

**Real Talk: Understanding Sexuality with
Confidence & Care**

Teen Guide to Understanding
**Comprehensive
Sexuality
Education**

A powerful tool for education, empowerment and
emotional support

Written by:

Oluwasola Elisha
Titilayo Lekan-Agunbiade
Oluwatofunmi Ganiyu

for

Emerald Light Initiative

**Real Talk: Understanding Sexuality with
Confidence & Care**

Teen Guide to Understanding
**Comprehensive
Sexuality
Education**

A powerful tool for education, empowerment and
emotional support

Written by:

Oluwasola Elisha
Titilayo Lekan-Agunbiade
Oluwatofunmi Ganiyu

for

Emerald Light Initiative

COPYRIGHT

Copyright © 2026 by Selah Support Foundation

All rights reserved. No part of this book may be reproduced or used in any form without the written permission of the copyright owner, except for the use of quotations in a book review. For more information, contact us at emeraldlightinitiative@gmail.com

**Designed and Published by:
ZOTH PUBLISHING**

House 3, Road 1c Christland, Ondo City
Ondo State, Nigeria

+234 (703) 9286354, +234 (816) 5275866

CONTENT PAGE

Book Summary

SESSION 1	
Understanding Sexuality	1-6
SESSION 2	
Puberty and Body Changes	7-13
SESSION 3	
Consent	14-21
SESSION 4	
Communicating Boundaries	22-26
SESSION 5	
Listening and Respecting Others	27-31
SESSION 6	
Consent in Digital Spaces	32-38
SESSION 7	
Communicating Clearly and Respectfully	39-45
SESSION 8	
Values, Decision-Making and Support	46-51
SESSION 9	
Preventing Sexually Transmitted Infections (STIs) and Pregnancy	52-57
SESSION 10	
Recap of all Sessions	58

BOOK SUMMARY

This workbook is a structured guide for delivering comprehensive, age-appropriate sexuality education to young people aged 9 to 19. It includes a series of 60-minute sessions that progressively build on key relatable themes using a consistent format. The workbook emphasizes inclusivity, respect, and personal growth, equipping facilitators with tools to create safe, open, and empowering learning environments.

SESSION 1

Understanding Sexuality

Age Group: 9–19 years

Duration: 60 minutes

Objectives

- Define sexuality and its different aspects.
- Explore how sexuality is a natural part of human development.
- Correct the misconceptions that **sexuality = only sex**.

Session Flow

1. Introduction (5 minutes)

Welcome everyone, and invite them to introduce themselves in a fun way. For example, they can share their name, favorite color, favorite food, and a classmate they like.

Invite everyone to participate in creating the ground rules to establish a shared commitment to respect and confidentiality. Ask the participants to brainstorm rules and vote on them to ensure everyone's voice is heard and valued. For instance, they can suggest rules around respect, confidentiality, listening without interrupting, and maintaining a noise-free environment.

Note to the Facilitator

Helping teens understand sexuality is essential to their emotional well-being, identity, and help them develop respectful relationships.

2. Group Discussion (10 minutes)

Guiding Questions:

- Share one word that comes to mind when you hear “sexuality”.
- How is sexuality different from sex?
- Why is it important to learn about sexuality?

Note to the Facilitator

If they don't respond verbally, ask them to write their answer on a sheet of paper and submit it.
Note down responses on a flipchart/board.

3. Activity: Mind Map (15 minutes)

Write 'Sexuality' on a large sheet. Ask everyone to share words or ideas, and write them around the center. Help them sort the words into similar groups. Here are examples.

- ✓ Personal identity (how you see yourself)
- ✓ Physical (body, puberty, health)
- ✓ Emotional (feelings, love, attraction)
- ✓ Social (relationships, friendships, family roles)
- ✓ Values/Culture (religion, traditions, beliefs)

- ✓ Expression (how you show your identity to the world).

Guide a discussion about what each category means to them.

4. Key Principles



Emphasize the following:

A. **Sexuality is not just about sex: it's more.**

- Sexuality is who we are as male or female, how we feel about our bodies, our emotions, and how we relate with others.
- Sexuality includes our values, identity, and choices.

B. **Sexuality is a journey, and it changes as you grow**

- It is normal, healthy, and part of growing up.
- It's ok to feel curious, doubtful, and confused.

C. Your experience may differ from others

- Appreciate what makes you unique.
- Don't compare yourself, and don't let anyone look down on you.

