

## Lesson 3: Decision Making and Supports



### Cluster of Learning Outcomes

Students will...

- ✓ **K.5.7.E.3a** **Recognize the importance of sexual abstinence as a responsible decision for the adolescent male and female** (e.g., abstinence prevents STIs and AIDS; parenthood entails many personal responsibilities; teenage pregnancy puts the baby at risk, affects career choices, and can have traumatic psychological and sociological effects...).
  - ✓ **K.5.7.E.3c** **Identify responsibilities** (e.g., respect, abstinence...) **and sources of support** (e.g., parents nurses, doctors, counsellors, helplines, community health services, religious leaders, recommended books...) **with regard to sex-related health issues.**
  - ✓ **S.5.7.A.5** **Apply a decision-making/problem-solving process in case scenarios for making informed decisions regarding responsible sexual behaviours** (e.g., abstinence, pregnancy prevention, safer sex practices...).
  - K.4.7.A.3** **Explain the benefits of using the decision-making/problem-solving process for making responsible and health-enhancing personal decisions** (e.g., prevents impulsive and/or negative decisions, contributes to long-term health...).
  - K.4.7.B.4** **Describe appropriate use** (e.g., saying “no” to negative peer pressure, differentiating between situations where assertiveness is/isn’t warranted...) **of avoidance/refusal strategies when dealing with potentially dangerous situations and/or stressful social situations.**
  - S.4.7.A.4** **Apply conflict-resolution strategies** (e.g., role-play responses to conflict situations, participate in peer mediation...) **to different scenarios** (e.g., engaging with new classmates, moving to a new classroom, saying “no” to negative peer-group influence...).
  - S.5.7.A.4** **Apply decision-making/problem-solving strategies in case scenarios that focus on substance use and abuse** (e.g., over-the-counter drugs, supplements, performance-enhancing drugs, tobacco, alcohol, street drugs, restricted drugs...).
- ✓ Indicates targeted learning outcomes.

### Lesson Focus



As a result of the learning activities within this lesson students will be able to

- define *sexual abstinence*
- recognize the value of abstinence
- list reasons teens choose to abstain
- list reasons teens choose not to abstain
- use a sound process for sexual decision making
- analyze scenarios related to responsible sexual decision making
- find and describe sources of support related to sexuality issues for teens



## Resources

### Blackline Master

- BLM 7-3.1: Community Supports

### General Blackline Masters (See Appendix B)

- BLM G-8: Sexual Health Information and Crisis Lines for Youth
- BLM G-9: DECIDE Model

### Resource Masters (See Appendix C)

- RM 10: Postponing Intercourse Versus Having Intercourse
- RM 11: Contraceptive Methods and Considerations

### Audiovisual

- Think Again Media Campaign. *Thinkagain: Media Campaign*. Videocassette. Winnipeg, MB: Think Again Media Campaign, 2002.

This video was distributed to all schools in 2002. It is available for loan at the Manitoba Education, Citizenship and Youth, Instructional Resources Unit (IRU) Library. Extra copies can be obtained from Healthy Child Manitoba (Telephone: 204-945-2266).

### Organizations/Websites

- Healthy Child Manitoba: <<http://www.gov.mb.ca/healthychild/>>
- For a list of reproductive health services available in Manitoba, consult Sexuality Education Resource Centre (SERC), Manitoba: <<http://www.serc.mb.ca>>
- Think Again Teen Pregnancy Prevention Campaign: <<http://www.thinkagain.ca/>>

## Notes to Teacher

This lesson emphasizes the advantages of abstinence. As questions about contraception may arise, review RM 11: Contraceptive Methods and Considerations before the class.

The *Thinkagain* video can be used for scenarios in Suggestion for Instruction #4.



## Curricular Connections



### ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences

GLO 3—Manage ideas and information

GLO 4—Enhance the clarity and artistry of communication

GLO 5—Celebrate and build community

### MA:

Statistics and Probability

## Family Involvement



- Encourage students to share the DECIDE model at home.
- Once the final directory of support services has been compiled, give each student a copy to take home to share and keep.



## Suggestions for Instruction

1. Ask students to define the following terms:

- sexual abstinence (e.g., refraining from any sexual activity that could cause pregnancy, STIs, or HIV/AIDS)
- safer sex (e.g., use of contraceptive methods to reduce the risk of pregnancy, STIs, or HIV/AIDS)

Promote abstinence as a positive choice and explain that most young teens are not having sexual intercourse.

2. Have students individually list reasons to abstain from sexual intercourse, discuss the list with a partner, and then share responses with the class. List all responses on the classroom board. Reasons to abstain from sexual intercourse should include

- prevention of pregnancy, STIs, and HIV/AIDS
- conflict with cultural/religious values and/or parental views
- avoidance of issues related to teen pregnancy (e.g., higher risk to infant, negative social/educational impact, financial problems)



Refer to RM 10: Postponing Intercourse Versus Having Intercourse.

