



Learner Outcomes

P10 Examine various attitudes, values and behaviours for developing meaningful interpersonal relationships

P11 ***Examine the relationship between commitment and intimacy in all its levels***

- ***identify expectations and commitments in various relationships***
- ***examine a range of behaviours for handling sexual involvement***
- ***describe how personal values play a role in relationships***

P12 ***Examine aspects of healthy sexuality and responsible sexual behaviour***

- ***describe the ways in which personal values influence choices***

This lesson addresses all of the specific outcomes listed above. Instruction in human sexuality (***bolded and italicized*** outcomes) requires schools to provide notice to parents about the learning outcomes, topics and resources.

How To Use

This lesson is designed to be completed **after** the Relationships lesson. This lesson plan contains numerous activities to achieve the learner outcome above. You may choose to do some or all of the activities, based on the needs of your students and the time available. Some of the activities build on the ones that come before them, but all can be used alone.

For a quick lesson, combine activities A, D and F.

If you choose not to do all the activities, use your professional judgement to assess which outcomes you have covered and which may need additional activities.

Classroom Activities & Timing

- A. Ground Rules (5-10 minutes)
- B. How To Know Your Values (15-20 minutes)
- C. Values Identification (30-45 minutes)
- D. Setting Sexual Limits (25-30 minutes)
- E. Communication Skills and Sexual Decisions (15-60 minutes)
- F. Question Box (5-10 minutes)

Required Materials

[SLIDE](#): How to Know Your Values

POSTERS: Values Statements

Green, red, and yellow stickers (12 of each colour for each student), or coloured markers/pencils/highlighters in those colours

[SLIDE](#): A Model for Decision Making

HANDOUT: An Important Decision

[SLIDES](#): Talking about Sex

HANDOUT: Being Assertive

All the slides are also available as PDFs in [CALM Diagrams](#).

Background Information for Teachers

Making healthy decisions about sexuality involves using personal values and learning how to respect the values of others. Taking time to think about values can help students when they have to make decisions that guide their future behaviour. Maintaining congruency between values and behaviours is important to healthy sexuality.

This lesson is about students exploring, developing and understanding their own values to make the decisions that are right for them, even if those values and decisions differ from what others might believe is right. It is important for teachers to avoid presenting their own unconscious bias as the 'best' decisions. Teachers may find it helpful to familiarize themselves with their own values and beliefs surrounding sexuality prior to teaching the lesson. Visit the [Your Values](#) page for a self-assessment exercise.

Inclusive Language

Language is complex, evolving, and powerful. In these lessons, [inclusive language](#) is used to be inclusive of all students, including those with diverse gender identities, gender expressions and sexual orientations. This includes the use of 'they' as a singular gender-neutral pronoun.

A person's sex can be assigned at birth as male or female. Some people are intersex (the reproductive, sexual, or genetic biology of a person is unclear, not exclusively male or female or otherwise does not fit within traditional definitions of male or female). Assigned sex is independent of gender.

Gender identity is a person's internal sense of identity as girl/woman, boy/man, fluid among genders or no gender (regardless of what sex they were assigned at birth).

For many people, their gender is the same as the sex they were assigned at birth (cisgender). For others, their gender identity is different from the sex they were assigned at birth. They may use terms like transgender, trans, non-binary, gender fluid, gender queer, agender or others, to describe their gender identity. The umbrella term 'trans' is primarily used here, to describe people whose gender identity and sex assigned at birth differ. While this umbrella term does not fit everyone, the intention is to be inclusive as possible.

A. Ground Rules

Ensure [ground rules](#) are established before beginning this lesson. For classes that have already established ground rules, quickly reviewing them can help ensure a successful lesson.

B. How To Know Your Values

Students define their values and the importance of living by those values.

1. Ask students if they can define the term 'values'.
2. Values are a list of what a person thinks is most important. Taking the time to think about personal values can help when making important choices. Values are first taught from our parents or other caregivers. As we get older, we begin to decide for ourselves what our personal values are. Personal values can be influenced by many factors such as family, peers, culture, religion, the media and personal experience.

3. Display the **How to Know Your Values** slide.
4. Form small groups.
5. Ask each group to make a list of 'Values to Live By' (no more than ten) in order of importance, on a large piece of flipchart paper. The group does not have to come to a consensus on every point listed but must discuss and listen to each other's point of view.
6. Post the lists on the board or wall. Ask a spokesperson from each group to present the list to the class with explanation.
7. Debrief by asking if there are values that all groups share and point out any major differences between the groups.

C. Values Identification

Students review their values in an interactive group activity. You have the option of choosing a selection if you do not want to use all 11. You can use coloured markers or highlighters if you do not have red, green and yellow stickers.

1. Print the 11 **Values Statements** and post them around the room. Post a blank piece of paper next to each statement.
2. Explain that this exercise is designed to explore personal values. Point out that around the room there are a variety of different value statements. Most of the statements are about relationships, dating and sexual behaviour.
3. This activity is to be done without talking to each other and will be strictly confidential. This means respecting the ground rules and each other.
4. This activity is about your values. It does not matter what you think your friends believe. It is about making a decision for yourself which can be tough and sometimes a bit uncomfortable. Afterwards, we will have a class discussion.
5. You are each to travel around the room to the different posters and read them individually. Please be respectful of others and give people lots of space while they are taking their turn reading the statement.
6. Everyone has some different coloured stickers. You will put one sticker on the back of the blank paper beside each poster. Placing your sticker on the back of the paper helps keep the answers each person gives confidential.