D. Respect other people's experience

- When you understand that everyone's experience with sexuality is unique, it helps you respect other people's experiences
- Avoid judging, teasing, or pressuring others
- Just be kind!

5. Interactive Role-Play (10 minutes)

Teens act out scenarios where someone shares their feelings, and practice respectful responses.

6. Reflection & Closing (10 minutes)

- Think about how your background shapes your views on sexuality.
- What is one new thing you learned today?
- End with affirmation: "My body and my feelings are part of who I am, and I will respect myself and others."

Note to the Facilitator

1. Assure participants they can safely share questions, doubts, or concerns with you confidentially.
2. You can turn the affirmation into a session mantra. Ask the group to memorize it and say it together at the start and end of each session. If you like, print it on small cards and give one to each person as their ticket to join the next session.

SESSION 2

Puberty and Body Changes

Age Group: 9–19 years

Duration: 60 minutes

Objectives

- Identify physical and emotional changes during puberty.
- Promote self-awareness and body positivity.
- Normalize the fact that puberty happens differently for everyone.

Session Flow

1. Introduction (5 minutes)

- Recap from last session: What is sexuality?
- Welcome participants and introduce the topic: “Today, we’re talking about Puberty and body changes.
- Ask: What changes have you or your friends noticed in your bodies as you grow older?
- Remind them about the ground rules (respect, confidentiality, no teasing, and active listening).
- Help everyone feel comfortable so they can share openly

2. Group Discussion (15 minutes)

Guiding Questions:

- ✓ What changes happen during puberty?
- ✓ How do these changes affect your emotions and relationships?

- ✓ What questions or concerns do you have about your body?

Note to the Facilitator

If participants are shy, focus first on building trust and comfort. Encourage honesty and reassure participants that no question is “silly”.

3. Activity: Body Diagram (20 minutes)

- Show male and female body outline diagrams.
- Divide participants into groups of two or three.

Give each group a body outline diagram. Ask them to label areas where changes happen during puberty. For example, these include changes in breasts, periods, voice, facial hair, body odor, or pimples. Assign one person to write while others suggest ideas. After labeling, have each group take turns in the different roles. Remind everyone to share ideas and explanations within their group as they discuss the labels.

- Ask groups to list emotional changes, such as mood swings, attraction, searching for identity, or feeling self-conscious.

Note to the Facilitator

Notice how comfortable the group feels. If they are not ready for hands-on activities, simply discuss the changes that occur during puberty.

4. Key Principles

Facilitators' Key Points

(10 minutes)

- A. Puberty often starts between ages 9 and 15, but varies by person.
- B. Physical changes include a growth spurt, menstruation, voice deepening, and hair growth.
- C. Emotional changes: mood swings, attraction, desire for independence.
- D. Everyone develops at their own pace. You do not need to compare yourself to anyone else.
- E. Healthy eating, hygiene, exercise, and sleep support growth.

Note to the Facilitator

1. Take your time to lay emphasis on the points above.
2. If the level of comprehension of your audience is high (you will know when you start to engage them), then stick to the 10-minute duration, if not, you can be creative and extend at your own discretion.
3. Use personal stories to connect.

5. Interactive Role-Play (10 minutes)

- Divide participants into small groups.
- Give each group a scenario card describing a puberty-related situation.
- Each group reads its scenario and role-plays the situation, acting out how they would support the person involved.
- After each role-play, the facilitator should lead a short discussion:
 - ✓ What changes were happening?
 - ✓ How did the characters feel?
 - ✓ What could friends, teachers, or family do to help?

SAMPLE SCENARIOS:

- “Segun feels embarrassed because he started growing body hair and others noticed.”
- “Sope’s voice is changing and cracks when speaking in class.”
- “Sola got her first period during school and didn’t know what to do.”

Note to the Facilitator

Encourage empathy and understanding of the situation. Remind them that these changes are normal and that everyone experiences puberty in their own unique way.

6. Reflection & Closing (10 minutes)

- Ask: What's one positive thing about your body or growing up?
- End with affirmation: **"Puberty is normal. I embrace the changes with confidence."**

Note to the Facilitator

Optimal: Print the affirmation on small cards and use them as tickets for the next sessions.

SESSION 3

Consent

Age Group: 9–19 years

Duration: 45–60 minutes

Objectives

- Understand the meaning of consent
- Understand how it applies to everyday interactions
- Understand the importance of consent in building respectful and safe relationships.

