

HOW CAN HEALTHY DECISION-MAKING PREVENT STIS/STDS OR HIV?



LESSON INTRODUCTION:

The purpose of this lesson is to engage students in exploring the health consequences of different choices.

Working in small groups, students are given an open-ended scenario focused on having to decide about sexual health behavior. Each scenario provides an opportunity for students to analyze possible decision outcomes related to STD/HIV prevention or transmission. The goal of this lesson is to engage students in exploring the health consequences of different choices.

Prior to implementing this lesson, the teacher will need to determine which of the seven stories the class will examine. Perhaps your class will analyze all the stories or just a few. This decision may be influenced by several factors (e.g., your school district's values; how quickly the class will be able to analyze the stories; how thoroughly the class might discuss the story analyses; and/or perhaps specific stories are more appropriate for your class to analyze than others).



OBJECTIVES:

Students will be able to...

- Analyze decision outcomes for possible short- and long-term health consequences.
- Identify barriers that might hinder making a health-enhancing decision.
- Describe realistic ways to deal with barriers that prevent people from making healthy decisions about STI/HIV prevention.



VOCABULARY:

- Beliefs
- Hindering beliefs
- Short-term outcomes
- Long-term outcomes

GRADE: High School
LENGTH OF LESSON: 55 min
SEQUENCE: 10



ACTIVITIES:

- 10.1 Anonymous Question Box
- 10.2 Review a Decision-Making Model with the Class
- 10.3 Decision-Making Stories
- 10.4 Presentation of Decisions and Discussion
- 10.5 Assessment



MATERIALS/TECHNOLOGY:

- Handout: Decision-Making Stories
- Worksheet: Decision-Making Stories
- Worksheet: Peer Feedback Form
- Assessment Rubric



STANDARDS:

Wisconsin Standard for Health Education

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

National Sexuality Education Standards

- **PD.12.DM.1** Apply a decision-making model to various situations relating to sexual health.
- **SH.12.CC.2** Evaluate the effectiveness of abstinence, condoms and other safer sex methods in preventing the spread of STDs, including HIV.
- **SH.12.DM.1** Apply a decision-making model to choices about safer sex practices, including abstinence and condoms.
- **SH.12.SM.2** Analyze individual responsibility about testing for and informing partners about STDs and HIV status.



Activity 10.1: Anonymous Question Box (5 minutes)

Take a moment to check in on the ground rules for the Human Growth and Development unit. If there are questions in the anonymous question box, answer them using the **Answering Difficult Questions Protocol** found in the introduction of the curriculum.



Activity 10.2: Review a Decision-Making Model with the Class (10 minutes)

Let students know that they make decisions every day. Some things are habits (hopefully healthy ones), while others they maybe must think about. Ask students to give you examples of choices they make automatically or with very little thought. (e.g. brush teeth, get dressed, pick out lunch items, etc.).

Ask students to think about how they make decisions.

NOTE: If you have already covered decision making with a decision-making model, please use the model students have learned for the remaining lesson. The one from Lesson 7 of this unit is the six-step model below:

Explain that students will likely be confronted with difficult situations throughout their lives. In the moment it is often difficult to make a healthy decision unless you have already thought about what you would do in a certain situation. Let students know that today's class will give them an opportunity to think ahead about potential sexual health decisions they may make in their lives.

Thinking clearly in a situation that could be challenging or risky is important. We often know what the "right" decision is, but it is still difficult to do. Remind the students of the six steps of decision-making:

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

Step 2: List the options: explain all the positive and negative choices you could make?

Step 3: Weigh the possible outcomes using **HELP** (**h**ealthful, **e**thical, **l**egal, **p**arent approval)

Step 4: Consider your values: what attitudes, ideas and beliefs are important to you?

Step 5: Decide (act on the healthiest option) and justify why this is the healthiest option.

Step 6: Evaluate and reflect on the outcome.¹

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



Activity 10.3: Decision-Making Stories (15 minutes)

Split students into groups. Assign each group to read one story from the **Decision-Making Stories Handout** and discuss the accompanying set of questions. Each group will complete the **Decision-Making Stories Worksheet** (one worksheet per student to be completed with their group).



Activity 10.3: Handout: Decision-Making Stories

NOTE TO INSTRUCTOR: Choose the stories that are most relevant to your students and your community.

