

**A discussion guide
based on**



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Introduction

Do any of the girls in your youth group ask questions? Questions about guys? Questions about their friends? Fashion? Faith? Of course they do! Teens are full of questions and as their youth leader, you need to know the answers. They've been asking me these questions for years through letters, emails, and on my website AskHayley.com. And through my books and website, I've been answering them giving them advice on everything they want to know. My new magazine style book, *Ask Hayley*, discusses the latest questions—the ones kids are asking right now—questions like *how tight is too tight?*, *is flirting a sin?*, and *does he want me or my body?*

This discussion guide collects these and other pertinent questions and organizes them into groups to make them easy for you and the girls in your youth group to discuss. In session one, we'll look at guys: the good, the bad, and the frustrating. Session two will cover all those questions about dating. In session 3, we'll talk about purity. And session four looks at friendship. You'll find an activity suggestion to open each session. These activities are designed to be interactive and easy-going, so let your students have some fun with them. At the end of each activity are follow-up questions to help you transition into discussion. And as a bonus, I've also included an optional fifth session with a special closing activity that will bring all these session—and questions—into perspective.

The *Ask Hayley* discussion guide has been designed to be used over several weeks with my book *Ask Hayley*. I've given you a suggested timetable for each session in the Overview, but feel free to adapt this schedule as needed. Be flexible and remember that the goal is to have a meaningful discussion—not to simply “get through” the schedule. Since the timetable doesn't allow for a lot of reading time, I recommend that you hand out copies of the book to your students at least two weeks before the event. Encourage them to read the entire book/magazine ahead of time so you can focus your together time on discussion. And when it comes to discussion, please feel free to use these activities and questions to sculpt your own group time. I recommend that you start with an open-ended question such as *did you guys learn anything new from this week's reading? Or was there anything you found especially interesting in these chapters?* Give your student the freedom to bring up the issues they want to talk about and recognize that the questions in *Ask Hayley* may incite others... so be prepared. Throughout all of this, just remember: the goal is to generate a healthy discussion.

It's almost time to get started. But first, here are some helpful hints about using this guide in a group setting.

Before You Start

Prepare Yourself: *Ask Hayley* was written by a girl, for the girls, about girl issues. As such, I highly recommend that this study be led by a girl instead of a guy. If you are a male youth director or pastor who thinks this study would benefit your group, I suggest that you ask a trusted adult woman to lead the group instead of yourself. Also, familiarize yourself with this discussion guide and read through each session’s material checklists carefully so you can gather the necessary items beforehand. Pay special attention to the discussion questions and consider an personal anecdotes or insights you might want to share. You don’t want to do all the talking—but it’s helpful to have some ideas in mind in case the conversation needs a jump start.

Prepare Your Students: Hand out *Ask Hayley* magazines to your students at least two weeks before your first session. Include a copy of the Reading Guide so they will know which articles to read for each session.

Group Rules

Remind your girls that this study group is a place where people are to be valued and respected. We suggest that you share these simple group rules with everyone before you start:

Practice confidentiality. What’s said in the group stays in the group.

Respect other people’s views, even when they are different than your own.

Listen. Listen. Listen. Don’t be the one who does all the talking, but let others have a chance to share their views as well.

Don’t interrupt. Wait your turn to talk.

Tips for Leading a Discussion

Here’s a few ideas to keep your discussions rolling in a meaningful way:

Prepare. Make sure you’ve read through the book chapters for each session. As you prepare for the sessions, consider one or two personal anecdotes you may be able to share during the group’s discussion.

Be yourself. Thank students for sharing their thoughts and opinions, but don’t feel that you need to agree with every one. Be honest with your students about the lessons you’ve learned in your own experiences—even if they may not be what your students want to hear!

Encourage students to go deeper. When someone gives a simple response, ask them follow-up questions such as “Why do you feel that way?” “What do you mean when you say _____?” “Tell us more.”

Allow for silence. Remember: Your students haven’t read the questions ahead of time and they may need some time to process a response. Allow for about 7-10 seconds of silence before saying anything further, even when it makes you feel uncomfortable. If necessary, you can reword the question or move on to another topic.

