

Objective: Have the students take the quiz and find out where they stand on being ready to date. Walk through the quiz with them. Talk about some of the questions and why they chose the direction they did. *Note:* Not everyone is ready to date—and that’s okay.

Deciding to date is a big deal, so teens should ask themselves some big questions:

- Do you agree with your quiz results? Why or why not?
- Are you okay with being single?
- Do you have a clear idea of what you want in a boyfriend?
- Are you willing to say “no” to a relationship with a guy if he doesn’t meet your standards—even if he’s cute and popular and says sweet, charming things to you?

If she answers “no” to any of these questions, she is not ready to date. She needs to spend more time getting a clear idea of who she is and what she wants from a relationship.

- Are there any personality traits you don’t like in your bf? If yes, what are they and why?
- Do you think it’s better to be single, or to be with someone even if he isn’t that great for you?

Design time

Objective: To get teens to think about what qualities they want in someone they date. Often teens do not think about this, and then they end up in a bad relationship. Have fun with the girls dreaming about what their dream guy looks like.

Have the student think about what she really wants in a guy (other than cute looks). Discuss the answers.

Often how a guy treats others is a clue about how he is going to treat you.

- How does your crush treat his mom or sisters?
- How does he treat other girls?
- How does he treat female teachers at school?

Wanted: Real Girls p. 6

Objective: To get the individual to start thinking about the real her.

- Do you agree with your quiz results? Why or why not?
- Have you ever said or done something that you wouldn't normally do or say so that you would fit in with other people?
- Have you ever not done something you wanted to do because you thought others would make fun of you?
- If you could go back in time, how would you handle the situation(s) differently?
- Why is it important to know the "real you"?
- Do you find it hard to be yourself with your friends and strangers?
- What does it mean to be a "Real Girl"?
- What does authenticity look like?

Definition of authentic: Not false or copied; genuine and original, as opposed to being fake or a reproduction.

Your best look p. 7

Objective: To help teens learn more about what their individual style says about who they are and to talk about modesty. *Note:* No matter what a girl's preferred look is, modesty should always be valued. It is important to point out that one style is not better than another.

Definition of modest: Reserved in appearance, manner, and speech, especially in relation to sexual matters.

- Which one of these categories did you fit into? If none, how would you define your individual style?
- The way you dress shows off your individual personality. Do you agree or disagree with this statement?
- What does your style say about you?
- Do people ever treat you differently because of your style? How?
- How would you define modesty?
- Can you be modest and still look good?
- Do you make assumptions of others based on what they wear or how they look? Give an example.

Food for thought: *If you want guys to respect you for you and not just your body, you need to dress in a way that communicates you deserve respect.*

25 ways to a relationship that rocks p. 8, 9

Objective: To get the students thinking about what qualities they want in a relationship and what they think a healthy relationship looks like. *Note:* These qualities are also important to have in a healthy friendship. Have the girls keep a relationship in mind as they answer these questions. It can be a girl-guy relationship (past or present) or a friendship.

- Do any of these descriptions NOT describe your relationship?
- Which areas do you need to work on?
- Would you date a guy who drinks alcohol or does drugs? Why or why not?
- Would you ever date a guy your friends and family didn't like? Why or why not?
- What does it mean to you to totally trust someone?

You'll love p. 10

Objective: Have the students think about fun activities they can do with their friends or out on a date. *Note:* Often when teens start dating, it is hard to think of activities to do. If they are bored, there is a higher chance they will get involved in risky behavior.

- What activities listed would be good to do on a date?
- Brainstorm other activities that are not listed that would be cool to do on a date.
- Why is it important to have a plan in place for when you are going to hang out with friends or go out on a date?
- Have you ever gotten caught in a sticky situation while on a date or hanging out with friends? How did you handle it? How might you handle it differently if you could do it over?

Games page p. 11

Objective: Fun! You can do this page with them, or they can take it home and do it with a friend. If you're meeting with a group, see if anyone wants to try out the cookie recipe and bring in samples to your next meeting.

Chat it up p. 13

Objective: To help girls discover their own personal boundaries in relationships and to learn ways to protect those boundaries. *Note:* Teens often get more deeply involved in a relationship than they want to and are unsure how to turn back. So they end up stuck in a relationship they really don't want to be in. No teen wants to admit it, but getting physical is a slippery slope that can quickly get out of control! Giving them tips and tools to avoid this scenario will help them a lot.