Evan and Emily's Story

Evan and Emily haven't had sexual intercourse. They have been dating for five months. Lately, they have been spending more time alone together and it is increasingly difficult to stop before having intercourse.

Answer the following questions as you consider the possible consequences for Evan and Emily if they have sex"

- What might happen if Evan and Emily decide to have unprotected sex?
- What might happen to Evan and Emily if they decide have sex and use a condom?
- Which is the healthiest decision Evan and Emily could make? Why?
- What are some barriers that might prevent them from making the healthiest decision?
- How might Evan and Emily's beliefs about this situation support or hinder their ability to make a healthy decision?
- How could Evan and Emily effectively deal with any barriers that might prevent them from making the healthiest decision?

Jenna and Joe's Story

Jenna and Joe are dating each other. Jenna knows she's not Joe's first girlfriend. She is currently on the pill, but worried about STIs/STDs. Joe doesn't like to wear condoms, and he tells her they don't need to worry about anything because she is on the pill and that he loves her.

Consider the possible consequences for Jenna if Joe has a STI/STD and doesn't know it:

- What might happen to Jenna if she decides to have unprotected sex with Joe?
- What might happen to Jenna if she decides to have sex with Joe and use a condom?
- Which is the healthiest decision Jenna could make? Why?

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- What are some barriers that might prevent her from making the healthiest decision?
- How might Jenna's beliefs about this situation support or hinder her ability to make a healthy decision?
- How could Jenna effectively deal with any barriers that might prevent her from making the healthiest decision in this story?

Zach's Story

Zach has been sexually active for over a year. Recently he noticed a couple of blisters on his penis. Now he has a couple of painful sores where the blisters broke open.

- What might happen to Zach if he decides to do nothing about the blisters?
- What might happen to Zach if he decides to get medical attention?
- What might happen to Zach's partner(s) if he decides to do nothing about the blisters?
- What might happen to Zach's partner(s) if he decides to get medical attention?
- Which is the healthiest decision Zach could make? Why?
- What are some barriers that might prevent him from making the healthiest decision?
- How might Zach's beliefs about this situation support or hinder his ability to make a healthy decision?
- How could Zach effectively deal with any barriers that might prevent him from making the healthiest decision in this story?

Penny & Leonard's Story

Penny has been in a steady relationship with Leonard. The last couple of days, Penny has been having unusual vaginal discharge and sometimes it burns when she urinates.

- What might happen to Penny if she decides to do nothing about the discharge and burning sensation?
- What might happen to Penny if she decides to get medical attention?
- What might happen to Leonard if Penny decides to do nothing about the discharge and burning sensation?

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- What might happen to Leonard if Penny decides to get medical attention?
- Which is the healthiest decision Penny could make? Why?
- What are some barriers that might prevent Penny from making the healthiest decision?
- How might Penny's beliefs about this situation support or hinder her ability to make a healthy decision?
- How could Penny effectively deal with any barriers that might prevent her from making the healthiest decision in this story?

Maria & Tony's Story

Maria and Tony have been dating on and off for several months. They fool around a lot but are careful to never have vaginal intercourse because Maria wants to wait until she is married to "have sex." So, they frequently engage in oral/anal sex. This way, they can respect Maria's desire to wait and they don't have to worry about getting pregnant.

Consider the possible health consequences for Maria and Tony:

- What might happen if Maria and Tony continue to have unprotected sex?
- What might happen to Maria and Tony if they decide NOT to have unprotected sex?
- Which is the healthiest decision Maria and Tony could make? Why?
- What are some barriers that might prevent them from making the healthiest decision?
- How might Maria and Tony's beliefs about this situation support or hinder their ability to make a healthy decision?
- How could Maria and Tony effectively deal with any barriers that might prevent them from making the healthiest decision in this story?

Cody & Dalton's Story

Cody and Dalton are attracted to each other. They've been hanging out a lot lately and have many things in common. Cody has had several sexual partners. Dalton has not. They have talked about having sex and about their sexual histories.

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Consider the possible consequences for Cody and Dalton if they have sex:

- What might happen if Cody and Dalton decide to have unprotected sex?
- What might happen to Cody and Dalton if they decide NOT to have unprotected sex?
- Which is the healthiest decision Cody and Dalton could make? Why?
- What are some barriers that might prevent them from making the healthiest decision?
- How might Cody's and Dalton's beliefs about this situation support or hinder their ability to make a healthy decision?
- How could Cody and Dalton effectively deal with any barriers that might prevent them from making the healthiest decision in this story?

