

## Sub-Task #3 The Application of Living Skills in Making Informed Decisions with Respect to Risky Sexual Behaviour – Part A

### Materials

See list of Appendices

### Description

Students will communicate through the application of a Decision Making Model the living and assertiveness skills involved in making informed decisions with respect to risky sexual behaviour.

Expectation Code	Learning Expectation
8p9	Explain the importance of abstinence as a positive choice for adolescents
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

- See Sub-Task #4, Applying Refusal Skills to Saying No to Sexual Intercourse – Part B, for assessment instructions and suggested assessment tools.

\* This expectation is a focus of this Sub-Task but will be assessed later in the Grade 8 Growth and Development Unit.

### Teaching/Learning Strategies

#### 1. Personal Decision Making

- Use the following introductory questions to promote student awareness of factors that affect personal decision-making (list on board or discuss).
  - How did you choose the clothes you wore today?
  - How do you decide if you want to be friends with someone?
  - How do your friends help you decide what to do?
  - Is it OK to disagree with:
    - your friend?
    - your boy/girlfriend?
    - a parent?
  - What happens when your girl/boy friend wants you to do something you really do not want to do?

## 2. Decision-Making Model

- The teacher will introduce the Decision-Making Model (see Appendix H) and hand out the model to the students.
  - Discuss how the model might be helpful in arriving at answers to the last question and making other difficult decisions.
- Divide the class into small groups and hand out this scenario to each group.  
**Scenario: You have been good friends with Sue since you were six years old. She is being pressured by her boyfriend to have intercourse. Sue is unsure and she wants to talk to you about it because she trusts you.**
- In groups, with one student recording on chart paper, use the Decision-Making Model to help Sue make a decision.
- Post group solutions and discuss them with the class.
  - Try to come to a class consensus that the decision-making process is necessary to help Sue.
  - Inform the class that there are often no perfect answers. Some choices are healthier than others (physically and emotionally).
- Students complete the worksheet, “Decision-Making – Assessing Your Situation” (see Appendix I).

## Notes to Teacher

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### 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
CGE 4	A self-directed, responsible, lifelong learner who develops and demonstrates their God-given potential
CGE 4g	Examines and reflects on one’s personal values, abilities and aspirations influencing life’s choices and opportunities
CGE 6	A caring family member who attends to family, school, parish and the wider community
CGE 6b	Recognizes human intimacy and sexuality as God-given gifts, to be used as the Creator intended

### Fully Alive

Theme 2, **Living in Relationship**, Topic 1, Building Bridges, explores the importance of need for intimate relationship in which people freely share their thoughts and feelings. Topic 2, Friends, explores the changes in friendships related to adolescence.

Theme 3, **Created Sexual Male and Female**, Topic 3, The students will consider issues related to sexual development, and the need to develop a sense of perspective about their bodies, feelings and relationships.

## Appendices

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Unit 4 Appendix H	Decision-Making Model – Overhead Transparency
Unit 4 Appendix I	Decision-Making, Assessing Your Situation – Worksheet