

# DECISION MAKING:

## Lesson 2

7  
GRADE

### LEARNER OUTCOME<sup>1</sup> W-7.13:

Examine the influences on personal decision making for responsible sexual behaviour.



#### MATERIALS:

1. HANDOUT: [The Person In the Middle](#)
2. HANDOUT: [Sticky Situations](#)
3. HANDOUT: [Am I Ready for Sex?](#)



#### INTRODUCTION:

In the lesson plan *Decision Making: Lesson One*, a group of activities meeting the above learner outcome was outlined. To further enhance the exploration of sexual decision making, the following are offered as **supplementary** activities. While exploring abstinence is the main focus of the grade 7 sexual health learner outcomes set by Alberta Education, these activities offer the student who may choose alternatives to abstinence an opportunity to make informed decisions that respect their own values.



#### APPROACHES/STRATEGIES:

#### NOTES:

##### A. Ground Rules

(5 min)

Ensure ground rules are established before beginning this lesson. For classes that have already established ground rules, quickly reviewing them can promote a successful lesson.

##### B. Person in the Middle Role Plays

(20-40 min)

*Students look at their options and use their values to make decisions about sexuality. They also can learn to recognize and effectively deal with peer pressure.*

1. Explain to the class that this activity will help them look at different sides of a situation and make good decisions.

2. Distribute the handout *The Person In the Middle* to each student. Explain that this is a hypothetical activity in which the volunteer playing the part of “The person in the middle” will have to choose one of two options. The other two volunteers will try and persuade the person in the middle to choose the option they represent.
3. Set up four chairs at the front of the class. Ask for four volunteers to come and sit in these chairs. Assign each volunteer one of the following roles: “Choosing abstinence,” “Choosing to be sexually active,” “Moderator,” and “The person in the middle.”
4. Using the example given here, have the four volunteers model the role play procedure as follows:
  - a) Have the moderator read the following scenario out loud to the class:
 

*Your boyfriend or girlfriend of 6 months asks you how you feel about sex. He or she really wants to have sex with you. You feel pretty sure you are not ready, but you are afraid that he or she will break up with you if you say no. What do you do?*
  - b) Ask the class to brainstorm some of the options in this situation. Allow the volunteers to choose two options, one representing abstinence and the other representing being sexually active, and share these with the class. For example:
    1. *Have sex even though you aren't ready in order to avoid breaking up.*
    2. *Tell your boyfriend or girlfriend that you're not ready to have sex yet, but that you care about him or her and want to continue the relationship.*
  - c) For each of the two options, ask the class to brainstorm reasons why the person in the scenario might make this choice. This can be done by splitting the class in half and having each side record their ideas on a piece of paper. After this is completed, have the volunteers representing the two options try to persuade the person in the middle to choose the option they represent with the help of the brainstorm list. For example:
    1. *“Hey, LaShaun, that boyfriend of yours is really fine, and he's saying he wants to have sex with you. It's now or never – he could break up with you if you say no. Go ahead, do it!”*
    2. *“LaShaun, you know you aren't ready for this. You don't even know for sure that he'll*



When using role-play activities that highlight

relationship issues, it is important to be cognizant of students in your class who may be involved in or questioning their sexuality. Gay and lesbian students often experience pressure in their relationships and may at some point want to raise this issue with an adult.

*break up with you if you say “no.” Tell him how you feel. If he doesn’t understand, he’s not worth it”.*

- d) For each of the two options, ask the class to brainstorm what the consequences might be. After this is completed, have the volunteer representing the person in the middle say the consequences out loud. For example:
1. *“If I go ahead, it might make my boyfriend want to stay with me. Or he might just want to talk about me to his friends so he can look all macho. I might not feel good about myself afterward, since I know I’m just doing it for him. What if I get pregnant or get an STI?”*
  2. *“If I tell him I don’t want to have sex now, he might break up with me. He might talk to his friends about me. Or he might wait too. He might respect me more for being honest about how I feel”.*
- e) For each of the two options, ask the class to brainstorm what the person in the scenario could do to follow this choice. After this is completed, have the volunteer announce his or her choice.
- f) Ask the class to brainstorm what the person in the middle would have to do to remain abstinent.

5. Now, divide the class into groups of 4 students.
6. Give each group one copy of the handout Sticky Situations.
7. Ask each group to choose 2 of the scenarios and follow the same procedure. They must write down their thoughts for each step on the handout The Person in the Middle.
8. Collect the handouts.
9. Debrief this activity using the following questions:
  - What kinds of things do people need to think about before they make a decision about becoming sexually active?
  - What could happen if you didn’t think about the consequences before you made a decision?

### **C. “Am I Ready for Sex”<sup>2</sup>**

**(5 min)**

*Students use this handout to further explore the questions: “Am I ready for sex?”, “How do I know if I am ready for sex?”, and “I don’t think I’m ready for sex...Now what?”*

Distribute the handout Am I Ready for Sex?

Draw students' attention to the major questions explored on the handout.

Give students time to answer the 11 questions in the section "How do I know if I am ready for Sex?"

Go over the explanation at the bottom of this section outlining that students who have answered yes to 1,3,4,5,6 or 7 or no to 2,8,9,10 or 11 may want to think more about whether they are ready to have sex. Indicate that it can be helpful to talk to a trusted adult (such as a parent or school counselor) about sexual decision making. Also, instruct students who want more information that they can visit a local health center, birth control center or family doctor.



### QUESTION BOX:

(10 min)

If time permits, address student questions.



### SELF REFLECTION:

During the lesson, were:

- Ground rules being followed?
- Good practices established regarding discussion?
- Role-play activities handled appropriately by the students?

What will you change for future classes with this group?

What will you change for future use of this lesson?



### STUDENT ASSESSMENT:

During the lesson, did students:

- Knowledge:**
  - Look at their options and use their values to make decisions about sexuality?
  - Recognize signs of sexual peer pressure?
- Skills:**
  - Use assertiveness skills to effectively deal with sexual peer pressure?
- Attitudes:**
  - Make personal decisions regarding becoming sexually active?
  - Accept one's right to say no to sexual pressure or to make informed decisions that are right for the individual?

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<sup>1</sup>Alberta Education. (2002). *Health and life skills guide to implementation: Kindergarten to grade 9*. Retrieved from <http://education.alberta.ca/media/352993/pos.pdf>

<sup>2</sup>Alberta Health and Wellness. (1995-2011). *Am I ready for sex?* Retrieved from: <http://www.health.alberta.ca/health-info/sex-am-i-ready.html>