

# SEXEDVA

January 2024

Monthly Newsletter

## DRAW THE LINE LESSON HIGHLIGHT

WOULD YOU SMELL YOUR  
OWN ARMPIT IN ORDER TO  
WIN A COMPETITIVE GAME  
OF SIMON SAYS?

In 6th grade, students play an adapted version of *Simon Says* to learn the concept of personal boundaries. Students can choose to participate in silly behaviors such as smelling their armpit or left shoe, acting like a frog, or sticking their tongue out and singing "Happy Birthday." They have the autonomy to "draw their line" when uncomfortable with the behavior. Conversations afterwards touch on peer pressure and the challenges involved in setting a personal boundary.



## Facilitator Spotlight: Megan Moore

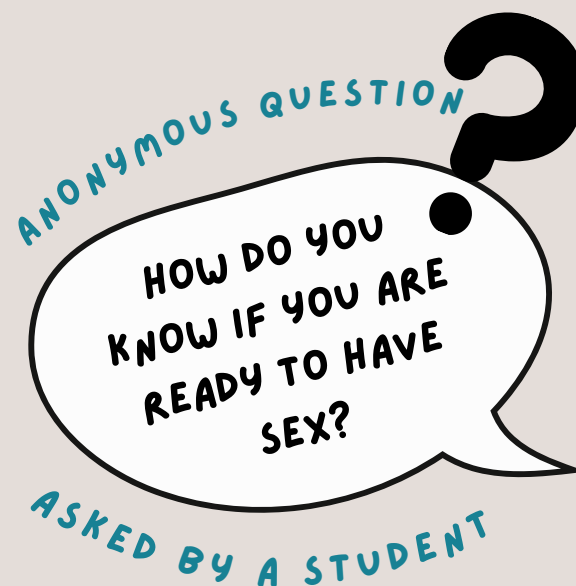
Although newly hired last June, Megan feels as if she "found her groove" teaching sex ed to middle and high schoolers at SexEdVA. Megan (or "Miss Meg," as the students call her) recently graduated



with her MA in health communication at James Madison University. "I never received this information at their age, and I was left feeling fearful of my own sexuality in young adulthood," she reveals as a reason why she took the position of Adolescent Health Educator. "Sexuality is just apart of our lives. We can either embrace it and educate ourselves, or fear it, leaving us more confused and more vulnerable."

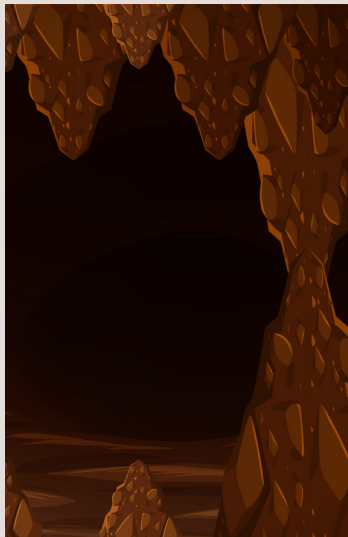
*"Don't be afraid to go with the flow of the conversation in the classroom. If the kids are more interested in one concept over the other, lean into that engagement."*

*Miss Meg's  
Classroom  
Management Tip*



## SEXUAL HEALTH FACT: CONDOMS ARE ANCIENT!

Did you know that condoms were used 12,000–15,000 years ago? Found on a cave wall in France, early illustrations depicted people using condoms for sexual acts.



## ANONYMOUS QUESTION...ANSWERED!

### ASK YOURSELF:

- Why do I want to have sex?
- Is sex something I really *want* to do, or it is something I feel like I *should* do because of friends, partners, or media?
- If I did have sex, who would it be with? Am I comfortable with this person, and can I trust them?
- What exactly would I want to do?

Then think through some pros and cons of having sex and the outcomes of what could happen. Seek out a trusted adult if you have more questions and need some guidance.

## Adult/Student Conversation

It can be challenging to talk about things like sexual health, relationships, and safety with a child. The conversations can feel so loaded! Try organically bringing up the topic. Use a tv show or movie that you are watching together to act as a starting point. Casually bring up how school is going on a long car ride or what your students' friends are up to when making dinner in the kitchen. To further a conversation about boundaries (like after the game of *Simon Says* in 6th grade), share an example of when you had to set a boundary of your own. How did you know a personal line was crossed? What emotions were involved with saying "no" or drawing your line? Ask your student if they can identify a boundary of their own. Help them to navigate what setting their boundary might look like in practice.

### Starters



### Resource Recommendation

Check out *The Prevention Connection's* short video about **how to set healthy boundaries.**