Include everyone in the discussion. If it seems like the same two or three students are responding to all your questions, look for ways to bring others into the conversation. Some students may need a little encouragement to share their thoughts and opinions. So invite them to talk by saying something like “Lisa, I’m curious what you think about this too” or “Sara, I’d love to hear what you have to say about that.” Be sensitive to their feelings, though: If the student has nothing to say or looks extremely uncomfortable, give them an “out” by moving on to someone else.

Be a good listener. The goal is to have a true discussion, not just a “talk” from the group leader. Avoid putting words in the students’ mouths or overreacting to comments that you may not agree with. Try asking “mirror” questions that challenge students to clarify or affirm what you’ve heard. For example, say “What I hear you saying is this. Is that what you mean?” or “So what you seem to be saying is this. Would you agree?”

Bring God into it. Pray for the students before and after each session. Ask God to direct your discussion and be open to the Spirit’s leading: It may be that He takes you in an unexpected direction, so don’t get too hung up on “the plan.” If students are genuinely interested and engaged in a healthy side topic, let the conversation go, saying a silent prayer for God’s to be working on their hearts as you go.

Session One—Guys

Opening Activity: Magazine Rack

Supplies Needed: old catalogs/magazines, blank paper, pens/markers

Divide students into groups of two or three for this activity. Give each group several sheets of paper, along with some markers and a pen.

Tell the groups to imagine that they are editors for a major magazine company. They will be brainstorming ideas for the next issues of two men’s magazines: “Bad Boys” magazine and “Good Guys” magazine. For each magazine they should create these two elements:

A cover mock-up, with title, pictures, and teaser headlines for the content inside.

A list of potential advertisers for this issue

Set your students loose for about ten minutes. Then take a few minutes to have the groups share highlights from their magazines with each other

Note: If you have more than three groups of girls, consider assigning only one magazine concept per group (ex. two groups design the “Bad Boys” magazine and two groups design the “Good Guys” magazine). This will shorten the amount of time you’ll need for sharing ideas at the end.

Follow-Up Questions

- » What were some of the common themes you saw in the “bad boys” magazines? Do you think the images and stereotypes used were fair? Why or why not?
- » Why do you think girls are sometimes attracted to the “bad boy” type?
- » What were some of the common themes you saw in the “Good Guys” magazine? Were all the images and stereotypes used fair? Why or why not?
- » In general, do you think it’s easy to distinguish between “bad boys” and “good guys?” Why or why not?
- » What are some important red flags that might indicate a guy isn’t good friend or boyfriend material?

Discussion Questions for Session One

1. Is it possible for guys and girls to be “just friends”? Or is it inevitable that one of them will end up having feelings for the other?
2. What should you do if you start having feelings for a guy who’s a good friend?
3. After you break up, can you go back to being just friends? Why or why not?
4. Do you agree with the concept that guys like to do the chasing? Can you think of any real-life evidence to support this view?
5. If guys like to pursue, then why do they sometimes seem to enjoy having girls chase after them?
6. Why do you think that girls do a lot of the pursuing in relationships these days? Does this usually result in a secure, healthy dating relationship? Why or why not?
7. Why is it a good idea to have some sense of mystery about you when it comes to dealing with guys?
8. What are some practical ways to achieve this sense of “mystery”?
9. What do you think of this quote from Hayley: “If he chooses not to chase you, then he’s just not the one for you. It’s a job of trusting God” (p.135).
10. How can your faith help you handle your feelings for a crush?
11. In what ways might focusing more on God actually help a girl become more attractive to guys?
12. According to Hayley, what are some good signs that a guy might be interested in you?
13. How can you encourage his interest, while still letting him do the chasing?
14. How does flirting play into your relationships with guys?
15. What’s the difference between good flirting and bad flirting?
16. Is it ok to flirt with more than one guy?
17. What should you do if the guy you have a crush on doesn’t show any signs of being interested?
18. Is it ok to keep hoping you’ll eventually get his attention? Why or why not?
19. Do you think there comes a point in time where you have to move on? If so, how do you do that?
20. When it comes to your feelings about a guy, how did Hayley explain the difference between true love and “puppy love”?
21. Would you agree that most high school feelings are “puppy love”? Why or why not?
22. Do you have to be dating someone in order to be in love with them?
23. What’s helpful about experiencing “puppy love”? What do you need to be careful about when you’re experiencing “puppy love”?
24. How much time and emotional energy should you invest in guys during your high school years?

