

## Lesson 5: Social Factors, Influences, and Supports



### Cluster of Learning Outcomes

Students will...

- ✓ **K.5.S1.E.3a Describe social factors affecting human sexuality** (e.g., culture, religious values, stereotyping, role models, media influence, body image, sexual orientation...).
  - ✓ **K.5.S1.E.3b Examine the influences** (e.g., family values, culture and religion, peer pressure, media images and advertising, substance use...) **on making decisions for responsible sexual behaviour.**
  - ✓ **K.5.S1.E.3c Review personal responsibilities 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.**
  - K.3.8.B.4** ➡ **K.3.S1.B.4 Demonstrate the ability to access valid health information and health-promoting products and services available in the community** (e.g., doctors, public health nurses, health agencies and associations related to cancer, heart disease, kidney disease, sexuality education, alcoholism; youth advocates, helplines, school/community counselling programs, friendship centres, ombudsperson, the Internet...).
  - K.4.S1.A.3 Examine factors** (e.g., family, values, health knowledge, peer influence, media, social trends, requirements, costs...) **that affect self and/or others in making decisions regarding active healthy lifestyles and/or career building.**
  - K.4.S1.B.2b Identify appropriate social behaviours** (e.g., use inclusive language, treat others with respect...) **for developing meaningful interpersonal relationships.**
- ✓ Indicates targeted learning outcomes.

### Lesson Focus



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

- list social factors affecting human sexuality
- identify examples of influences on sexuality as portrayed in the media
- identify sources of support



## Resources

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### Blackline Master

- BLM S1-5.1: Analysis of Television Shows or Magazine Advertisements

### General Blackline Masters (See Appendix B)

- BLM G-10: Sexual Health Information and Crisis Lines for Youth
- BLM G-11: DECIDE Model

### Print/Publications

- Aboriginal Nurses Association of Canada and Planned Parenthood Federation of Canada. *Finding Our Way: A Sexual and Reproductive Health Sourcebook for Aboriginal Communities*. Ottawa, ON: Aboriginal Nurses Association of Canada and Planned Parenthood Federation of Canada, 2002.
- Child Find Manitoba. *Sharing Our Adolescent Resources*. Winnipeg, MB: Child Find Manitoba, 2004.

- Planned Parenthood Federation of Canada. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. Ottawa, ON: Planned Parenthood Federation of Canada, 2001. Available online at: <<http://www.ppfca.ca>>.

### Organizations/Websites

- Child Find Canada: <<http://www.childfind.ca>>
- Child Find Manitoba: <<http://www.cyberaide.ca/childfind/cybertip/10.html>>
- Sexuality Education Resource Centre (SERC), Manitoba: <<http://www.serc.mb.ca/>>

### Professionals

- Elder/religious leader

## Notes to Teacher

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For suggested guidelines on fostering a safe and supportive learning environment, refer to the Introduction to this document.



## Curricular Connections

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### ELA:

GLO—5 Celebrate and build community

## Suggestions for Instruction



### 1. Factors and Findings

Using a Think-Pair-Share strategy (McTighe and Lyman 74), students create a master list of social factors affecting human sexuality. In small groups, students choose a social factor from the master list, research how that factor can affect one's sexuality, and present findings to the class.

### 2. Social Influences

Allow students a few days to find examples of and to describe television shows and/or magazine advertisements that illustrate social influences on human sexuality. In a later class, have students share their findings with the class.



Distribute copies of BLM S1-5.1: Analysis of Television Shows or Magazine Advertisements.

### 3. Look Within

Students brainstorm and create a master list of influences that affect decisions regarding responsible sexual behaviour.

### 4. Scenario

Read the following scenario in which two people (partners A and B) discuss whether they are ready to be sexually active. Students identify the influences evident in the scenario that will affect the decision for responsible sexual behaviour. What would be required for this couple to plan to have sex?

*Suggested Scenario:*

A: "I think that we are ready to take our relationship to the next step."

B: "What do you mean? Are you saying you are ready to have sex?"

A: "Yes, all our friends have had sex already and you liked that movie we saw last night with all those bedroom scenes in it."

B: "I know lots of our friends are sexually active but I am not sure whether I feel ready right now. My parents believe it is important to wait until marriage and to be old enough with the financial stability to support a family. Within my culture it is very rare for someone to have a sexual relationship with a partner before marriage."

### 5. Help

Students collect (or the teacher provides) advice/self-help columns from newspapers and/or magazines on the topic of influences that affect decisions regarding responsible sexual behaviour. Working in groups of three or four, students select a case scenario. Each group identifies the

- influences that could affect decisions regarding sexual behaviour
- consequences of the influences
- possible solutions to the case scenario
- "best" possible solution(s) to the situation

Each group presents information to classmates and responds to questions. The DECIDE model could be used for this activity.



Refer to BLM G-11: DECIDE Model (see Appendix B).

### 6. Support Links

Students brainstorm and create a master list of various support systems (e.g., parent/guardian, school guidance counsellor, physician) available to them with regard to sex-related health issues. Working with a partner, students select one support system from the master list. They identify and share with classmates how their selected support system can provide assistance and/or information on sex-related health issues.



Provide all students with a copy of BLM G-10: Sexual Health Information and Crisis Lines for Youth (see Appendix B).



## Suggestions for Assessment

### Journal/Learning Log: Factors and Findings

Self-Assessment: Inventory



Students reflect, in their journals/learning logs, on the social factors that affect their personal sexuality and on how these factors affect their sexual behaviour.

### Performance Task: Help

Group Assessment: Checklist

Students use the following checklist to assess each group's case scenario presentation.

Group Presentation Checklist			
Criteria	Yes	No	Comments
<b>The group</b>			
• stated influences that could affect decisions regarding sexual behaviour			
• presented consequences of the influences			
• stated possible solutions to the case scenario			
• stated the "best" solution(s) to the situation			

### Journal/Learning Log: Support Links

Self-Assessment: Inventory



Students reflect, in their journals/learning logs, on which support system they would choose with regard to sex-related health issues.

### Journal/Learning Log: All Activities

Teacher Assessment: Anecdotal Notes



Students answer the following questions in their journals/learning logs:

1. What does the phrase "make an informed decision on responsible sexual behaviour" mean to you?
2. What influence(s) would affect your decision for responsible sexual behaviour? What influence(s) would not affect your decision?