Discussion for question 1:

- How far do you want your future husband going with the girls he dates before you?
- Do you think it's okay to go right up to your boundary line? (Do you walk to the very edge of a cliff or do you keep a few feet of safety space?)

Discussion for question 2:

- Have you ever had a boyfriend who pressured you to have sex? What did you do?
- Why do you think it is hard for girls to tell their boyfriends when they are uncomfortable with certain levels of physical activity?
- What are some non-physical ways you can show your boyfriend you care about him?

Discussion for question 3:

- Why do you think girls want to have sex?
- Why do you think guys want to have sex?

Discussion for question 4:

- Have you ever dated someone who you thought was "the one"?
- Why do you think it's so important for girls to figure out if their boyfriend is "the one"?
- Do you think there's one perfect guy out there for every girl?

Starry eyed? p. 14, 15

Objective: To help girls see the difference between love and infatuation.

Note: Knowing the difference between love and infatuation can be hard. Feelings are strong, and infatuation can sure feel like love. Don't downplay teens' feelings. Let them talk about their intense emotions and feelings of attraction. But help them see that true love goes way deeper than feelings.

- Do you agree with your quiz results? Why or why not?
- Does a person need to be a certain age in order to be in love?
- Have you ever been in love?
- How do you define love?
- What's the difference between love and infatuation?
- True or False? You can't choose who you fall in love with.
- Do you believe you can develop a deep, loving relationship with someone without any physical activity? Why or why not?

Definition of love: A choice to have deep and tender feelings of affection for and devotion to another person.

Definition of infatuation: Carried away by foolish or shallow love or affection.

What's your limit? p. 16, 17

Objective: To discuss boundaries. *Note:* Setting boundaries is one of the most important aspects to a relationship. Without them, even the strongest people give in. Setting boundaries is often what will save a girl from heartbreak or unwanted pregnancy.

- Do you agree with your quiz results? Why or why not?
- Do you think boundaries are important to set in a relationship? Why or why not?
- At what point in the relationship do you think personal boundaries should be set?
- What are your boundaries for dating relationships?

Definition of boundary: Anything marking a limit or border.

Are you climbing too fast? p. 17

Objective: To get the individual thinking about the natural progression of physical activity. *Note:* The point is not to have the exact same answers, but to think and talk about the natural progression of physical activity.

Discuss their answers. (Possible answers could include: Holding hands/arm on shoulder or waist/kissing/hand to breast/hand to genital/genital to genital.)

In a guy's mind p. 18

Objective: To get the students to reflect on themselves and their inner qualities. The goal is not to see what a girl can do to become more attractive to boys. *Note:* Using what boys think is a tool to show girls that who they are as a person is what's really important. Some individuals may get down on themselves. They may feel unattractive to boys, especially if they are a girl who doesn't get noticed a lot. Encourage them! Find a specific attribute to compliment.

- Did any of the guys' comments surprise you? Which one(s) and why?
- What do you think about what the boys said?
- Do you put more effort into your personality or into your looks? Why?
- What are the top 5 qualities you think are important for a girl to possess?

Food for thought: *Teens can feel pressure to change who they are to get someone to like them or to notice them. Remind the girls not to change for boys; the right guy will like her for those things that make her unique. A guy who wants her to change is not going to be a good match for her.*

Are you a good match? p. 19

Objective: To get the students thinking about qualities they have and qualities their boyfriends or crushes have, to see if they are a good match.

- What are the top 5 qualities you think are important to have in a boyfriend? Does your boyfriend or crush have those qualities?
- What are the top 5 qualities you think are important to have as a girlfriend? Do you have those qualities?
- How do you and your boyfriend or crush match up? What about past boyfriends?
- True or false? Opposites attract.

Do opposites attract? Well, sure, opposites attract, but relationships that last are built on common ground. Opposite characteristics such as he likes being around people but you like time alone, or you're really organized but he's carefree can be brought together to bring balance into a relationship. However, when the opposites are *values*, you've got trouble. Examples of values could be: he thinks it's okay to yell at people, you don't; you think it's okay to flirt with other guys, he doesn't; he thinks it's funny to lie his way out of trouble, you think it's deceptive. Ask the girls if they can come up with any other examples of a difference in characteristics or a difference in values.

