

REDUCING SEXUAL RISK

Lesson 2

9
GRADE

LEARNER OUTCOME¹ W-9.14:

Develop strategies that address factors to prevent or reduce sexual risk; e.g., abstain from drugs and alcohol, date in groups, use assertive behaviour.



MATERIALS:

1. HANDOUT: [Alcohol Use Quiz](#)
2. ANSWER KEY: [Alcohol Use Answer Key](#)
3. HANDOUT: [Marlayne: A Case Study](#)



INTRODUCTION:

This lesson provides a closer examination of decision making and the factors that affect teens' decision making processes. It will look at how alcohol affects judgment, how it lowers inhibitions and other facts about how the use of substances affects everybody. Students will explore situations that put them at risk for sexual assault, what they can do if they find themselves or a friend in this type of situation, and how to avoid the risk.



APPROACHES/STRATEGIES:

NOTES:

A. Ground Rules

(5 - 10 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. Discussion Questions

(15 - 20 min)

Students examine their decision making processes and look at how the use of substances may affect decision making, specifically sexual decision making.

1. What influences people when they work through any decision making process?

Decision making styles vary greatly from person to person, but some common things people consider are: their personal beliefs, pros and cons of the decision, physical, emotional and social consequences.



Students with differing abilities may be at higher risk for sexual pressure and/or assault. It is important to reinforce the main issues in this lesson in very simple terms. It may be useful to have students role play different situations and how they would respond to them.

2. What do people consider when making decisions around sexual activity and sexual limits and boundaries?

It is important to weigh all the consequences and responsibilities involved with being sexually active. Some things to consider may be:

- What are my reasons for wanting to have sex? Do I feel lonely? Am I being pressured? Do I trust my partner? Do I love my partner?
- Will my moral, religious and family values be affected by my decision? Will I feel guilty or bad afterwards if I have sex?
- How will I protect myself from pregnancy and STIs?
- Are we close? Can we talk about safer sex and birth control? If birth control fails, are we ready to deal with an unplanned pregnancy?

Making decisions about sex involves not only values, and beliefs but also knowing who you are as a person, your wants and needs and likes and dislikes. Only you can decide when you're ready to be sexually active, there is no magic age at which you're ready.

3. How might mixing alcohol with sexual decision making affect the decisions you make?

Youth may not necessarily make the same decision when they are intoxicated as when they're sober. They are more likely to make decisions they regret, less likely to practice safer sex, and more at risk of sexual assault.

4. Why do you think alcohol is so often associated with sexual activity in youth?

Alcohol impairs decision making abilities and decreases inhibitions. Some youth use alcohol as an excuse to have sex. They may have low self esteem, be afraid, too shy, or embarrassed to act without alcohol. They may want to have sex, but do not know how to talk about it, or are uncomfortable with the situation and think alcohol will help.

5. What are some consequences involved when alcohol is mixed with sexual activity?

Consequences are often divided into three categories:

- 1- Physical (e.g. Pregnancy, STI or HIV)
- 2- Social/ Relational (e.g. relationship may break up; friends



There are many resources available from Alberta Health Services Addiction and Substance use at

<http://www.albertahealthservices.ca/addiction.asp>

- would look down on you)
3- Emotional (e.g. Feeling guilty, embarrassed or ashamed)

C. Marlayne Case Study

Students discuss the influences of substance use on sexual decision making and some of the possible consequences involved when alcohol and sexual decision making are mixed.

1. Distribute the handout Marlayne: A Case Study. Ask students to read the case study individually and then think about the questions in preparation for a class discussion.
2. Take the class through the discussion questions as follows:

A. When a sexual assault occurs, victims (survivors) often blame themselves or the alcohol/drugs instead of the perpetrator. It will be important for her friends to send her the message that it is not her fault. What are things that Marlayne will need to hear from her friends in order to help deal and cope with the sexual assault?

- “I believe you.”
- “I’m glad you told me.”
- “I’ll help you get the help you need.”
- “I’m sorry this happened to you.”

B. No matter what, sexual assault is never a victim’s (survivors) fault. And it’s not a person’s responsibility to “prevent” themselves from being assaulted. The only person responsible for a sexual assault is the person who commits it. But what are some ways you can help you and your friends have a safe fun time when at a party, or just hanging out.²

- a. What could they do as a group for each other?
 - Teens should be encouraged to look out for each other when attending parties. Going in groups can provide support and reassurance to everyone in the group. Many junior high students prefer to go on ‘group dates’ to public places such as the movies or mall. The concept of friends helping friends and supporting each other in decision-making can help to reduce sexual risk.
- b. What could each person do for himself or herself?
 - Knowing the effect of alcohol use on sexual decision-making may encourage teens to think carefully about drinking. Drugs may have similar effects. To decrease the risk of becoming a victim of date rape drugs, individuals should be discouraged from drinking anything that has not

(20 – 25 min)



Addressing the topic of sexual assault may cause some students to be distressed or show signs that they have been assaulted. This topic can also trouble students who have not experienced assault but were not aware that such situations occurred. It is important to be sensitive to the needs of all of your students when teaching this topic.



In some cultures, sexual assault commonly occurs by family members or relatives. Disclosing a sexual assault may put the victim in danger of further violence by family members. Be aware of your student’s fear and try to be as supportive through the process as possible

been opened or prepared in front of them.

- c. What steps could be taken with respect to the abuser, Brad?
- Marlayne may choose to report the assault to the police and proceed through the legal system.
 - Marlayne may choose to report the assault to the police and have a sexual assault evidence kit completed, but choose not to proceed through an investigation and trial. The evidence kit would be held for a certain amount of time, while the victim decided to proceed with the investigation.
 - If Marlayne chooses not to report directly to the police, a “Third Party Report” may be filed. This report informs the police that an assault has occurred and provides them with information that may be useful in other investigations. It is important to know that this report can be done anonymously.³

D. Alcohol Use Quiz

Students determine how much they know about alcohol and its effects, and identify where their knowledge gaps are.

1. Distribute the handout: Alcohol Use Quiz, and have students complete it individually.
2. Correct the handout through group discussion using the Alcohol Use Quiz Answer Key.



Most larger centers have specialized services for victims of sexual assault. For more information, the following resources are available

Association of Alberta Sexual Assault Services list of provincial services
<http://aasas.ca/index.php/main/page/do-you-need-help-now-2010-09-27-17-09-34>

Kids Help Phone 1-800-668-6868

Connect family & sexual abuse network 24/7 support line:
403-237-5888 (Calgary)
877-237-5888(Alberta)

Canadian Red Cross RespectEd Violence and Abuse Prevention programs:
<http://www.redcross.ca/article.asp?id=000294>



The grade 9 sexual assault lesson plan goes into further details about how to identify sexual assault, what to do, and where to go for help.
http://www.teachingsexualhealth.ca/media/lessons/9_SexualAssaultLess1.pdf



QUESTION BOX: (10 min)

Introduce the question box. You could have students fill out questions every lesson, or have students begin to think about questions that they might ask next lesson.



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:**
- Identify how alcohol can lead to sexual risk?
 - Outline the importance of learning about drinking responsibly?
- Skills:**
- Demonstrate ways to help each other as friends to protect against abuse involving alcohol?
 - Exemplify appropriate listening and speaking skills during class discussion?
- Attitudes:**
- Recognize that anyone can be a victim?
 - Develop an appreciation of their ability to make choices that can decrease sexual risk?

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

² Sexualityandu.ca (2010). *Drug facilitated sexual assault: Safety tips*. Retrieved from: http://www.sexualityandu.ca/sexual-health/drug_facilitated_sexual_assault/safety-tips