Session Flow

1. Introduction (5 minutes)

- Recap from last session: Puberty and Body Changes
- Welcome participants and introduce the topic:
“Today we’re talking about consent – what it means and why it matters.”
- Set ground rules (respect, confidentiality, no teasing, and active listening).
- **Quick icebreaker:** Ask, “When was the last time you asked for permission or someone asked you?”

Note to the Facilitator

1. Consent is about everyday respect; asking before using someone's belongings, checking if someone wants a hug, or making sure a friend is okay with being included in a photo
2. Learning about consent helps young people understand that everyone has the right to make choices about their body, personal space, and emotional well-being.
3. It also teaches them that respecting others' choices fosters respectful relationships, where trust and safety prevail.

2. Group Discussion (10 minutes)

Guiding Questions:

- ✓ What does consent mean to you?
- ✓ Can someone say yes but still feel uncomfortable?
- ✓ Why is it important to ask for consent?
- ✓ What are the consequences of ignoring consent?

Note to the Facilitator

1. Encourage honest answers. Reassure participants that all questions are welcome and there are no “silly” answers.
2. Consent protects people from harm and discomfort, builds mutual respects, and helps people feel safe and valued.
3. Ignoring consent brings hurtful feelings, broken relationships, loss of trust, emotional and physical harm.

3. Activity: Consent or Not Sorting Game (15 minutes)

- Prepare scenario cards (examples below).
- Put participants into small groups and give each group a set of scenario cards. Ask each group to read a card aloud, discuss together whether the scenario shows ‘Consent Given’ or ‘Consent Not Given, and place the card in the correct pile. After all cards are sorted, prepare to explain your group’s decisions and reasoning to the larger group.
- Discuss each scenario as a group

SAMPLE SCENARIOS:

- “Sola asks to borrow a pen and gets a yes.”
(Consent Given).
- “Joy hugs Sam without asking.” (Consent Not Given).
- “Tony says yes but looks uncomfortable.”
(Consent Not Given).

4. Key Principles



Facilitators' Key Points

(10 minutes)

Emphasize the following consent principles:

1. **Consent:** A clear, voluntary, and informed agreement to do something. It must be given freely and can be withdrawn at any time.
2. **Clear:** The person says “yes” in a way that is easy to understand.
3. **Voluntary:** The person agrees of their own free will, without pressure or fear.

4. **Informed:** The person understands what they are agreeing to and all the details involved.
5. **Consent in Everyday Life:** Asking before joining a game or group, checking if someone is okay with physical contact, respecting someone's "no" without trying to change their mind.
6. **Respect:** Treating others with kindness and consideration, especially when they express their boundaries and limits.
7. **Boundaries:** Personal limits that protect someone's comfort, safety, and emotional well-being.
8. **Pressure:** Trying to influence someone to do something they may not want to do, even if they haven't said "no."

Misunderstanding to Avoid

Silence is not consent.
"Yes" under pressure is not real consent.
Consent once doesn't mean consent always.

5. Interactive Role-Play (15 minutes)

- Teens act out scenarios where someone makes a demand, and the other practices consent using the above principles.
- Learners create a visual map showing different choices and their outcomes. For example:
 - ✓ Asking before sharing a photo → Friend feels respected.
 - ✓ Pressuring someone to join a game → Friend feels uncomfortable.

6. Reflection & Closing (5-10 minutes)

1. Ask: “What is one thing you learned about consent today?”
2. End with affirmation: **“Everyone has the right to feel safe and heard. I will respect others’ boundaries and expect the same for myself.”**

Note to the Facilitator

1. Use age-appropriate, real-life examples.
2. Model respectful listening and sharing.
3. If needed, share a personal story about asking for or giving consent in everyday life.
4. Optional: Print the affirmation as a "TICKET" for future sessions, or have participants recite it together.

SESSION 4

Communicating Boundaries

Age Group: 9–19 years

Duration: 60 minutes

Objectives

- Learn how to express personal boundaries clearly and respectfully.
- Understand how to recognize and respect others' boundaries

Session Flow

1. Introduction (5 minutes)

- Recap from the last session: Consent
- Welcome participants and introduce the topic:
“Today we’re talking about communication boundaries.
- Invite them to share one thing they value about personal space or comfort.
- Set ground rules (respect, confidentiality, no teasing, and active listening).

