Lesson 24: Sexual Decision Making

OBJECTIVES

1. Students will be able to articulate their personal sexual limits and expectations.
2. Students will be able to describe ways to reduce the risk of pregnancy and STI transmission.
3. Students will reflect on what they learned in the sexual health class.

AGENDA

- 5 minutes Do Now
- 15 minutes Decision Making about Sexual Activity
- 10 minutes Finding the Right Words
- 10 minutes Closing Activity
- 10 minutes Post-Test
- Homework Sexual Decision Making
  Sexual Health Education Class Reflection

MATERIALS

- Activity Posters
- Worksheet: Finding the Right Words
- Homework: Sexual Decision Making
- Homework: Sexual Health Education Class Reflection

CALIFORNIA HEALTH EDUCATION STANDARDS

2.3.G Assess the discrepancies between actual and perceived social norms related to sexual activity among teenagers.
2.5.G Evaluate how culture, media, and other people influence perceptions about body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation.
4.2.G Use effective verbal and nonverbal communication skills to prevent sexual involvement, HIV, other STDs, and pregnancy.
5.1.G Use a decision-making process to evaluation the physical, emotional, and social benefits of abstinence, monogamy, and the avoidance of multiple sex partners.
5.2.5 Use a decision-making process to examine barriers to making healthy decision about relationships and sexual health.
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DO NOW  
5 minutes

**Materials**
- Every student needs a notebook, journal, or paper and a pen
- Flipchart or whiteboard and markers

**Activity**
Write on board and have students complete the following questions.
- What does having sex mean to you?
- How do you think someone knows if they are ready for sex?

If there is time, have a few students share their answers.

DECISION MAKING ABOUT SEXUAL ACTIVITY  
15 minutes

**Materials**
- Activity Posters
- Handout: How Comfortable Are You?

**Activity**
Transition from the Do Now activity by gathering student opinions, and explain that people have lots of different ideas about what "having sex" means, and that there are lots of different ways to have sex. Explain that the only person who can truly decide if they are ready for sex is themselves. Explain what consenting to sex means and the limits of consent. Consenting to sex means all deciding to engage in a sexual activity and giving permission for that to happen. Consenting to sex doesn’t mean that you are consenting to have sex other times; that you are consenting to other sexual activities aside from what was discussed and agreed upon; that you cannot change your mind. People can change their minds about sex and that is ok.

**Suggested Script:**
In this activity you will think about what sexual activities you would be comfortable with doing and which ones you would be uncomfortable with doing. Understanding feeling about sexual activities can help people set boundaries and know their limits. This can help a person decide what activities they want to consent to or do not want to consent to doing. Most people have some sexual activities that they like and are comfortable doing and others that they don’t care for. For example, one person might really like kissing with tongue, and another person might think that is disgusting. Knowing these areas of comfort and discomfort can help with setting boundaries.

*Be Real. Be Ready.*
Let students know that in this activity they will reflect on what sexual activities they would or would not be comfortable doing. Remind students that knowing their own boundaries is helpful when deciding what sexual activities to consent to, if any.

**Suggested Script:**

Having sex can mean different things to different people, and someone’s definition of having sex may change over time. No matter what having sex means to someone, the only person who can truly decide if they are ready to have sex is themselves. Consenting to sex, meaning making the decision to engage in a particular sexual activity and communicating that desire to a partner, can be a big decision the first time or any time. Please remember that if someone consents to a sexual activity it means they are consenting to just that activity, that one time, and then can change their mind at any time. For example, if someone consents to making out, this doesn’t mean they are consenting to having sex. It also means that are consenting to making out right now, and does not mean they are consenting to making out again tomorrow. Also, any person involved can change their mind at any time, for any reason, and stop the activity.

