

## ***Unit: Sex Education***

**Lesson Plan Title:** Sexual Decision Making

### **National Health Education Standards Addressed:**

1. Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.
2. Standard 2: Students will analyze the influence of family, peers, media, culture, technology and other factors on health behavior.
3. Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
4. Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
5. Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

### **General Goal(s):**

1. To make the students to understand that there are people and places that will attempt to influence their own personal sexually decision making capabilities and how to interpret and avoid these pressures.

### **Specific Objectives:**

1. For the students to name the pressures and messages about being sexually active.
2. For the students to create a personal definition of sex.
3. For the students to be able to list the reason for being sexually active and the reasons for them to wait.
4. For the students to be able to communicate their decision to their partner.

### **Required Materials:**

1. Classroom whiteboard
2. Worksheet “Pressure Points” (Activity 10)
3. Worksheet “How to Say “No” and Still Be Friends” (SE-62)

### **Anticipatory Set (Lead-In):**

- When the students enter the room they will follow the instructions on the whiteboard to answer the following question: Name 5 pressures or messages that you have recently seen that attempt to influence your own personal sexual choices. Common sources could include radio (music), television, movies, advertising, friends, etc...

### **Step-By-Step Procedures:**

1. Once the student's have generated their ideas during the instant activity, I will use their information as a lead in to the main lesson idea. I will begin this by having the students do a brief activity about decision-making. I will have the student's take out a piece of paper and they will be instructed to draw 5 circles, 4 squares, and 3 triangles. Once they have completed this I will have three student volunteers come up to the front of the room and show the class the way that they drew the shapes. The student's will notice that none of the students drew the shapes in the exact same way. The point is that I allowed the student's to all make their own decisions on how to draw the shapes on their paper. This shows that all the student's have the ability to make their own conscious decisions even in situations involving sexual activity.
2. Next, I will have the student's do the activity titled, "Pressure Points" for the next 10 minutes. In this activity they will be analyzing common pressures that people put on others in an attempt to push them into being sexually active. Student volunteers will read the "pressure cards" in front of the classroom and responses will be discussed.
3. After the pressure points activity, I will introduce the "messages continuum" to the students. This is a line with two opposite ends representing the two opposite ends of the spectrum of sexual decisions. On one end are the reasons people think sex is not good and on the other end are the reasons why people think sex is cool. Before the students generate ideas, I will give them the people first. For example, what are the things adults would say should go on either end of the continuum? Other sources would include the media and teens or peers. Allow discussion time to fill out the continuum that is drawn on the board.
4. Focusing on teens, we will next list the reason that teens are "Doing It" or "Not Doing It." During the discussion we will list the student responses under each category.
5. Leading into the final part of the lesson will be information on the different ways to say no to something. These ways are passive, assertive, and aggressive. First I will explain to the students what each of these mean and provide them with examples. Next, I will pass out the worksheet called, "How to say "NO" and Still be Friends." The student's will be put into pairs and they will discuss the suggestions that are on the sheet. They can also describe the situation where these situations might arise and why the responses would be effective keeping the passive, assertive, and aggressive responses in mind.
6. The students will be allowed to work on this for the remainder of the period.

### **Closure:**

1. The last few minutes of the class will be spent answering any questions that the students might have based on what was discussed in today's lesson.

### **Assessment Based On Objectives:**

1. The assessment for today will be on the participation of the student's during the activities.