

Sub-Task #1 Making Informed Decisions about Sexuality

Materials

Description (Love versus Infatuation) Cards should be made and prepared ahead of time
Overhead Projector

Description

Students will learn to apply assertiveness and decision-making skills in order to make informed decisions as they relate to sexual activity. This will be accomplished through guided discussion, a card sort game and a response to scripted “scenarios” letters.

Expectation Code	Learning Expectation
8p2	Identify the physical, emotional, interpersonal and spiritual aspects of healthy sexuality (e.g., respect for life, ethical questions in relationships, contraception)
8p12	Apply living skills (e.g., decision-making, assertiveness and refusal skills) in making informed decisions and analyse the consequences of engaging in sexual activities and using drugs

Assessment Opportunities: Suggestions for Assessing Expectations

- Diagnostic Assessment: Paper and Pencil Task – Dr Lew’s Love Line – student response to letters. Teacher will assess the student’s ability to make informed decisions and analyze the consequences of engaging in sexual activities by reviewing their response to the scenarios presented in Dr Lew’s Love Line. This will help you determine how much time is needed to teach decision making skills. Use the Rubric presented (see Appendix D).

Teaching/Learning Strategies

1. Definition of Sexuality

- Remind students that for the next eight health classes they will be learning about human sexuality. Often people use the words “sex” and “sexuality” interchangeably to mean the same thing, and this is confusing. Ask students to explain the difference between the words sex, sexy, and sexuality, using a few words, phrases or thoughts. Conclude by stating that “We are all sexual human beings from birth to death (we are either male or female). Understanding how our bodies work, how our bodies and feelings will change as we become adults, and recognizing how society and parents and peers influence us, will help us make healthy decisions about our future goals, relationships with others and the role that sex has in our lives.” Emphasize that getting up-to-date, accurate information from a credible source will help us to make healthy decisions as they relate to our sexuality. Remind students of general group rules, the importance of showing respect for others’ ideas and opinions, expectations for appropriate behaviour and the different comfort levels of students with the topic.

2. Love vs. Infatuation

- Discuss the following points:
 - “It is easy to get love and infatuation mixed up.” Ask students if love belongs in any of the above definitions of sex, sexy, sexuality. Why or why not?
 - “It is difficult to know and understand our feelings. Most often what you feel is infatuation. It may develop into love and a long healthy relationship. Do not mistake infatuation for love.”
- Hand out cards to students (see Appendix B). On the board, put two headings, Love and Infatuation. Students tape/stick each card under the appropriate heading.
- Students should list descriptions under the headings in their notebook. Students discuss some problems that could result if you mistake infatuation for love.

3. What Qualities Do You Want In a Relationship?

- Students complete the top half of Appendix A, “What Qualities Do You Want In a Relationship?”
- Students identify their top four qualities in a relationship.
- Students attempt to find another student with the same four top qualities.
- Did anyone find another person with the same top four qualities? Why not?
- Everyone is different and there are no right or wrong answers. People may choose the same quality for different reasons.
- Students complete the bottom half of the worksheet, ranking the qualities in a healthy relationship. Students work in partners and discuss their reasons for their ranking. They give two reasons for choosing one of these rankings as the most important quality in a relationship (give each group a different quality). Students should realize that all of these qualities are important to a successful dating relationship.

4. Dr Lew’s Love Line

- Divide the class into three types of discussion groups.
 - All boys
 - All girls
 - Co-ed groups
- Assign “Dr Lew’s Love Line” (see Appendix C) questions relating to “How do you know if you are really in love?” to each group for discussion. Share opinions in large group discussion about qualities important for positive relationships.
- Use these questions to help guide discussion:
 - How do people decide when they like someone a lot?
 - What is important in a loving relationship?

- Discuss ways we show affection/love to our parents. How do others express affection to you? If one person spends a lot of money on the other, should anything be expected? What is limit setting? Who is responsible for setting limits? How do people decide how far to go with sexual activity with someone?
 - Were there any differences in the ways the three types of discussion groups answered their questions. Why or why not?
 - Each student picks one or two of Dr. Lew’s letters and reply privately in their notebooks using a decision making process. See Notes to Teacher.

Notes to Teacher

In Teaching Learning Strategy #1, the following definitions can be utilized:

- **Sex**
 - male or female
 - common word for sexual intercourse
 - often other words used to define the word sex may describe feelings about intercourse or slang words for intercourse, but the definition is limited
 - physically attractive; sensually pleasing; personal preferences vary with regard to what is “sexy”; our images are affected by society through media, advertising, movies, etc. (the “sexy” image)
- **Sexuality**
 - The way one feels about him/herself as a male or female and the way he/she communicates these feeling to the outside world; in relationships, relates also to caring and sharing; how one regards and expresses one’s own sexual feelings and self-image; the emotional, physical, psychological and societal aspects of being male or female.

e.g., “Human sexuality is a function of the total personality which begins at birth and ends at death” .

It may include intercourse and reproduction. It also includes:

- how a person feels about him/herself as a person;
- how one feels about being a boy or a girl;
- how one related to members of the same sex and the opposite sex.

For Teaching Learning Strategies #4, you may want to review the decision-making model before you assess the students.

Ontario Catholic School Graduate Expectations

CGE 3 A reflective, creative and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good.

CGE 3d Makes decisions in light of gospel values with an informed moral conscience.

Fully Alive

Theme 2, **Living in Relationship**, Topic 1, Building Bridges, students will consider the importance of and need for intimate relationships in which people freely share their thoughts and feelings. Topic 2, The Family and Topic 3, Friends. Friendships related to adolescence and the qualities that contribute to all friendships including male-female relationships.

Appendices

Unit 4 Appendix A	What Qualities Do You Want In A Relationship? – Worksheet
Unit 4 Appendix B	Descriptions Love vs. Infatuation (4 pages) – Activity Cards
Unit 4 Appendix C	Dr. Lew’s Love Line – Response Card Master Sheets (4 pages)
Unit 4 Appendix D	Assessment Rubric – Making Informed Decisions About Sexuality