

# DECISION-MAKING FOR SEXUAL HEALTH



## LESSON INTRODUCTION:

The purpose of this lesson is for students to utilize a decision-making model to analyze scenarios related to sexual health. Students will demonstrate healthful decisions via role plays.



## OBJECTIVES:

*By the end of 8th grade Students will be able to...*

- Make healthful sexual decisions using a decision-making model.



## STANDARDS:

### *Wisconsin Standard for Health Education*

- Students will demonstrate the ability to use decision-making skills to enhance health.

### *National Sexuality Education Standards*

- **PR.8.DM.1** Apply a decision-making model to various sexual health decisions.

**GRADE:** Middle School

**LENGTH OF LESSON:** 55 min

**SEQUENCE:** 11



## ACTIVITIES:

**11.1** Decision-Making Model

**11.2** Scenarios in Sexual Health & Roleplays



## MATERIALS/TECHNOLOGY:

- Decision-making model
- Scenarios for roleplays
- Decision-Making Model Grid handout (1 for each group of three students)
- Butcher block paper/1:1 technology to brainstorm options and decisions for each scenario
- Assessment rubric



## Revisit classroom ground rules and the Anonymous Question Box

**(5 minutes)**

Take a moment to check in on the ground rules. Ask if there are any questions or observations from **Lesson 1**. Remind students of the anonymous question box. If there were questions in the box, answer them. Remind students that the box will be available for the rest of the unit.

## **Activity 11.1: Decision-Making Model** (20 minutes)

Let students know they make decisions every day. Some decisions are habits (hopefully healthful ones), while others are decisions they may have to think about. Ask students to give you examples of both types of decisions using activities they do every day (e.g., brush teeth, get dressed, pick out lunch items, etc.).

Ask students to think about how they make decisions.

Explain that students will likely be confronted with difficult situations as they get older and move into high school and adulthood. Explain that in the moment it is often difficult to make healthful decisions unless those decisions have previously been thought through. Let students know that today's class will give an opportunity to thoughtfully consider specific situations related to healthful sexual decision-making.

Tell students that being able to think clearly in difficult situations is important, and we often know the "right" decision, but it is still difficult to make the healthful choice.

Remind the class of the **Decision-Making Model** you learned in **Lesson 9**.

- Step 1: Assess the situation - what decisions need to be made?
- Step 2: List the options - what are all the positive and negative choices you could make?
- Step 3: Weigh the possible outcomes using HELP (healthful, ethical, legal, parent approval)
- Step 4: Consider your values - what attitudes, ideas and beliefs are important to you?
- Step 5: Decide on the healthiest option and act on the decision.
- Step 6: Evaluate and reflect on the outcome.<sup>1</sup>

Read the following scenario to the class. Use a decision-making model, such as the one provided in this lesson, to think through the situation, the options, possible outcomes, and individual values. Ask the class to call out what they think the options could be for each step. Use the answer key as a guide to modeling effective use of the six-step decision-making model. If you will use another decision-making model, seek and provide healthful answers based on that model.

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<sup>1</sup> Benes, S. & Alperin, H. (2016). The essentials of teaching health education: Curriculum, Instruction, and assessment. Human Kinetics: Champaign, IL.

# My Sexual Health: My Future

## The Scenario: A Box of Condoms

*Thomas is almost 16 and has been dating someone exclusively for the past 7 months. He thinks it is getting serious and wants to be prepared to have sex if the opportunity arises. He recently went to the drugstore and bought a box of condoms. He has practiced putting them on and taking them off. He stashed the rest on his closet floor under some jeans he has outgrown.*

*Thomas lives with his mom and two younger siblings. His mom was a teen mom and has big dreams for Thomas that include going to college, staying healthful, and NOT becoming a teen father. They have talked about sex, although it usually makes them both a little uncomfortable.*

*When Thomas comes home from school he sees his box of condoms on the kitchen table. His mother is at the stove with her back to him.*

Lead a class discussion using the six-step decision-making model or a model you have taught in another unit. Use butcher block paper or technology to record student's suggestions.

**Answer Key** (with possible decisions – have class discuss, and bring these up as possibilities if they do not come up organically):

Decision-making Step	Possible Decisions
Step 1: Assess the situation - what decisions need to be made?	Thomas could ask his mom if they can talk about the condoms a little later. He could ask for a few minutes to get his thoughts in order. He could ask to go to the bathroom or put away his school stuff before they talk.
Step 2: List the options - what are all the positive and negative choices he could make?	Thomas could tell his mom the truth about why he has the condoms – that he is thinking about starting to have sex. He could explain that he knows how to use them properly. He could also lie and say that they are not his or that he does not know why they were in his closet.
Step 3: Weigh the possible outcomes using HELP (healthful, ethical, legal, parent approval)	Thomas could tell his mom the truth, that the condoms do belong to him and that he has not had sex yet. This will probably be better in the long run than lying about it. If Thomas tells his mom the truth about the condoms and about his intentions to start having sex, she may be able to help him decide if he is ready or think through what other protection he might want to use with his partner. He will also probably feel better tomorrow about having been

	honest. If Thomas tells his mom the truth, she will likely feel respected. She may appreciate the chance to talk with Thomas about his future decisions about having sex.
Step 4: Consider your values - what attitudes, ideas and beliefs are important to you?	Thomas values honesty.
Step 5: Decide on the healthiest option and act on the decision.	Thomas decides to tell his mom the condoms are his, but he hasn't had sex yet – he's been thinking about it and wants to be prepared.
Step 6: Evaluate and reflect on the outcome.	Thomas and his mom talk honestly with one another about where they are coming from.