Set this *p. 20*

Objective: To get teens thinking about their personal boundaries in dating.

Note: It is important not to push your personal limits on the students. If they set their own limits, they're much more likely to stick to them. If a student is having a hard time coming up with personal limits or does not want to set any, you can give examples of your own limits or other people's. At the same time, challenge them to keep thinking about the need for them to set their own.

- What are some goals you have for your life? What things would you like to accomplish?
- How might setting limits help you reach your goals?
- Which of these six steps is hardest to do?

It's great to be a girl *p. 21*

Objective: For the students to talk about why it's so much fun being a girl.

- What other reasons can you think of for why it's great to be a girl

Leaders:

How's it going? You're halfway through the magazine. Have you had some good discussions with the girls about what they're looking for in a boyfriend and what they want out of dating? Have you had the chance to tell them they're important, valuable, and unique? Remind them that they don't have to settle for the status quo, and that good choices make for a good life!

As you approach the next two weeks, remember that sometimes girls can forget that they bring something (many things) to the relationship. Girls can get caught in the trap of liking any boy who likes her or of accepting that guys like her because she is pretty. Try to help her vocalize what she likes about herself—have the girls say it right out loud. We so often get the message that we shouldn't "brag" about ourselves; sometimes girls can lose the ability to recognize her unique strengths. Call those qualities out of her. Let her know what you see in her! You may be the only one giving her a positive message about herself.

Chat it up! *p. 23*

Objective: To help teens unearth what qualities they think are important in their boyfriends or girlfriends. To help them see there are different kinds of love. The emotion they have for someone may be strong, but that doesn't mean it's sexual or romantic—and it's okay to say so.

Discussion for question 1:

- Have you ever been in an unbalanced relationship where you felt like this? What did you do?
- Have your friends ever told you that you were obsessed with a guy? Why do you think they told you that? How did you respond?
- What steps can you take to keep a level head in relationship decisions?

Discussion for question 2:

- What qualities are you looking for in a boyfriend?
- Why do you think people settle for less than the best in relationships?

Discussion for question 3:

- What do you think being in love looks like?
- Why do you think people are so quick to use the word “love”?

Discussion for question 4:

- Have you ever been uncomfortable about how far you went with a boy? If so, looking back how would you change things? If not, how have you avoided going too far?
- Have you ever told a boyfriend your boundaries? How did he react?

Four different Greek words for love:

Agape – Love by choice. Unconditional.

Phileo – Love of attraction. Guided by our likes and desires.

Eros – Physical love. Sexual desires.

Storge – Natural affection, such as in family relationships.

Should you flush your crush? p. 24

Objective: To have teens consider if their boyfriend/crush is worth keeping.

Note: It is important to be sensitive with the students when talking about dumping their bf. It may be hard for a student to admit they need to break up, and the subject will probably stir up some emotions.

- Do any of the top 10 resemble your bf or crush?
- Have you ever broken up with a guy because he did not treat you the way you deserve to be treated?
- Have you ever ended a friendship because your friend didn't treat you well?
- What counts as "cheating"? (Just physical, or does flirting, excessive texting, pornography, etc. count?)

Exercise: *If it appears as if a teen is in a bad relationship, have her imagine that a friend is in her exact situation. How would she, as a friend, respond? What advice would she give her friend?*

6 ways to say no to peer pressure p. 24

- Have you ever had to say "no" to someone who was pressuring you to do something you were not comfortable doing? Share your experience.
- Is it easy or hard for you to resist peer pressure? Why or why not?

Say what p. 25

Objective: For the student to learn and to practice ways to resist compromising personal boundaries.

- Has a guy ever used one of these lines on you? How did you respond?
- Why do you think it is hard for girls to say "no" when a guy wants to go further physically?

Do you know your STDs? *p. 26, 27*

Objective: To teach the students about sexually transmitted diseases.