Session Two—Dating

Opening Activity: Campaign Ads

Supplies Needed: Posterboard and markers.

Divide students into two groups for this activity: The Dating Team and the Waiting Team. (For groups larger than 11, you may want to divide into four groups instead, with two Dating Teams and two Waiting Teams.)

Tell students to imagine they are political analysts working on an ad campaign for a newly proposed town ordinance: If passed, this new law would ban dating for anyone under the age of 18. The proposal has been dubbed “Proposal W” because it would force teens to Wait for dating.

The Dating Team needs to create a TV ad that would convince citizens to vote *against* Proposal W. They should educate voters about why dating is a healthy option that should be available to the town’s teens. They might want to consider Hayley’s “Top 5 Reasons to Date” (p. 12), but they should also incorporate their own ideas.

The Waiting Team needs to create a TV ad that *supports* Proposal W. Their goal is to educate voters about why teen dating is unhealthy and explain why waiting is a better option for the town’s teens. They might want to consider Hayley’s “Top 5 Reasons to Wait” (p. 13-14), but they should also incorporate their own ideas.

Ask the teams to think about real-life political ads they’ve seen on TV and then encourage them to have fun mimicking and exaggerating some of those styles in their Proposal W ads. Suggest a few ideas, such as choosing an announcer, using posterboard to display key facts, or having some of the team members act out a compelling story that supports their views. Explain that the ads should be no longer than 3 minutes in length.

Give teams 10 minutes to strategize and create their ads, and then gather the group to perform their ads for each other.

Follow-Up Questions

- » Do you think the idea of high school dating is a black and white issue? Is it always right or always wrong? Why or why not?

- » Which set of reasons has more appeal to you personally: Reasons to Date or Reasons to Wait? Why?
- » Do you think it's hard for two girls to be friends if one of them chooses to date and the other one chooses to wait? Why or why not?
- » Based on Hayley's "Top 5 Reasons to Date," what kind of personality would you need to have in order to date in a healthy way during high school?
- » Based on Hayley's "Top 5 Reasons to Wait," what kind of personality types might be better off waiting to date until later?

Discussion Questions for Session Two

1. What are some of the reasons that girls choose to date in high school?
 - » Which of these reasons are *healthy* reasons for dating? Which ones are *unhealthy*?
 - » Why is it important to have the right motives for dating in high school? What happens if you date for the wrong reasons?
2. What do you think of Hayley's suggestion that "If you want to keep a guy interested, then you have to back off a little and put some more mystery into the relationship" (p.33)?
 - » What does it mean to "put mystery into the relationship"? What are some practical ways to do this?
 - » On the opposite end of the spectrum, what actions destroy the mystery and make a guy feel smothered?
3. What does it mean to have "emotional virginity"?
 - » Why is guarding your emotions a good idea when it comes to high school dating?
4. Why is trust a key ingredient for a successful dating relationship?
 - » In what ways do each of the "7 questions you should never ask a guy" show a lack of trust in the relationship (p. 43)?
 - » What are some ways to build trust in a dating relationship? How do you show a guy that you trust him?
 - » What should you do if you feel like your boyfriend *isn't* trustworthy anymore? Can you change him – or are you better off getting out of the relationship?
5. Hayley suggests that all high school dating relationships are destined to break up eventually. In your experience, is this true?
 - » Why is it unhealthy to enter a high school dating relationship with the idea that it will last forever? What problems does this mindset lead to?
 - » What can you do during your dating relationships to reduce the amount of hurt you will feel when the relationship ends?
6. How can you handle a break-up in a healthy way?