 Activity 11.1: Decision-Making Model

**Step 1:**  
**Assess the situation - what  
decisions need to be made?**

**Step 2:**  
**List the options - what are all  
the positive and negative  
choices you could make?**

**Step 3:**

**Weigh the possible outcomes using HELP (healthful, ethical, legal, parent approval)**

**Step 4:**

**Consider your values - what attitudes, ideas and beliefs are important to you?**

**Step 5:**  
**Decide on the healthiest  
option and act on the decision**

**Step 6:**  
**Evaluate and reflect on the  
outcome**



## Activity 11.2: Scenarios in Sexual Health & Roleplays (30 minutes)

It is now time for the class to work in small groups to apply the decision-making model to other scenarios, as well as to practice healthful decision-making through a role play. Divide the class into groups of three. Using the **Scenarios in Sexual Health & Roleplays – Scenarios Handout** provided in this lesson, hand out one scenario, and one **Decision-Making Model Grid Handout** to each group.

Part 1: Tell students it is their turn to apply the decision-making model to the scenario they have been given. If you are using the six-step model, have them brainstorm answers for each step, using the blank decision-making model table.

Have the groups write a short skit based on what they think would be the healthiest choice(s) in their scenario.

One-by-one, have the groups stand and read their scenarios and then act out their skits, demonstrating the healthiest choice. For student(s) in each group who did not have a role in the scenario, have them field questions from the class after each role play. Encourage the class to ask questions about the role play and discuss the decision-making process the group showed.

Use the **Assessment Rubric** to assess each role play. Offer your feedback on each role play to reinforce the skill. At the end of the role plays, encourage students to use the decision-making model the next time an important decision comes up in their lives at home, at school, or in the community.



## Activity 11.2: Scenarios in Sexual Health & Roleplays - Scenarios

### Jill & Joe

Jill is 15 and has been going out with Joe for six months. Joe is 17 and works at the local pizza restaurant. Their families have been friends since they were toddlers. Jill and Joe had sex for the first time a couple weeks ago. It sort of “just happened” and neither of them had a condom and Jill had only scheduled an appointment to get birth control. Now her period is late. She doesn’t think she can be pregnant since they just did it that once, but she is still worried. What should Jill do?

### Dottie & Trisha

Dottie and her friend Trisha are freshman who have been getting noticed by a couple of the senior boys. This weekend they were invited to a party at one of the boy’s houses whose parents were out of town. When they got there, another freshman girl who they were never really friends with was there and several of the boys at the party were giving her alcohol. Dottie and Trisha could see that this girl had had too much to drink and then they overheard a couple of the boys laughing at her and talking about taking her into one of the bedrooms to ‘take turns’. What should Dottie and Trisha do?

### Pat & Ash

Pat and Ash have been going out for a couple of months. When they are alone together they like to kiss and be affectionate. Pat is not comfortable with public displays of affection so when they are at school, Pat does not like to hang out with Ash, being afraid that Ash will want to hug, hold hands or kiss in front of other students or teachers. What should Pat do?

### Anya

Anya just recently started having oral sex with her romantic partner. Since she wasn’t worried about getting pregnant, they have not used any sort of protection. She recently started having a burning uncomfortable feeling on her labia and then noticed she had some sort of sore. What should Anya do?

### Mary & Tony

Mary and Tony have been dating for over a year. They are both 16. For Tony’s 17th birthday, Mary wants to go out for a romantic dinner and then have sex with him for the first time. She is very much in love with Tony. Tony hasn’t had sex before and Mary has had sex with four other people. When Mary has brought up having sex in the past Tony changes the subject. What should Mary do? Or what should Tony do?

# My Sexual Health: My Future

## Tally & Maya

Tally and Maya are 15 years old and best friends. Maya just confided in Tally that she is pregnant and does not want anyone to know. She won't even go to the doctor and plans to 'just get rid of it' when the time comes. Tally's dad is a nurse and has always been very open with her and has talked to her about sex, peer pressure, drugs, etc. He also told her if ever she or any of her friends find themselves in a difficult situation, she can turn to him and he will help and not judge. This is that situation for sure, but Maya has sworn her to secrecy. What should Tally do?



## Activity 11.2: Scenarios in Sexual Health & Roleplays – Decision-Making Model Grid

Decision-making Step	Possible Decisions
Step 1: Assess the situation - what decisions need to be made?	
Step 2: List the options - what are all the positive and negative choices he could make?	
Step 3: Weigh the possible outcomes using HELP (healthful, ethical, legal, parent approval)	
Step 4: Consider your values - what attitudes, ideas and beliefs are important to you?	
Step 5: Decide on the healthiest option and act on the decision.	
Step 6: Evaluate and reflect on the outcome.	

# My Sexual Health: My Future



## Assessment Rubric: Healthful Decision-Making Roleplay

Decision-Making Step	Not present	Developing	On target
Step one	Student participation and work reflects minimal to no understanding of the objective.	Student participation and work reflects some understanding of the objective.	Student participation and work reflects thorough understanding of the objective.
Step two	Student participation and work reflects minimal to no understanding of the objective.	Student participation and work reflects some understanding of the objective.	Student participation and work reflects thorough understanding of the objective.
Step three	Student participation and work reflects minimal to no understanding of the objective.	Student participation and work reflects some understanding of the objective.	Student participation and work reflects thorough understanding of the objective.
Step four	Student participation and work reflects minimal to no understanding of the objective.	Student participation and work reflects some understanding of the objective.	Student participation and work reflects thorough understanding of the objective.
Step five	Student participation and work reflects minimal to no understanding of the objective.	Student participation and work reflects some understanding of the objective.	Student participation and work reflects thorough understanding of the objective.

Step six	Student participation and work reflects minimal to no understanding of the objective.	Student participation and work reflects some understanding of the objective.	Student participation and work reflects thorough understanding of the objective.
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Teacher comments: