

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Identify at least two factors that are important in deciding whether and when to engage in sexual behaviors



Around the room you will find several posters with factors (Healthy Relationship; Protection ex: condoms; Consent; Personal beliefs; Peers/Friends; Family; Media) to consider when deciding whether and when to engage in sexual behaviors. I am going to place you all in seven small groups and then your groups will visit at least three posters and identify whether each factor is or is not important in making a decision on whether and when to engage in sexual behaviors. Write as many reasons as to why the factor is or is not important as you can and also feel free to place a check mark to other group's reasons as well."

NOTE TO EDUCATOR: *Place the students into seven groups. You can count off to seven or pre-assign the groups using a sorting method such as distributing colored stickers (7 unique colors) or shapes (7 unique shapes) to separate the class into groups. In order to help facilitate the process you can ask each group to identify a note taker prior to starting the activity who is responsible for writing on the posters. While the students are completing the activity feel free to play low music and use the sound of the music to help indicate when groups should rotate.*

Check for clarity with the class and answer any questions that are asked. Place the students into seven groups and then direct each group to stand next to one of the posters. Distribute a different color marker to each group so that no two groups are writing in the same color and then explain to the class that they will have about two minutes at each poster to write down all of the reasons that factor is or is not important in making a decision on whether and when to engage in sexual behaviors.

(15 minutes)

STEP 2:

After allowing each group an opportunity to visit at least three posters ask the groups to stay at their final poster and ask each group to present that poster to the class. Each presentation should take no more than two minutes. Say something like, **Okay class, now that you have contributed reasons of importance to these factors to consider when deciding whether and when to engage in sexual behaviors I would like each group to share their poster with the class.**

After each poster is shared facilitate a discussion with the class by asking the following questions:

WHAT WAS IT LIKE TO DO THIS ACTIVITY?

If students provide a one word answer such as "hard" ask them to provide more details by adding how after their descriptive word (ex: hard...how?)

HOW?

SO WHAT DID YOU LEARN?

HOW WILL THIS HELP YOU IN THE FUTURE?



Say something like, **“Making a choice to engage in a sexual behavior with another person is a big decision and you know what is best for your body so you get to be the person to make that decision. It can be helpful to identify a trusted adult who can listen, support you, and answer any questions you might have. It is also very important to make sure that the person who you are interested in is equally as interested and has provided consent, that you have discussed your sexual history and methods to protect against STDs and unintended pregnancy as well as gotten tested for STDs. Engaging in sexual behaviors with a partner who respects you and wants the experience to be an enjoyable one for both of you is a key component of a healthy relationship. This can be even more evident when you or your partner decides that now is not the best time to engage in any sexual behavior which is also normal.**

So since you are your own expert for your body let’s look at how you can use all the information we just discussed to make a decision.” Distribute the decision making model handout to the students.

(12 minutes)

STEP 3:

Ask for a student volunteer to read each step of the decision making model and add the content below after each step.

1: DETERMINE THE IMPORTANCE OF A DECISION

How would you rate the importance of a decision to engage in a sexual behavior with another person? 1 would be not important at all and 5 would be very important. Ask the students to participate by writing the number that corresponds with how they would rate the decision on a scrap piece of paper. Ask someone who rates the decision as highly important

Say something like, “Can anyone explain what the phrase follow through means?” Look for an answer that is close to completing your decision. Say, “There is an important point to this step when deciding whether or when to have sex and that is a person can ALWAYS change their mind and NOT follow through. If a person says yes and then changes their mind we must always respect their bodily autonomy to know what is best for them and respond accordingly. We also have the right to change our mind at any point”.

5. REFLECT

Say, this is the moment when you can look back on the decision you made with the information you had to see how you feel about the decision. Are you happy with the choice that was made? Would you do something differently? How could you change to better meet your needs in the future.

This decision making framework is a framework and might not always fit each situation perfectly but it can be helpful when making a big and serious decision. As always, seek out a trusted adult who can help and support.

(11 minutes)

STEP 4

Say something like, “Thank you all for being such active participants in today’s class. Making a decision on whether and when to have sex is a big decision and you are the best person to make that decision for your body. Using all the information you have and making a decision based on that information will set you up for success no matter what your decision might be.”

(2 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

Objective 1 is completed in Steps 1 and 2 and Objective 2 is completed in Steps 3 and 4.

OPTIONAL HOMEWORK:

Make a decision on a non-sexual situation you have been considering using the decision making framework. For example, asking your family to adopt a new pet, going on an overnight trip with a friend you do not know very well, joining a new club, trying out for a new sport, or you can create your own decision to make. Write out the thoughts to each step.

