

Sub-Task #5 Abstinence As A Choice: Making Sexual Decisions

Materials

Photocopy class sets of “Adolescent Sexuality” – booklet of 9 pages

Description

Through a booklet review of Adolescent Sexuality, students will learn to use effective communication skills that will allow them to make proper decisions based upon healthy sexuality.

Expectation Code	Learning Expectation
7p11	Use effective communication skills (e. g., refusal skills, active listening) to deal with various relationships and situations
7p12	Explain the term abstinence as it applies to healthy sexuality

Assessment Opportunities: Suggestions for Assessing Expectations

- Summative Assessment: Pencil and Paper Task – Evaluate the worksheet “Saying No To Sexual Intercourse” (see Appendix X) to determine if students are in possession of effective communication skills to make decisions that apply to healthy sexuality by using a marking scheme.

Teaching/Learning Strategies

1. Review of Adolescent Sexuality

- Review Sub-Task #4 by having students read and complete page two in the booklet, “Adolescent Sexuality” (see Appendix X). Discussion follows:
 - Why would someone want to be involved in sexual intercourse? (categorizing answers into positive/negative reasons)
- Whole class compares negative responses with those listed on page three in the booklet, “Adolescent Sexuality (see Appendix X).
- The students read together page three, “Some Poor Reasons for Having Sexual Intercourse” in the booklet, “Adolescent Sexuality” and “Reasons Why Many Teens Don’t Have Sexual Intercourse” (page four).

2. Stop, Talk and Say No!

- Students learn to “STOP, TALK AND SAY NO” to sexual intercourse by setting their own limits. Student read, “Saying No To Sexual Intercourse” page five of the booklet, “Adolescent Sexuality” (see Appendix X). Students read the introduction and go over the points for saying “No” to sexual intercourse. Point out to students that giving a reason does not necessarily mean an in-depth discussion on why they do not want to be involved sexually.

- Student finish the handout, “Say No to Sexual Intercourse” (see Appendix X) by completing their own responses to each statement.
- Collect the handout “Saying No to Sexual Intercourse” (see Appendix X) for assessment.

Notes to Teacher

Showing affection, both physically and non-physically is an important part of a romantic relationship. Physical affection is one way of showing someone we care about them; however, it can be very sexually arousing. For students to make a decision to delay sexual intercourse, they need to be aware of their sexual limits. Explain to students that discussions about setting limits on a sexual relationship need to take place when there is no pressure for sexual intimacy. Strong, honest communications, relationship building (talking and acting in a way that shows you want to keep a good relationship going) and planning provides a foundation to successful romantic relationships.

Ontario Catholic School Graduate Expectations

- CGE (6) A caring family member who attends to family, school, parish, and the wider community
- CGE 6(b) Recognizes human intimacy and sexuality as God-given gifts, to be used as the Creator intended
- CGE (7) A responsible citizen who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life
- CGE 7(a) Acts morally and legally as a person formed in Catholic traditions

Fully Alive

Theme 2, **Living in Relationship** will also provide useful content for teaching about effective communication skills in relationships.

Theme 2, **Living in Relationship**, Topic 2, *The Family*

- Be encouraged to value good communication in family relationships
Lesson 2, TM pp. 41-42, SB pp. 42-45

Resources for teaching chastity should be investigated to promote a sense of self-esteem and respect.

Appendix

Unit 4 Appendix X Adolescent Sexuality – Student Booklet (5 pages)