3. Arrange students in three groups to discuss questions related to sexual choices. Have each group

- select a chairperson, a recorder, an observer, a mediator, and a timer
- spend a set period of time (e.g., 15 minutes) discussing each question
- report to the rest of the class

Continue large-group discussion focusing on the importance of sexual abstinence as a responsible decision.

*Examples of Questions:*

- Why do some older adolescents have sex? Why do some not have sex?
- What are some enjoyable and safe activities (other than sex) that couples can do together? (e.g., sports, hobbies, kissing, hugging, holding hands)

4. Have students work in groups of four to

- develop a written script that demonstrates the use of a decision-making/problem-solving process in a case scenario that focuses on responsible sexual behaviour
- describe their scenario and how they used the problem-solving process in the situation



Refer to BLM G-9: DECIDE Model and the Sample Scenario below.

*Suggested Scenarios:*

- You are at a school dance and your partner is holding you too close.
- You are at the theatre and your partner places a hand on your thigh and you feel uncomfortable.
- Your partner wants to touch your private parts and you do not feel comfortable.
- Your partner wants to have sex without using a condom.

### DECIDE Model: Sample Scenario

- D** Define the topic or problem/issue.
- Partner wants you to spend the night while parents are away.
- E** Explore the alternatives or options. (What are your choices?)
- Go with partner.
  - Go home.
- C** Check alternatives. (List pros and cons for each alternative/option.)
- Pros:
- May develop relationship.
  - Won't get in trouble.
- Cons:
- May get involved in risky behaviour.
  - May have disagreement with partner.
  - Breaks family rule and disappoints parents.
- I** Identify possible solutions. (Pick the best choices.)
- Go to partner's house.
  - Go home without a discussion.
- D** Decide and take action. (Make the best choice.)
- Ask to be taken home and talk about why.
- E** Evaluate and revise.
- Partner is annoyed but understands you are not ready at this time.

(continued)



## Suggestions for Instruction *(continued)*

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5. Tell students that the next part of this lesson deals with finding sources of support to help young people deal with sexuality issues.
6. **Be Prepared:** Make a class directory of sources of support for sex-related health issues. After students have selected partners, assign a general category of support to each pair (e.g., helplines, doctors, counsellors, teen drop-in centres, private clinics, community health agencies, nurses, parents, Elders, spiritual leaders, recommended books, suggested websites). Give each pair of students several index cards, with the following instructions:
  - On one side of each card write the name of a community support and contact information.
  - On the back of the card describe the services offered.
7. **Support Report:** In preparation for having pairs of students interview a community support person (or inviting a support worker to visit the classroom), ask the class to generate a list of general interview questions that everyone could use (e.g., What kind of education do you have? How many people use your service? What hours do you work?). Have pairs of students conduct the interviews and present the responses to the class. Record the information or use graphs to represent the information/responses.



Refer to BLM 7-3.1: Community Supports. BLM G-8: Sexual Health Information and Crisis Lines for Youth may be distributed to the class.

### *Variation:*

Have students develop a directory of community supports that they may use at home. Encourage them to work with a parent or guardian to access the correct information.



Refer to BLM 7-3.1: Community Supports.

## Suggestions for Assessment



### Journal/Learning Log

Teacher Assessment: Checklist



Have students individually reflect (in their *Grade 7 Journal/Learning Log*) on the information about sexual abstinence discussed during class.

*Suggested Criterion:*

Observe whether students are able to recognize the importance of sexual abstinence as a responsible decision.

- Yes  
 No

### Observation

Teacher Assessment: Checklist

Observe students for proper use of decision-making/problem-solving strategies in their case scenario scripts.

*Suggested Criterion:*

Observe whether students are able to demonstrate the use of a decision-making/problem-solving process in case scenarios regarding responsible sexual behaviours.

- Yes  
 No

### Paper and Pencil Task: Be Prepared

Teacher Assessment: Scoring Rubric

Use the following scoring rubric to assess student work related to the directory of sources for support.

Scoring Rubric	
Scale	The students
3	<ul style="list-style-type: none"> <li>clearly identified the contact information and provided a thorough description of the services</li> </ul>
2	<ul style="list-style-type: none"> <li>included some contact information and provided a brief description of the services</li> </ul>
1	<ul style="list-style-type: none"> <li>provided inadequate contact information and an incomplete description of the services</li> </ul>

### Performance Task: Support Report

Peer Assessment: Anecdotal Notes

Have pairs of students assess each other's presentation and provide anecdotal information and feedback, using sentence starters such as the following:

1. What we really liked about the presentation...
2. Some suggestions we have...
3. One thing we learned from your presentation was...

## Notes