Put the 1-10 “COMFORT LEVELS” Posters around the room. Pass out the “How Comfortable Are You?” sheets and have students complete them individually and anonymously. Have each student mark the poster with the thoughts, feelings, phrases they associate with each “comfort level”. They do not share individual comfort levels by activity just how that comfort levels are identified or experienced. This is so that the activity is anonymous.

example: comfort level one might have things like: no way, scared, nervous, uncomfortable, unsafe, not interested. While comfort level ten might have things like: excited, ready, safe, consensual, fun, happy

Debrief this activity. Once students are done with this task, point out differences and commonalities in the way we experience different levels of comfort. Lead a discussion about how to communicate comfort levels to partners/peers. Explore challenges/concerns to communicating comfort levels to partners/peers. Point out that some activities carry much more risk for pregnancy and STI prevention than other activities, and that just because someone wants to do one sexual activity doesn’t mean they want to do ALL sexual activities. Highlight for students that they each experience different and similar thoughts, feelings, emotions regarding specific behavior and the importance of recognizing ones own comfort levels. Highlight the importance of practicing communication and exploring ones own comfort levels.

Some questions to debrief the activity:

- What surprised you about this activity?
- How do you think gender roles influenced or affected how people responded?
- How can we support each other in identifying and communicating our comfort levels to partners/peers?

*Be Real. Be Ready.*
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FINDING THE RIGHT WORDS 10 minutes

Materials
- Worksheet: Finding the Right Words

Activity
In this activity, students will explore how to communicate their sexual limits.

Distribute the “Finding the Right Words” worksheet. Ask students to write down the words they think each character could say in these situations. Have students share their answers with a partner, and then ask at least one student to share their answers for each of the scenarios.

Some questions to ask to solicit more ideas are:

- How do you think drinking or drugs may affect conversations like this?
- When and where do you think would be a good place to have conversations like these with a partner?
- Who could someone talk to if they needed help communicating their boundaries with a partner?
- What could someone do if they were not sure of their boundaries? Who could they talk to?

Close this activity by reminding students that there are many ways to communicate about boundaries and sexual activities. It is important to know how to say what you do not want to do as well as know how to communicate what you do want to do with a sexual partner.

HOMEWORK

Sexual Decision Making

Teacher tip
Another option for this activity is to have students role-play these scenarios. Assign one scenario to each group and have them prepare a short dialog to role-play the scenario. Be sure to encourage healthy communication strategies. If there is time, have multiple groups present the same scenario to highlight that there are many different ways to communicate about boundaries.
Worksheet: Finding the Right Words

Name: ____________________________________________________________
Period: ___________________________ Date: __________________________

Directions: For each of the three scenarios below, write out how the couple could communicate about their sexual boundaries and desires. Remember to use healthy communication strategies and be clear.

1. Emma and Jiehong are on a date. Emma feels like she’s ready to have oral sex, but she doesn’t want to do anything else, and she wants to use latex barriers. What words could she say to Jiehong?

2. Bryant and Chris both really like each other, but Bryant has decided that he doesn’t want to do anything sexual, beside hugging and kissing, until high school is over. What words could he say to Chris?

3. Leina and Eleazar have been dating for a year, and they both feel ready to have penis/vagina sex, but Leina knows she’ll only feel comfortable if they use condoms. What words could she say to Eleazar?

Be Real. Be Ready.
Name:________________________________________________________________
Period:______________________ Date:_____________________

**Directions:** Think about all of the sexual health classes in this unit and answer each question with a 1-paragraph answer.

1. What were some of the most important and/or interesting things you learned in the sexual health classes?

2. What did you like about the sexual health classes?

3. What did you not like about the sexual health classes?

4. What will you do, or do differently, because of the sexual health classes?
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Homework: Sexual Decision Making

Name:__________________________________________________________
Period:_______________________ Date:__________________________

Directions: Complete this statement in complete sentences and explain your reasons:
When I think about becoming sexual with another person, these three things are very important to me:

1. __________________________________________
2. __________________________________________
3. __________________________________________