Note to the Facilitator

Young people may struggle to say “no” or feel guilty for setting limits. They may also miss signs that someone else is uncomfortable. Teaching boundary communication helps them protect their own well-being and respect others. It also encourages confidence and self-awareness in relationships.

2. Group Discussion (10 minutes)

Guiding Questions:

- ✓ What are some of your personal boundaries?
- ✓ How can you tell when someone is uncomfortable?
- ✓ Why is it okay to say “no”?

3. Activity: Boundary Bingo (15 minutes)

Ask learners to write down examples of their own boundaries, such as not liking loud noises, or needing time alone after school.

4. Key Principles



Types of Boundaries:

1. Physical: Personal space, touch, and privacy.
2. Emotional: Sharing feelings, secrets, or opinions.

3. Social: Choosing who to spend time with or what activities to join.

How to Communicate Boundaries:

- Use “I” statements: “I don’t feel comfortable with that.”
- Stay calm and clear.
- Practice saying “no” respectfully.
- Recognizing others’ boundaries:
- Watch for body language (e.g., stepping back, crossed arms).
- Listen to the tone of voice.
- Respect silence or hesitation.

5. Interactive Role-Play (10 minutes)

Teens act out scenarios where someone sets a boundary, and practice respectful responses.

6. Reflection & Closing (10 minutes)

- Think about how sharing your boundaries can make your relationships better.
- What is one new thing you learned today?

- End with affirmation: **“Boundaries matter. I will respect both mine and others’ limits.”**

Note to the Facilitator

1. Reinforce that setting boundaries is a healthy and necessary part of relationships.
2. Encourage learners to use the affirmation as a mantra before and after sessions. Consider printing it on a small card as their TICKET to the sessions.

SESSION 5

Listening and Respecting Others

Age Group: 9–19 years

Duration: 60 minutes

Objectives:

- Develop active listening and empathy skills.
- Understand and respect others' boundaries and feelings.

Session Flow

1. Introduction (5 minutes)

- Welcome everyone and review the last session's topic: communication boundaries.
- Invite them to share a moment when they felt truly heard or understood.
- Set ground rules: respect, confidentiality, no interrupting, and kindness.

Note to the Facilitator

Listening is a powerful tool in relationships.
Helping teens develop empathy and active listening skills fosters stronger connections and emotional safety.

2. Group Discussion (10 minutes)

Guiding Questions:

- ✓ How do you show someone you're listening?
- ✓ What does empathy mean to you?
- ✓ Why is it important to respect someone's feelings?

3. Activity: Empathy Map (15 minutes)

- Ask learners to draw a character or person and write what they might be thinking, feeling, saying, and doing in a situation where they feel unheard.
- Lead a discussion about how showing empathy and listening can change what happens in a situation.

4. Key Principles



How to Listen Actively

- Make eye contact.

- Avoid interrupting.

Showing Empathy

- Imagine how the other person feels.
- Use kind words: “I understand,” “That must be hard.”
- Avoid judgment or criticism.

Respecting Responses

- Accept someone’s “no” without pushing.
- Don’t make fun of someone’s feelings.

5. Interactive Role-Play (10 minutes)

- Teens act out scenarios where someone expresses a boundary or emotion.
- Practice respectful and empathetic responses

6. Reflection & Closing (10 minutes)

- Reflect on how listening and empathy can improve relationships.
- Share one new thing learned today.

- End with affirmation: **“I will listen with care and respect others’ feelings and boundaries.”**

Note to the Facilitator

1. Encourage learners to use the affirmation as a mantra before and after each session.
2. Consider printing the affirmation on small cards and giving them to learners as a **symbolic “ticket” to the session.**

SESSION 6

Consent in Digital Spaces

Age Group: 9–19 years

Duration: 60 minutes

Objectives:

- Apply consent and communication skills to online environments.
- Understand how digital actions affect real-life relationships.

Session Flow

1. Introduction (5 minutes)

- Recap from last session: Listening and Respecting Others
- **Activity:** “*Online Emoji Check-in*” – Learners choose an emoji that represents how they feel about being online.
- Help everyone feel relaxed and open so they are comfortable sharing their thoughts.

2. Group Discussion (10 minutes)

Guiding Questions:

- ✓ What does consent mean online?
- ✓ Why does it matter?
- ✓ Is it okay to share someone’s photo without asking?
- ✓ What does *online privacy* and *cyberbullying* mean?