Answer Key:

- | | | |
|--|-----------|-----------------------|
| 1. All of the above | 6. False | 10. No |
| 2. Abstinence | 7. True | 11. False |
| 3. Hepatitis B | 8. 1 in 5 | 12. False |
| 4. Gonorrhea | 9. Yes | 13. None of the above |
| 5. All of the above (plus chlamydia, gonorrhea, and Hep B) | | |

- Did any of the answers in the quiz surprise you? Which ones?
- There are at least 25 different STDs. The major ones include:

Herpes	Chlamydia	Gonorrhea	HPV	HIV/AIDS
Trichomoniasis	Syphilis	Hepatitis B	Hepatitis C	

STDs

Many people with an STD have no symptoms, but they can still pass on the infection. Symptoms can include:

- abnormal discharge from the penis or vagina
- burning sensation when urinating
- abdominal pain
- rashes or warts

You get STDs during sexual activity. This includes vaginal sex, oral sex, and anal sex. HPV and herpes can even be spread by contact with infected skin, just by "fooling around."

Pregnancy: Most women ovulate halfway between menstrual periods (14 days before the next period), but this can vary greatly from woman to woman. Ovulation has even been known to occur during menstruation. Usually a missed period is a sign of pregnancy in women who have regular menstrual cycles; however, sometimes a period is missed for other reasons such as stress.

What about condoms?

Condoms just reduce your risk of STDs and pregnancy; they don't eliminate it. About 1 in every 5 teen couples using condoms gets pregnant within a year.

Smart dating *p. 27*

Objective: To help teens understand the need to plan ahead to avoid some common dangers of dating.

- Why plan ahead?
- What are your dating rules?
- Have you ever gotten yourself into a sticky situation that you could have avoided?
- Do you agree/disagree with any of these dating rules? Why?

12 things that are in when you're ready to get out *p. 28. 29*

Objective: To give teens some guidelines for breaking up. *Note:* You can also use this page to discuss how an ex ended a relationship with her.

- Have you ever broken up with a boyfriend? What were your reasons? How did you do it?
- Have you ever experienced a break up that didn't meet all 12 of these rules? Which rules were broken? How did you feel about it?
- What do you think is the hardest part of breaking up?
- Has anyone ever blabbed a secret you didn't want shared? How did you feel about it? How did you respond?

Flip flop *p. 30*

Objective: To talk about the positive reasons for saving sex for marriage. *Note:* Try to keep the talk positive. If an individual has had sex, you do not want her to feel targeted or judged. Focus on the positive reasons for waiting, not just on the negative consequences for not waiting.

- What are some reasons for saving sex for marriage?
- Do you think it's realistic in today's world to save sex for marriage? Why or why not?

Make it personal

Before meeting with the teens, take time to think about your own story. If you're married, did you wait for sex? Why or why not? Consider sharing your story with the teens.

Food for thought: *34% of girls in the U.S. become pregnant at least once before age 20. More than 800,000 teenagers become pregnant each year in the U.S.*

It's not too late *p. 31*

Objective: For the students to realize that no matter where they are in life or what they have done, it is never too late to start over, set boundaries, and make a commitment to purity. *Note:* Many students have not heard the message of second virginity (also known as starting over). You should not try to force them to make this decision; you just want to let them know it is possible to start over. Be careful not to make starting over sound easy. When someone has been living a certain lifestyle and perhaps is involved in a relationship, it is going to take courage and some major changes to start over.