- » If you're the one breaking up with him, how can you do it in a way that causes him the least pain?
 - » What should you do if a guy breaks up with you? Why is it a bad idea to get emotional in front of him or try to win him back?
7. How would you define "missionary dating"?
- » Is it ok for Christians to date non-Christians? Why or why not?
 - » Do you think it's possible to change a "bad boy" while you're dating him? Why or why not?
8. How do you feel about Hayley's statement that chick flicks are like female porn?
- » How might a chick flick lead a girl to become sexually excited about the guy she's watching it with?
 - » In what ways do chick flicks tend to paint an unrealistic picture of guys? Of dating?
9. What are some signs that you are in an unhealthy dating relationship?
- » What are some "red flags" that would indicate a guy isn't the right one for you?
 - » Who ends up getting more hurt: A girl who ignores red flags because she's in love with a guy, or a girl who breaks up because of red flags, even though she's in love with the guy?
10. What are some signs that you are in a healthy dating relationship?
- » The Bible doesn't speak about dating specifically, but what are some general ideas found in the Bible that would apply to your dating relationships?

Session Three—Purity

Opening Activity: Battle of the Sexes

Supplies Needed: posterboard, markers, one or two popular teen magazines such as Seventeen or Cosmo Girl

Before this session, label four pieces of posterboard, each with one of the following categories: TV, Music, Movies, Magazines. Hang the posterboards at various places around the room and set a few markers by each one.

As the girls arrive, ask them to help “educate” you about teen culture. Encourage them to walk around the room and write down their favorite TV shows, music groups, movies, and magazines on the appropriate posterboards.

When you notice that each posterboard has at least 5-10 suggestions, move on to the next part of the activity. Divide the girls into 4 teams, giving each team one of the posterboards and a marker. (Give the Magazine team one or two magazines as well.) Explain that the groups will compete in a “Battle of the Sexes”: They will have 10 minutes to write down as many sexual references as they can think of for the shows/movies/singing groups listed on their posterboard. (The magazine group will be limited to writing down references from the magazines you provided).

Read through the following list so the groups will know what qualifies as a “sexual reference”:

- » Scenes, lyrics, or articles that depict or imply people having sex
- » Scenes, lyrics, jokes involving sexual innuendo
- » Characters and/or celebrities in each category who dress in a sexually suggestive way (The magazine group may write down celebrities from any category as long as they are pictured in their magazine with sexually suggestive clothes on.)
- » Real life celebrities in each category who’ve been openly involved in sexual relationships (The magazine group may write down any celebrities that are mentioned in their magazine.)
- » TV or magazine advertisements that have sexually suggestive content.

After the ten minutes are up, have each team count up their total number of sexual references and choose their top three most flagrant sexual references. Give each team a chance to share their final score and their top three references with the large group. Give a small prize to the winning team and then ask the following questions:

Follow-Up Questions

- » Do you think it's healthy for teens to be exposed to this many sexual references in their everyday entertainment choices? Why or why not?
- » Do you think it would have been easier or harder to come up with references to abstinence, modesty, and sexual purity in your categories? Do you think our culture respects these ideas? Why or why not?
- » If our culture had higher expectations of teens when it comes to sexual purity, do you think teens would act any differently? Why or why not?
- » How does a Christian view of sex differ from the messages you see in the entertainment industry?