Note to the Facilitator

Encourage learners to share personal experiences (without naming others).

3. Activity: “Would I Share It?” (20 minutes)

Present real-life scenarios and ask:

- Is it okay to share/post?
- What could happen if I do?
Examples:
- Your friend looks funny in a photo – should I post it?
- Someone told you a secret in a message – can I share it?

Note to the Facilitator

1. Emphasize that online actions have real-life consequences.
2. Encourage learners to share personal experiences or examples (without naming others).
3. Talk about platforms that are familiar to them, like WhatsApp, TikTok, or Instagram, when you discuss examples.
4. Be sensitive to learners who may have experienced online harm - offer support and resources if needed.

4. Key Principles

Facilitators' Key Points

(10 minutes)

- **Digital Consent:** Permission granted for online actions such as sharing photos, tagging, or messaging. *Please ask before posting/tagging, and*

respect blocks/unfriends.

- **Privacy:** Keeping personal information safe and respecting others' choices about what they share: *Keep passwords safe and think before posting.*
- **Cyberbullying:** Using technology to harm, embarrass, or harass others: *Use kind language, avoid gossip, report harmful behaviour.*

Remember!

- Consent applies online just like in person.
- Respecting digital boundaries builds trust.
- Everyone has the right to control their digital presence.
- Think before you post—would you want that shared about you?
- Reporting harmful behavior is a way to protect yourself and others.

5. Interactive Role-Play (10 minutes)

- Divide participants into small groups.
- Assign each participant a role:

- ✓ **Sender:** the person initiating a digital action (e.g., sharing a photo, sharing of a private message).
- ✓ **Receiver:** the person affected by the action.
- ✓ **Bystander:** a friend or peer who observes the situation.
- Give each group a **scenario card** (see examples below).

SAMPLE SCENARIOS:

1. Group Chat Pressure

Sender: Shares a message that includes a classmate's photo without asking.

Receiver: Feels embarrassed and asks for it to be removed.

Bystander: Notices the discomfort but isn't sure whether to speak up.

2. Private Message Sharing

Sender: Screenshots a private message and shares it with others.

Receiver: Finds out and feels betrayed.

Bystander: Was one of the people who received the screenshot.

Consent Checklist

- Did I ask before sharing?
- Did I respect the other person's response?
- Did I consider how this might affect them?
- Did I offer support if someone felt uncomfortable?

6. Reflection & Closing (10 minutes)

- What went wrong?
- Was consent given or assumed?
- How could each person respond differently?
- End with affirmation: **"I will ensure my online space is safe, kind and considerate"**.

Note to the Facilitator

Optional: Print the affirmation on small cards and call it their **TICKET** to future sessions.

SESSION 7

Communicate Clearly and Respectfully

Age Group: 9–19 years

Duration: 60 minutes

Objectives:

- Learn how to express thoughts, feelings, and boundaries clearly and respectfully.
- Understand how respectful communication builds trust and connection.

Session Flow

1. Introduction (5 minutes)

- Recap what you learned last time about what consent looks like online and in person.
- **Icebreaker: “Say this with a gesture” - Learners express a feeling through body language.**
- Ask: How can you tell if someone is being respectful when you talk with them?

2. Group Discussion (10 minutes)

Guiding Questions:

- ✓ What does respectful communication look like?
- ✓ How can you say something clearly without being rude?
- ✓ Why is body language important when you talk?

Note to the Facilitator

- Encourage learners to share examples from school, home, or social media.
- Reinforce that tone and body language matter as much as words.
- If participants are shy, start with general examples or role-play.
- Use skits or relatable scenarios to help learners practice.

3. Activity: “Say It Better” (15 minutes)

- Present learners with examples of unclear or disrespectful statements.
- Ask them to rewrite each one respectfully and clearly.

Examples:

- “You never listen!” → “I feel unheard when I try to talk.”

- “You’re so annoying!” → “I need some space right now.”
- “Whatever!” → “I’m feeling frustrated and need a break.”

Note to the Facilitator

- Encourage learners to:
- Use “I” statements
- Practice tone and body language while speaking.
- Listen without interrupting.
- Ask questions to clarify.

4. Key Principles

Facilitators’ Key Points

(10 minutes)

- Clear communication means saying what you feel and need in a way others can understand.

