

# RESPONSIBILITIES & CONSEQUENCES

## Lesson 1

8  
GRADE

### LEARNER OUTCOME<sup>1</sup> W-8.12:

Identify and describe the responsibilities and consequences associated with involvement in a sexual relationship.



#### MATERIALS:

1. Index cards or slips of heavy paper
2. SLIDE: [Responsibilities and Consequences](#)
3. POSTERS: [STI/Pregnancy](#)



#### INTRODUCTION:

Choosing to become sexually involved involves responsibility and possible consequence. Thinking about the responsibilities and consequences helps students make healthy decisions around sexual involvement.



#### APPROACHED/STRATEGIES:

##### A. Ground Rules

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. Defining Sexual Involvement

*Students identify various activities or behaviours that may occur within a relationship, and determine a definition of sexual involvement.*

1. Ask students to brainstorm activities/behaviours that are part of being involved in a dating relationship with someone. Provide them with some examples to clarify (i.e., notes/emails, hand holding, kissing, texting, dreaming about the future).
2. Ask students to brainstorm some ways that people express

#### NOTES:

(5 - 15 min)

(10 - 15 min)



There is a continuum of various activities/behaviours between total abstinence and sexual intercourse, many of which the students will have identified. Each person

themselves sexually other than sexual intercourse (i.e. massage, caress, etc.). Again, write each suggestion on the board or on an overhead, **and have two student volunteers write each activity in big letters on an index card (each student volunteer should have a different colored set of cards)**, resulting in a master list and two complete sets of cards. These cards will be used later in this lesson.

3. Explain to the class that as a group you are going to determine which activities/behaviours the class has listed are examples of sexual involvement. Ensure that they understand that the definition of sexual involvement is personal, so consensus may be difficult.
4. With the class, discuss each activity/behaviour on the master list to determine whether or not it would be considered sexual involvement. Circle those activities/behaviours that students identify as sexual involvement.
5. Debrief this activity using the following questions:
  - Why might the definition of sexual involvement be different for different people?
  - How would you define sexual involvement?

### C. Brainstorm Lists of Responsibilities and Consequences

*Students identify various responsibilities and consequences associated with involvement in a sexual relationship.*

1. Divide the class into small groups.
2. Display the slide Responsibilities and Consequences. Using the overhead as a guide, ask groups to brainstorm a list of responsibilities and a list of consequences associated with involvement in a sexual relationship.
3. After sufficient time, call the class back together and have groups share their lists, compiling a master list on the board or a separate overhead.

### D. Determining the Level of Risk

*Students determine those activities and behaviours that are high risk for STI or pregnancy.*

1. Place the posters STI/Pregnancy at the front of the class.
2. Using the first set of cards created in the activity Defining Sexual Involvement, ask students to determine if each of the

will place “sexual involvement” at a different place along the continuum. For example, while one person might consider touching one another beneath clothing sexual involvement, another may not. This is normal because we each have a different set of values that determine are parameters. You may consider using circles that are progressively bolder, based on the number of students that consider each activity to be an example of sexual involvement. The more people who think a particular behaviour is sexual, the bolder the circle would be.

(10 – 15 min)

(20 min)

activities would place a person at risk for STI. If so, place the card beneath the “STI” poster.

3. Using the second set of cards created in the activity Defining Sexual Involvement, ask students to determine if each of the activities would place a person at risk for pregnancy. If so, place the card beneath the “Pregnancy” poster.
4. Debrief this activity using the following questions. Refer to the master lists of responsibilities and consequences created by the students during the discussion:
  - How does looking at the consequences associated with sexual involvement affect the decisions someone might make about becoming sexually involved?
  - When do the responsibilities associated with sexual involvement begin in a relationship?



### QUESTION BOX:

(10 min)

If time permits, address student questions.



### SELF REFLECTION:

- During the lesson, were:
- Ground rules being followed?
  - Good practices established regarding group work and discussion?

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:**
- Define sexual involvement?
  - Identify responsibilities and consequences associated with sexual involvement?
  - Determine what types of sexual involvement would place a person at risk for STI/HIV or pregnancy?

- Attitudes:**
- Accept the importance of behaving responsibly when becoming sexually involved?

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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>