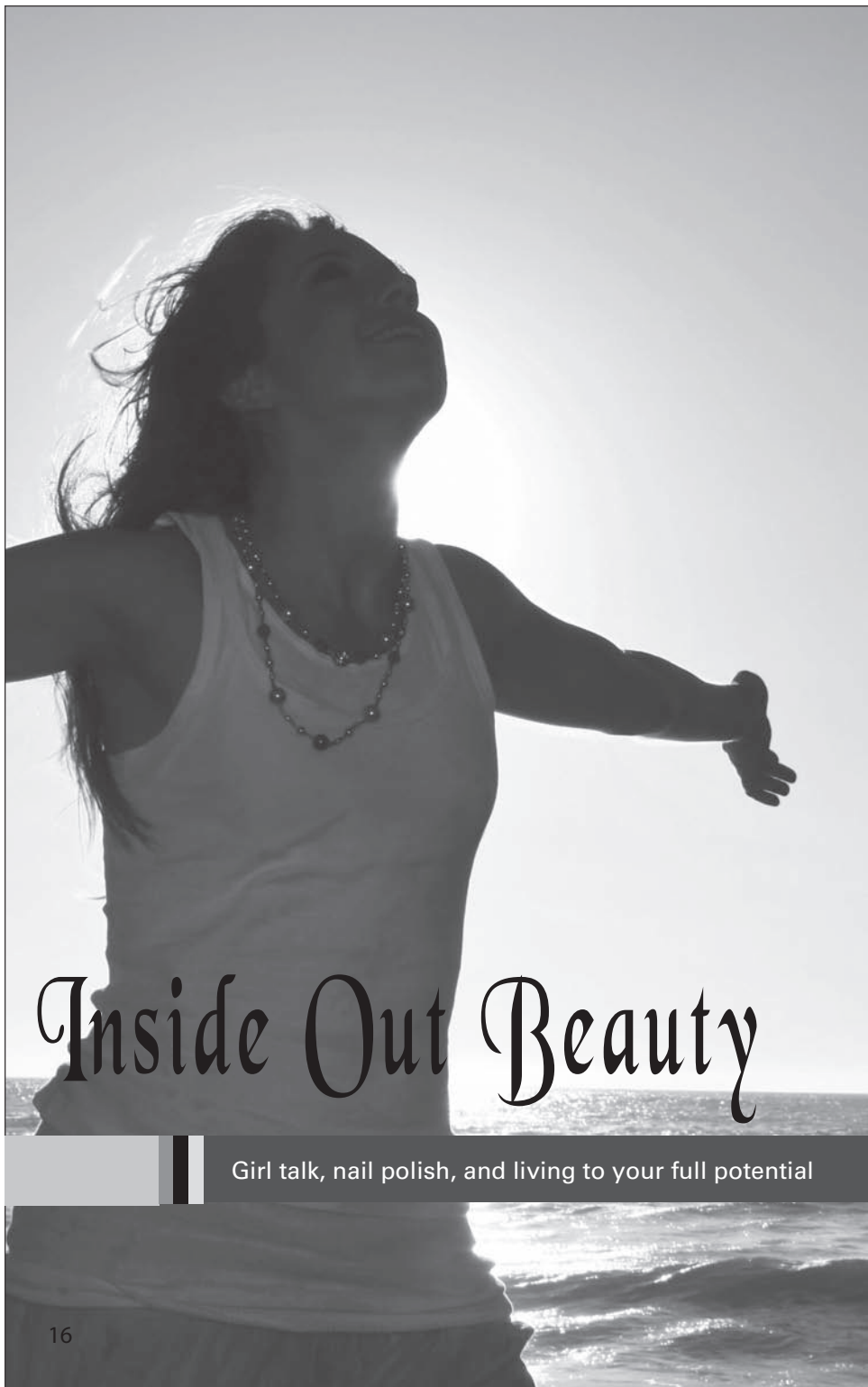
- Define what sexual purity means to you.
- Have you ever worked hard to make changes in your life? Share your experience.
- Do you think it is possible to stop having sex once you have already had it?
- Who are some of the biggest supporters in your life? Would they support your decision to stop having sex?

Definitions:

Purity: A state of cleanness or innocence. Freedom from anything that contaminates or pollutes oneself.

Abstinence: The act or practice of voluntarily refraining from indulging in the desire for sexual intercourse.





Inside Out Beauty

Girl talk, nail polish, and living to your full potential

Chat it up! p. 33

Objective: To get students thinking about how they view themselves. Are they critical of themselves, or do they accept themselves the way they are? Are they confident in who they are, or do they constantly compare themselves to others? *Note:* It is important to point out that it is okay to care about the way you look, just not to obsess over it. Girls should take pride in their individuality and not try to look like someone else. When girls constantly compare themselves, it leaves them feeling empty and inadequate.

Discussion for question 1:

- Have you ever tried out for a team and didn't make it? How did you feel?
- Are there things you wish you could do but are afraid to try?

Discussion for question 2:

- What does self confidence look like?
- Do you have self confidence? Why or why not?
- What's the difference between self confidence and arrogance?