- Respectful communication builds trust and connection.
- Non-verbal expressions such as eye contact, posture, and gestures support your message.
- Listening is just as essential as speaking.
- Everyone deserves to be heard respectfully.

5. Interactive Role-Play (10 minutes)

- Divide participants into small groups
- Assign each participant a role:
 - ✓ **Speaker:** the person expressing a need, feeling, or boundary.
 - ✓ **Listener:** the person receiving the message.
 - ✓ **Observer:** watches and gives feedback on clarity and respect.
- Give each group a **scenario card** (see examples below).

SAMPLE SCENARIOS:

- **Friendship Boundary**
 - ✓ *Speaker:* Wants a friend to stop teasing his or her about a personal topic.

- ✓ *Listener*: Didn't realize it was hurtful.
- ✓ *Observer*: Watches for tone, body language, and respectful listening.
- **Asking for Help**
 - ✓ *Speaker*: Needs help with a school assignment but feels shy asking.
 - ✓ *Listener*: Is busy but willing to help.
 - ✓ *Observer*: Notes how the speaker expresses his/her need and how the listener responds.

Communication Checklist

Was the message clear?
Was it respectful?
How did the listener respond?
What could be improved?
Did the speaker use "I" statements?

6. Reflection & Closing (10 minutes)

- Ask: What's one way you can communicate more clearly or respectfully this week?
- End with affirmation: **"My voice matters, and I will use it to express myself with kindness and clarity."**

Note to the Facilitator

Optional: Print the affirmation on small cards and call it their **TICKET** to future sessions.

SESSION 8

Values, Decision-Making, and Support

Age Group: 9–19 years

Duration: 60 minutes

Objectives:

- Reflect on personal values and beliefs.
- Learn how to make informed decisions and seek support.
- Understand how values influence choices in relationships and sexuality.

Session Flow

1. Introduction (5 minutes)

- Recap from last session: Communicate clearly and respectfully.
- Share one value you admire in others and your favourite snack.

Note to the Facilitator

This session will help teens connect their values to everyday decisions, especially in relationships and sexuality. It builds self-awareness and encourages seeking support when needed.

2. Group Discussion (10 minutes)

Guiding Questions:

- What values influence your decisions about relationships and sexuality?
- How do you deal with peer pressure?
- Who can you talk to when you have questions or concerns?

3. Activity: Letter to Future Self (15 minutes)

- Enhance this reflective exercise by starting with a quick ‘turn-and-share’ activity. Invite participants to pair up and discuss a surprising value they’ve discovered in themselves or admire in others. This discussion encourages students to articulate and refine their thinking aloud, deepening their reflection. Afterward, ask participants to write a letter to themselves 5 years from now, including the following prompts:
 - ✓ Their core values
 - ✓ Goals for relationships and personal growth
 - ✓ Strategies for making informed decisions
 - ✓ Who they turn to for support

- Let them decorate or personalize their letters if time allows. Optionally, they can seal the letter in an envelope to open in the future.

4. Key Principles



Emphasize the following:

A. **Values shape your choices**

- Your values help you decide what's right for you.
- They guide how you treat others and how you want to be treated.

B. **Decision-making is a skill**

- It's okay to take time before making a choice.
- Think about your values, feelings, and possible outcomes.

C. **Support is strength, not weakness**

- Everyone needs help sometimes.
- Talking to someone you trust can help you make better decisions.

D. Respect others' values and choices

- People may have different beliefs and experiences.
- Be kind, listen, and avoid judging or pressuring others.

5. Interactive Role-Play (10 minutes)

- Teens act out scenarios where someone is facing a tough decision or peer pressure.
- Practice how to respond respectfully, offer support, or seek help.

6. Reflection & Closing (10 minutes)

- Think about how your values influence the decisions you make.
- What is one new thing you learned today?
- End with affirmation: **“My values guide me, and I will make choices that respect myself and others.”**

Note to the Facilitator

1. Let them know that they can find a safe place in you, where their questions, doubts, confusion, and hurts can be safely and confidentially explored.
2. You can make the above affirmation the mantra for your sessions by simply asking the young people to memorize it to be recited before and after every session. You can take it further by printing it on a small paper, hand it over to them, and tag it as their TICKET to your sessions.

SESSION 9

Preventing Sexually Transmitted Infections (STIs) and Pregnancy

Age Group: 9–19 years

Duration: 60 minutes

Objectives:

- Learn about methods of protection and prevention.
- Understand the importance of informed choices.
- Recognize the value of seeking support from trusted adults or health providers.