Willow & Wonder's Story

Willow and Wonder have been together for over a year. They have committed to dating only each other and no one else. They have been having sex and are not at all worried about STIs/STDs because they are girls.

Consider the possible consequences for Willow and Wonder if they have sex:

- What might happen if Willow and Wonder continue to have unprotected sex?
- What might happen to Willow and Wonder if they decide NOT to have unprotected sex?
- Which is the healthiest decision Willow and Wonder could make? Why?
- What are some barriers that might prevent them from making the healthiest decision?
- How might Willow and Wonder's beliefs about this situation support or hinder their ability to make a healthy decision?
- How could Willow and Wonder effectively deal with any barriers that might prevent them from making the healthiest decision in this story?
- How can healthy decision-making prevent STIs/STDs or HIV?



Activity 10.3: Worksheet: Decision-Making Stories

Directions: Working with the members of your group, complete the tables below and then answer the questions after analyzing your story.

Group members:

Story:

Table 1. Comparing Possible Short-Term Decision Outcomes

Short-Term Outcomes	Physical Health	Mental/Emotional Health	Social Health
Decision A			
Decision B			

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Table 2. Comparing Possible Long-Term Decision Outcomes

Long-Term Outcomes	Physical Health	Mental/Emotional Health	Social Health
Decision A			
Decision B			

Which is the healthiest decision? Why?

What are some barriers that might prevent people from making the healthiest decision?

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How might peoples' beliefs about this situation support or hinder their ability to make a healthy decision?

How could people effectively deal with any barriers that might prevent them from making the healthiest decision in this story?



Activity 10.4: Presentation of Decisions and Discussion (25 minutes)

After each group has completed analyzing their story, they will share their findings with the entire class.

The class members will provide feedback to each group using the **Peer Feedback Worksheet** while listening to the various story analyses.

Next, large class discussion occurs about the story analysis. Use the **Peer Feedback Worksheet** to help guide this discussion. If groups are unable to identify the healthiest decision and/or have an honest discussion about the barriers and challenges of making the healthiest decision, elicit the entire class to assist in problem-solving for the specific story being shared.

Bring the discussion back to the decision-making model. Have students imagine going through the decision-making process “in the moment” taking one of the scenarios as an example. If you have time, ask students to act out the scene AND the decision-making process to arrive at the healthiest decision. Here is the six-step model as an example of discussion questions...

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

Step 2: List the options: explain all the positive and negative choices you could make?

Step 3: Weigh the possible outcomes using **HELP** (**h**ealthful, **e**thical, **l**egal, **p**arent approval)

Step 4: Consider your values: what attitudes, ideas and beliefs are important to you?

Step 5: Decide (act on the healthiest option) and justify why this is the healthiest option.

Step 6: Evaluate and reflect on the outcome.²

² Benes, S. & Alperin, H. (2016). The essentials of teaching health education: Curriculum, Instruction, and assessment. Human Kinetics: Champaign, IL.



Activity 10.4: Worksheet: Peer Feedback

Directions: Use the scoring guide below to give your peers feedback on the quality of their responses to their story.

Your Name:

Group Members:

Scenario:	Yes	No	Unsure
Was the healthiest decision identified?			
Were potential barriers to achieving the healthiest decision identified?			
Were supporting and/or hindering beliefs identified?			
Were realistic struggles identified for helping people effectively deal with barriers to making the healthiest decision?			

Comments:



Activity 10.5: Assessment

During the class discussions the teacher should listen to how students process each story.

Ask students to write down their group members' names on the **Decision-Making Stories Worksheet** and collect them. Review the completed worksheets to assess students' perspectives about STD/HIV prevention and sexual health.

Peer Feedback Worksheet – after student groups have presented their analysis of their story, class members will give them feedback using this form. This form may be collected and reviewed by the teacher as further evidence of formative assessment.

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Assessment Rubric

Use the following rubric to assess student mastery of learning objectives.

Student name:			
Learning Outcome	Not Present	Developing	On Target
Analyze decision outcomes for possible short- and long-term health consequences.	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.
Identify barriers that might hinder making a health-enhancing decision.	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.
Describe realistic ways to deal with barriers that prevent people from making healthy decisions about STI/HIV prevention.	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.
Teacher comments:			