Discussion Questions for Session Three

1. How would you define "sexual purity"?
 - » Is this something you only need to worry about when you're dating? Why or why not?
 - » If a girl wants to be sexually pure, how would that affect each of these areas: Her speech? Her dating choices? Her dress? Her entertainment choices?
2. What is the link between fashion and sexual purity?
 - » Why do you think so many girls dress immodestly? What are they trying to accomplish by dressing this way?
 - » How might dressing sexy actually undermine a girl's desires when it comes to romance and love?
3. Hayley suggests that you shouldn't wear anything that's going to attract sexual attention to your body. What do you think of this idea?
 - » What's wrong with wanting guys to think you're hot?
 - » What *should* be your motives for choosing what you wear?
 - » Besides clothing, what other current fashion trends draw sexual attention to a young woman's body?
4. Is it fair to hold a girl accountable for what a guy is thinking when he sees her clothes? Why or why not?
 - » Do you think current fashion trends make it easy or difficult for a guy to control his thoughts?
 - » Who should have more responsibility for sexual purity: The guys—to control their minds? Or the girls—to dress in clothes that won't tempt the guys to impure thoughts?
5. How can you tell if your clothes are too sexy? What guidelines should you use to determine what you wear?

- » What are some current fashion trends that you feel are “too hot”?
 - » What are some current fashion trends that could help you look more modest?
6. How should a girl decide where her physical boundaries will be when she’s in a dating relationship?
- » What do you think of Hayley’s suggestion: “If you think that what you are doing with him could be causing him to think about sex with you, then you’ve gone too far” (p.29)? Given that teenage guys tend to have a lot of hormones racing around, does this rule out doing *anything* physical?
 - » Hayley also says that “sin starts in our minds” (p.45). How do you think your physical actions affect your mental thoughts while dating?
7. Sometimes girls set firm boundaries for themselves, but they end up crossing the line while they’re in a dating relationship: Why do you think this happens?
- » Why are sexual sins so tempting for teens?
 - » Are there some practical guidelines that would help you avoid sexual temptation to begin with? (for example: not being together in a house alone)
 - » Do you think most teens have accountability when it comes to sexual sin, or are they trying to stay sexually pure on their own? What kind of people make good accountability partners?
8. Is it important for a guy and girl to talk about their physical boundaries if they’re dating? Why or why not?
- » At what point in the dating relationship would it be a good idea to have this kind of discussion?
 - » What if the guy you’re dating doesn’t agree with the boundaries you want to set? Is it ok to compromise on boundary lines as long as you both share the basic commitment to not have sex?
9. How does a girl’s emotional and spiritual health impact her ability to live a sexually pure lifestyle?
- » In what ways could a poor self-image or spiritual life prevent a girl from making healthy sexual choices?
 - » What can you do to keep your emotions and your spiritual life headed in a positive direction?
10. What are God’s standards when it comes to sexual purity?
- » Is it possible to be a virgin, technically speaking, but still be living a life of sexual immorality?
 - » Ephesians 5:3 says there must not be even a “hint” of sexual immorality among you: Can you think of any behaviors and/or fashion trends that your church or school generally accepts, but that still have a “hint” of sexual immorality?
 - » Given this standard, are there any behaviors in your own life that you’d like to improve?

Session Four—Friends and Foes

Opening Activity: Prom Dress Auction

Supplies Needed: Fashion Cutouts (see Prep Work below), varying amounts of play money in envelopes

Prep Work: Before this session, create some “Fashion Cutouts” by cutting prom dress pictures from catalogs or magazines and pasting them to a sheet of paper. Most of the dresses should be a trendy teen style, but mix in a few business suits and “grandma style” dresses as well. Cut out about 15-20 dresses, and glue each of them to a piece of paper. Write a “Starting Bid” at the bottom of each page. (Try to keep the starting bids between \$50 - \$100.) Next, put together envelopes of “bidding money” using play money: Put \$1000 in one envelope, \$500 in two envelopes, \$250 in three envelopes, and then put \$100 or less in the rest of the envelopes.

As the girls arrive for this session, explain that you’re going to be holding a Prom Dress Auction and start passing the Fashion Cutouts around so they can take a look at the items up for bid. While they look at the Cutouts, pass out the envelopes of bidding money and explain the “rules” for bidding:

- » Your goal is to buy at least one item—preferably something you would actually want to wear to the prom.
- » You may buy more than one item, as long as you have enough money for it.
- » You may only bid with your own money—you cannot combine funds with anyone else.
- » Raise your hand to make a bid.