Session Flow

1. Introduction (5 minutes)

- Recap from last session: Values and decision-making.
- **Icebreaker:** “What does protection mean to you?”

Note to the Facilitator

This session will help teens understand how informed choices and protective behaviour can prevent STIs and unintended pregnancy. It encourages open dialogue and empowers youth to seek support when needed.

2. Group Discussion (10 minutes)

Guiding Questions:

- What are common STIs and how are they transmitted?
- What methods can prevent pregnancy and STIs?

- Why is it important to talk to a trusted adult or health provider?

Note to the Facilitator

STIs such as Chlamydia, Gonorrhoea, Human Papilloma Virus (HPV), Herpes, and Human Immune Deficiency Virus (HIV) are spread primarily through sexual contact—this includes vaginal, oral, and anal sex. Some STIs can also be transmitted through skin-to-skin contact or shared needles. Many STIs may not exhibit symptoms immediately, making regular testing and prevention crucial.

Abstinence—choosing not to engage in any sexual activity—is the only method that eliminates the risk of STI transmission and unintended pregnancy.

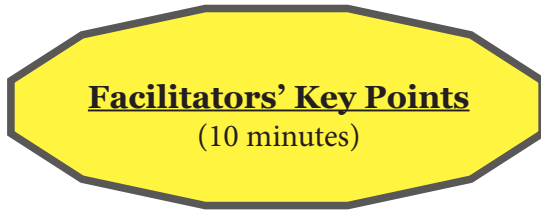
3. Activity: Letter to Future Self (15 minutes)

- Distribute a worksheet or blank paper with the following prompts:
 - ✓ Three reasons I might choose abstinence are...
 - ✓ How abstinence supports my health, goals, or

relationships...

- ✓ What I can say or do when I feel pressured...
- ✓ Who can I talk to for support...

4. Key Principles



A. Knowledge is Protection

- Prevention is easier when you know your options.
- The following are methods to prevent STIs and pregnancy.
- ✓ **Abstinence, which means choosing not to have any sexual activity, is the healthiest and safest choice, especially for teens who are still learning about their values, boundaries, and relationships. It helps young people focus on personal growth, values, and future goals without extra risks or pressure. It also supports making informed decisions if and when they decide to become sexually active. This is our top recommendation.**

- ✓ **Condoms** (male and female): reduce the risk of both pregnancy and STIs.
- ✓ **Hormonal contraception** (e.g., pills, implants, injections): effective for pregnancy prevention, but do not protect against STIs.
- ✓ **Dental dams**: help prevent STI transmission during oral sex.
- ✓ **Regular testing and mutual monogamy**: reduce risk when both partners are tested and committed to each other.

B. Informed Choices Matter

- Take time to learn before deciding.
- Think about your health, values, and future goals.

C. Support is Strength

- Trusted adults and health providers can guide you.
- Asking questions shows courage and responsibility.

D. Respect Others' Choices

- Everyone's experiences and beliefs are different.
- Be kind, listen, and avoid judgment or pressure.

5. Interactive Role-Play (10 minutes)

- Teens act out scenarios where someone is deciding whether to abstain, use protection or seek help.
- Practice how to respond respectfully, offer support, or ask questions.

6. Reflection & Closing (10 minutes)

- Reflect: What is one new thing you learned today?
- End with Affirmation: **“I choose to wait because I value my health and future”.**

Note to the Facilitator

Remind participants that your space is safe and confidential for questions and concerns.

SESSION 10

Recap of all Sessions

Age Group: 9–19 years

Duration: 60 minutes

Objectives:

- Challenge participants to recap all 9 sessions' topics.
- Make room for questions and discussions.
- Offer an optional anonymous question box for sensitive questions.
- Give gifts to 5 teens who can recite the 9 affirmative sentences.



about **THE BOOK**

Whether you're guiding a classroom, leading a youth group, or running a community program, this dynamic resource empowers you to deliver vibrant, age-appropriate sexuality education for teens aged 9 to 19.

Crafted with intention, this workbook transforms learning into a safe, judgment-free space where open dialogue thrives.

It inspires confidence, nurtures informed decision-making, and equips facilitators with interactive activities, thought-provoking discussion prompts, and practical strategies that connect lessons to real-life experiences.



EMERALD LIGHT INITIATIVE
Sponsored by Selah Support Foundation

