

SUBSTANCE USE & SEXUAL DECISION - MAKING

Lesson 2

LEARNER OUTCOME¹ P12

- Examine aspects of healthy sexuality and responsible sexual behavior.



MATERIALS:

1. SLIDE: [Minimizing Your Risks](#)
2. HANDOUT: [Resource Inquiry](#)
3. SLIDE: [A Social Marketing Project](#)
4. HANDOUT: [A Social Marketing Project Marking Guide](#)



INTRODUCTION:

This lesson plan on substance use and sexual decision-making is the second in a series of two. This lesson will help students learn how to minimize their sexual health risks if they choose to use alcohol and drugs and learn about school and community resources available to help with alcohol, drug, and sexual health concerns.



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. Minimizing Your Risks

(10 min)

Students brainstorm ways in which they can minimize sexual health risks associated with substance use.

1. Ask students to brainstorm ways in which they can minimize sexual health risks associated with substance use.
2. As students brainstorm, write their ideas on the board.
3. After students have completed brainstorming, display the overhead: [Minimizing Your Risks](#) and speak to each point.

- **Avoid use of alcohol and drugs.** Ideally, students should avoid the use of drugs and alcohol. Stress that drugs and underage drinking are illegal and therefore, youth can face legal consequences if caught.
- **Use substances in moderation.** If students choose to use substances, they should be used in moderation.
- **Use the buddy system.** Students should not go to parties alone if they know substances will be available. Students should ensure that a friend is designated to remain sober. It is a good idea that at least one trusted individual remains sober and thinking clearly.
- **Watch your drinks.** Drinks should never be left unattended - not even for short time periods. It only takes a second for someone to slip a drug into a drink.
- **Don't accept drinks from strangers.** Drinks should not be accepted from individuals who are not trusted.
- **Think about sexual decisions while you are sober.** Stress to students that it is important to know where they stand regarding sexual decision-making *while they are sober*. This ensures that they will make decisions that they are ready for. Students should not let substances change their minds.
- **Talk to your partner / friends / family about sexual decisions while you are sober.** If partying, it is important to discuss sexual boundaries before substances are used.

C. School and Community Supports

Students identify school and community resources associated with substance use and/or sexuality.

1. Ask students to brainstorm school resources addressing substance use and/or sexuality.
 - Teachers
 - Counselors
 - School Constable
 - School Nurse
2. Ask students to brainstorm community resources addressing substance use and/ or sexuality.
 - Police services
 - Alberta Health Services: [Addictions and Substance Use](http://www.albertahealthservices.ca)

(10 min)



It is important to have the phone numbers or contact information available for students who want to contact their community resources addressing substance use and sexual decision-making. You may want to write them on the board for students to copy down, or have printed resources available for students to take.

- Sexual assault centres <http://www.aasas.ca/>
- Sexual and reproductive health clinics / STI clinics

3. Distribute the handout: Resource Inquiry.²
4. For homework, have students phone or visit one of the aforementioned community resources, and complete the Resource Inquiry. The assignment can be done individually or in pairs.
5. Be sure and debrief the homework assignment next class.

D. Create A Social Marketing Campaign

(35 min)

Students review the information they have learned about substance use and sexual decision-making.

1. Divide the class into groups of 4-5.
2. Explain that students will be developing a social marketing campaign addressing some aspect of substance use and sexual health.
3. Display the slide: Substance Use and Sexual Decision-Making: A Social Marketing Project . Explain in detail the process they need to go through to develop a social marketing project.
 - **Choose your target population.**
 - **Determine at least one objective of your project.**
What do you hope to accomplish with your project? Identifying the *target audience* and clearly indicating the *objective* makes certain that suitable strategies are chosen and include the best information. If the target audience is not defined or the objectives are unclear, social marketing campaigns will be ineffective.
 - **Identify the key message of the project.** Generally, the *key message* should portray information supporting the objectives. What is the call to action? Messages should be both simple and memorable. Have the group brainstorm possible messages. Some examples include:
 - Sexuality consequences related to substance use.
 - How to minimize sexual health risks associated with substance use.
 - Where to go for help.
 - **Determine how you will deliver your message.**

There are many different mediums for delivering a message to the target population including posters, pamphlets, cards, drama, radio, television, website, blog, or video. The medium utilized will depend on the type and amount of information presented.

- **Determine how you will present your message.** The *visual presentation* of the social marketing medium will catch the attention of the target audience. Keep in mind that the information presented should be clear and concise.
- **Present your social marketing project plan to the class.**
- **Create your social marketing project.** This final step can be optional. The amount of time available for this activity will dictate the quality of the end product, but not the ideas. Stress to students that a well planned project consistent with the components of social marketing (clear objective, target audience, clear message and appropriate delivery) is better than a poorly planned project; no matter how “slick” the end product looks. Encourage students to focus on the plan rather than the product.

4. If students have been given time to complete their projects, have students present them to the class or the school community.
5. Using the Substance Use and Sexual Decision-Making: A Social Marketing Project Marking Guide, evaluate the social marketing projects.
6. If appropriate, campaigns can also be used to promote “Smart Grad”.



QUESTION BOX:

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.



After each lesson, encourage students who are feeling confused or upset to talk to a teacher or counselor.



SELF REFLECTION:

- During the lesson, were:
- Ground rules being followed?
 - Good practices established regarding discussion?
 - Skill building 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 with other groups?



STUDENT ASSESSMENT:

During the lesson, did students:

- Knowledge:**
- Identify ways of minimizing their sexual health risks if they choose to use substances?
 - Identify school and community resources related to substance use and sexual health?
- Skills:**
- Access a community resource related to substance use and/or sexual health?
- Attitudes:**
- Recognize the importance of minimizing sexual health risks associated with substance use?

¹Alberta Education. (2002). *Career and life management guide to implementation*. Retrieved from <http://education.alberta.ca/teachers/program/health/resources/calmguide.aspx>

²Canadian Federation of Sexual Health. (2005). *Beyond the Basics: A Sourcebook on Sexuality and Reproductive Health Education*. 2nd Ed.