Once everyone has looked at the Cutouts and counted their bidding money, you can start the auction. Have fun working as the auctioneer and try to coax girls into raising the bids. If no one wants to bid on a particular item, try lowering the starting bid. If it still doesn’t get bids, set

it aside and move on to the next item. After you've finished auctioning off the last item, move on to the follow-up questions below.

Follow-Up Questions

- » What role does fashion play when it comes to trying to fit in with friends? How about money?
- » Did any of the items go for a small amount of money or end up being rejected all together? If so, why didn't anyone want them?
- » Do you know any girls who get treated like "rejects" at your school? Why are they treated that way and how do you think they feel about it?
- » Did you have fun bidding against the other girls for prom dresses—or did you feel frustrated? Why?
- » In what ways do girls "bid against" each other in real life? Is competition an issue for teenage girls? Why or why not?

Discussion Questions for Session Four

1. According to Hayley, what are some characteristics of a "Mean Girl"? (Check out p. 84-85 for some ideas.)
 - » Do you know any real-life Mean Girls? Describe what they are like without using their actual names.
 - » Why do you think girls are so mean to each other at times—even with their own friends?
2. What should you do when people are mean toward you?
 - » What do you think of this statement: "Seeking revenge, getting mad, or becoming devastated by what girls do to you will only backfire on you emotionally and spiritually" (p.59). How exactly does revenge backfire on someone?
 - » What are some healthy alternatives to seeking revenge toward a Mean Girl?
3. Who should be more important to you at this stage of life—your friends or your boyfriend? Or are they equally important? Why?
 - » Can a boyfriend be a good substitute for girlfriends? Why or why not?
 - » How can a dating girl show her girlfriends that she still cares about them?
 - » How can a non-dating girl try to be understanding toward her dating friends?
4. Why is it important to have good girlfriends at this stage of life?
 - » If someone is looking for good friends, what are some practical ways they could meet them?
 - » What are some signs of a healthy friendship?

5. Do you agree with this statement: “The best thing to do about friends who are bringing you down is to avoid them” (p. 80). Why or why not?
 - » What are some signs of an unhealthy friendship?
 - » Is it possible to help a friend change her bad patterns or behaviors? If so, how?
 - » How do you know when it’s time to stop hanging out with someone?
6. Do you tend to feel like your parents are your friends or your enemies? Why?
 - » How can you get parents to stop nagging and start respecting you more?
 - » Why is it important for teens to respect their parents’ authority? Do you think most teens actually do respect their parents?
7. What are the dangers of being a people pleaser?
 - » When does trying to fit in with others become a problem?
 - » How does putting your focus on God help you deal with feelings of wanting to fit in?
8. Do you think girls ever let their friendships and/or dating relationships define who they are? Why or why not?
 - » In what ways *do* your relationships reflect who you are?
 - » What’s the danger of finding your identity in friends or a boyfriend?
 - » Where should your sense of identity come from?

Session Five—Thanksgiving Dinner

End your *Ask Hayley* discussion with an informal night of fun, food, and thanks. This session will center around the idea of a Thanksgiving meal, but you don't need to baste a turkey or make home-made stuffing to set a festive mood. Consider these simpler ideas instead:

- » Order pizza for everyone, but add a thanksgiving touch by offering small bowls of candy corn to each girl.
- » Serve turkey sandwiches or turkey subs.
- » If your girls like to cook, try putting on a “real” thanksgiving dinner by assigning dishes such as green bean casserole, cranberry sauce, and squash.
- » Bring out the Thanksgiving decorations with turkeys, pilgrims, cornucopias, and harvest items.

When the girls arrive, gather them together for a short discussion of the article “Turning the Tables” (p.142-143) before you start the meal. Steer the conversation around these questions:

1. Do you think teen girls tend to spend more time focusing on the positive or on the negative? Why?
2. Why do you think God tells us to think about good things in Phil. 4:8?
3. In what ways would a more positive attitude help you when it comes to the issues we've been discussing lately: guys, dating, purity, friends?
4. What are some practical ways to help you focus on good stuff, even when you're struggling with some problems in life?