Discussion for question 3:

- Have you ever hung out with people who made you uncomfortable? What did you do?
- Have you ever given in to fit in with people?
- What does a real friend look like?

Discussion for question 4:

- Have you ever felt pressured to change something about yourself in order to get, or keep, a boyfriend?
- How do you feel about yourself when you are in a relationship? How about when you're not in a relationship?

Size me up p. 34

Objective: To get the students to consider whether their actions match up with their feelings and beliefs.

- Do you agree with your quiz results? Why or why not?
- What do you think makes a person confident?
- Do you often wonder what others are thinking of you?

Comic strip

- Do you ever feel like the character in the comic? How so?
- Where does self esteem come from? How does one get it?

Blowing minds or flipping burgers *p. 35*

Objective: To get the students thinking about who they are and who they want to be. *Note:* Many students will not come up with answers quickly or easily. You'll need to encourage them to at least write something down for each question. If they can't think of anything, ask why. Don't be afraid to push a little and challenge them to really think.

- Discuss their answers. Ask why they answered the way they did.
- What changes could you make to become the person you want to be?
- Do you think it is possible to become the person you envision for yourself?

Mirror Mirror *p. 36, 37*

Objective: To get students to think about the qualities they possess or would like to possess. *Note:* Encourage the student to be as honest as possible. It may be hard for some students to honestly rate themselves. They may not want to admit they need improvement. It is important that you don't tell them what to do or how to change; the point is for them to recognize areas where they can grow.

Make it personal

If you're willing to give a personal example of something you are working on changing about yourself, it will encourage students to open up.

- What are the top 5 qualities you think are most important for you to possess?
- Which qualities did you mark excellent?
- Which qualities did you mark satisfactory?
- Which qualities did you mark "needs improvement"? Why?

** Encourage the students to give specific examples and set specific goals.*

Comic strip

- Do you ever feel like the character in the comic? How so?

The super-ultimate friendship test *p. 38, 39*

Objective: This is just a fun page that students can do with their friends, though it might be fun to answer some of the questions together.

Nail polish tales *p. 40*

Objective: To get the students thinking about their personality traits and how they see themselves. *Note:* Some students may have a hard time picking just one color that goes with their personality, but challenge them to try to narrow it down to at least their top two colors. This activity should have a positive focus, where you dwell on the uniqueness of each girl.

- Was it hard to decide on just one color that fits best with your personality? Why or why not?
- Why did you choose the color(s) you did?

Activity

Bring nail polish in all the available colors on this page so that each girl can paint her nails the color to match her personality. This is a good way for her to remember the class and how special and unique she is.

My declaration *p. 41*

Objective: To empower the students to realize their importance and value.

Note: End your time together on a positive note.

- Discuss next steps. What will change in their lives as a result of what they've learned through IMAGE?
- Suggest they tell a friend about IMAGE magazine.
- Collect their contact info and give them yours to keep in touch.

Book Reviews *p. 42, 43*

If the girls want to dig in a little more, here are a few suggestions of books to check out. You may want to plan a book club together to discuss a particular book. **Disclaimer:** *Life Choices Center does not necessarily endorse all the views expressed in these books.*

My Declaration

I am me. I am unique. There is no one exactly like me in the whole world. All my fears, hopes, and dreams make up me. The little things I do that no one else does makes me. All the things that make me laugh, cry, or get angry, I own them. They are all what make me ME.

My body is mine too. I know it's not perfect, but it's me. My eyes, my mouth, my shape, they are all part of what makes me special.

Sometimes I get angry; sometimes I get giggly. That's me. Ultimately I control my own attitude, thoughts, and responses. I have my own goals that I reach for. Even my failures are mine alone. That's okay, because I get my triumphs too. Because I am unique and no one is like me, only I can accomplish what I've set out to do. Only I can complete my purpose in life. No one can do it for me.

Because I am me and there is no one like me, I can love my friends and love others like no one else can. Because only I can give them love that's from ME. Only I can make a difference in this world in my own unique way. I can choose to use my talents and abilities for good or for bad. I can choose to use who I am to help others or just help myself. Some things about me I can change. Some things I can't. The choice to change is up to me. I value myself the way I was made. I cherish all my gifts and realize they are mine and only mine.

I am unique.

I am me.

There is no one exactly like me in the whole world.