After you've talked about the benefits of a positive mindset, tell them that you'd like to put your ideas into practice with a Thanksgiving Dinner. Invite them to get some food, eat it together in a large circle, and take turns sharing things you're thankful for while you eat.

When your thanksgiving dinner is finished, end the session with a final activity: Have each girl take a turn sitting at the center of your circle. While she's there, the other girls will share some encouragement by explaining what they are thankful for about that person. Encourage your group to use this as an opportunity to practice looking at the positives in people instead of focusing on the negatives. (As the leader, be sure to have some thoughts in mind that you can share for each girl.)

Close your evening with a time of thanksgiving prayer.

Handouts

Reading Guide

Session One: Guys

Does he like me, like me? Or are we just friends? p. 16-17
Does He Really Like You, Like You (Quiz) p. 18
Asking Guys Out p. 20-21
Is It True Love or Just the Puppy Kind? p. 36-37
Does He Like Me? p.38-39
Is Flirting A Sin? p.46-47
Are You a Good Flirt or a Bad Flirt? p. 48-49
Is He Boyfriend Material? p.50-51
He's Leaving Her For Me p.72-73
How Do I Tell Him I Like Him? p.104-105
The Art of Body Language p.106
Dateless p.112-113
My Best Crush Has a Girlfriend p.116-117
How Do I Get His Attention? p.134-135
I Don't Have Time for Boys p.140-141

Session Two: Dating

Is Dating Biblical? p. 10-11
Top 5 Reasons to Date or to Wait p. 12-15
Why Is He Feeling Smothered? p.32-33
13 Surefire Ways to Keep the Mystery p.34-35
Who's He Talking To? p.40-41
7 Questions You Should Never Ask A Guy p. 43
Missionary Dating p.52-53
He Won't Go to Chick Flicks p.56-57
He's Breaking Up With Me p.62-64
Looking Our For Your #1 Ex p.66-67
It's Over p.68-69
Bad Boy Addiction, Bad News? p.86-87
Does He Want Me or My Body? p. 110-111
We're Taking a Relationship Time-out...Help! p.118-119
Playing Hard-to-Get p.122-123
Can a 19-Year-Old Date a 15-Year-Old? p.124-127

Session Three: Purity

How Far Can I Go? p. 28-29
What's Wrong With a Back Rub? p.44-45
I'm A Technical Virgin p.60-61
Tickle Fights = Foreplay? p.92-93
Why Can't Guys Control Themselves? p. 94-95
When Do You Put Baby in a (time-out) Corner? p.96-99
How Do I Tell Him I'm a Virgin? p.120-121
How Sexy Are You? (Quiz) p. 27
Belly Button Jewelry p. 30-31
How Hot Is Too Hot? p.54-55
I Wanna Smoke p.70-71
Environmental Quiz p.81
Ask Dr. Marissa! p.100-102
How Tight is Too Tight? p.108-109
I'm a Makeup Junkie p.114-115
She's Not Easy, She Just Dresses That Way p.132-133

Session Four: Friends & Foes

Best Friend Trouble p.22-23
Why Does Everyone Think I'm Easy? p. 24-25
Not Invited p.58-59
My Best Friend is Easy p.74-75
My Parents Won't Stop Nagging Me p.76-77
My Emo Friend p.78-80
Friend Fight p.82-83
Is Your Friend a Mean Girl? p.84
10 Clues Your Friend is Bad News p.85
My Friends Think I'm Weird Cuz I Don't Date p.88-90
I'm a People Pleaser p.128-130
Can We Still Be Friends After We Break up? p.136-138

Session Five: Thanksgiving Dinner

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About the Author



Hayley DiMarco is chief creative officer and founder of Hungry Planet, where she writes and creates cutting-edge books that connect with the multitasking mind-set. She has written and co-written numerous bestselling books for both teens and adults, including *Dateable*, *Mean Girls*, and *Marriable*. Hayley has also spoken at conferences like Women of Faith. She and her husband, Michael, live in Nashville, Tennessee. Find out more at www.hungryplanet.net.