Personal values will differ between students. Ensure that students are not vilified for their personal values. The purpose of this exercise is not to debate, but to encourage insightful thinking about one's own values.

Discussion about why a student placed a specific coloured dot under a particular sign should be informative, not defensive. No one needs to reveal the colour of sticker they used for any question.

7. Put a green sticker if you AGREE with the statement. Use a red sticker if you DISAGREE and yellow if you are UNSURE.
8. When you are done reading all of the statements and placing your stickers, hand in the rest of your stickers and sit down in your seat.
9. Once the activity has been completed, turn over all of the blank sheets of paper. Remind students of the ground rules and to respect the points of views of others.
10. Read the first statement and ask everyone to notice the range of responses. Ask students if anyone would like to comment or share their perspective. Ask students to think to themselves if their parents or friends would agree with the statement.
11. You may need to remind yourself or the students that there are no right or wrong answers. The exercise is about students exploring their values, not judging others or finding the right answer.
12. When the first statement has been fully discussed, repeat for the remaining statements. Pacing is important as you want to get through as many statements while making sure you hear as many points of view participants are willing to share. If time runs out, it is okay not to get to all of the statements. Make sure though that you reserve at least 10 minutes at the end to debrief the activity.
13. Debrief with the following discussion questions:
 - How easy was it to choose your selection?
 - Which statements were hardest for you?
 - If your parents/family voted on these statements, would their votes be similar to, or different from those of the group?
 - What did you learn about personal values in this activity?

D. Setting Sexual Limits

Students practice the decision-making steps required to set sexual limits.

1. Write the following questions on the board:
 - What does the term 'sexual limits' mean?
 - Why is it important to set sexual limits?
2. Ask students to suggest answers to the questions. Share the following information if it does not come up as part of the discussion.
 - **What does the term 'sexual limits' mean?**
Sexual limits refer to sexual behaviours and boundaries that are acceptable or unacceptable to an individual. They are personal and result from careful consideration of personal values.

- **Why is it important to set sexual limits?**
Discussing and setting your sexual goals/wants and limits ahead of time with a sexual partner will help to ensure that both partners are 'on the same page'; you are not taken by surprise; your actions fall in line with your values; and misunderstandings are avoided.
3. Display the slide **A Model for Decision-Making** and discuss the steps of the model. Emphasize that this model is one strategy, not the only strategy, for making difficult decisions.
 4. Give each student a copy of the **An Important Decision** handout.
 5. Divide the class into small groups of 3-5 people.
 6. Ask students to read Mosi and Jaden's story, and then complete the handout to show the steps either Mosi or Jaden used to make their decision.
 7. Debrief by asking students to share their thoughts about the story and the decision made by Mosi or Jaden.
 8. If groups that had Mosi or Jaden come to different decisions, discuss how they might resolve their differences.
 9. Discuss the following questions:
 - Why is a decision-making model helpful?
 - Where else might you use a decision-making model?
 - Which step would take the most time?
 - Where can teens get information that can help them decide about their sexual limits?

E. Communication Skills and Sexual Decisions

Healthy sexuality is about being emotionally, socially and physically healthy. When people communicate about the physical, emotional and relationship considerations of sexual activity they are more likely to be sexually healthy. This activity reviews communication skills partners can use to talk about sexual decision making. Specific communication styles are explored in the earlier [Relationships lesson plan](#). This activity extends that information by applying the communication skills to situations involving sexual activity.

1. Lead a class discussion about the importance of communication skills by asking the following questions:
 - **What are some physical considerations a person would want to think about and discuss with partners?** (e.g., pregnancy prevention, STI prevention, comfort/stopping if something hurts, condom use, accessing health services)

- **What are some relationship considerations a person would want to think about and discuss with partners?** (e.g., possible relationship changes with partners, possible relationship changes with friends and/or family, power sharing, mutual respect, care, trust)
 - **What are some emotional considerations a person would want to think about and discuss with partners?** (e.g., reasons for sex, self-esteem, goals for sex, personal values and beliefs)
 - **Why is it important to think about these considerations and talk to partners about them?** (e.g., understand each other's goals and wants set and respect limits and boundaries, consent, decide if it's the right partner, right time...in order to make a good decision)
 - Thinking back to the communication skills we learned about in the Relationships lesson:
 - **What are some effective verbal skills people could use to effectively discuss these considerations?**
 - **What are some effective non-verbal skills people could use to effectively discuss these considerations?**
 - **What are some effective assertiveness skills people could use to effectively discuss these considerations?**
2. Display the four **Talking About Sex** slides and discuss each point as a class.
 3. Distribute the **Being Assertive** handout. Explain that the handout gives students a chance to practice their assertive communication skills. Ask students to fill in their responses and then take feedback from volunteers.
 4. If time allows, students can form pairs and role play the situations from the handout (or make up their own).
 5. Conclude by pointing out that developing an assertive style of communication, which includes using 'I messages' and compromise, is an important skill to learn. Like any new skill, it requires practice and will become easier with time. This skill will foster healthy relationships, decision-making and self-esteem, which are all part of healthy sexuality.

F. Question Box

Answer any questions from the [question box](#) in the previous lesson. Have students submit any new questions and address them next class.

Addressing the questions at the next class allows you time to review the questions and prepare responses.

Self-Reflection

During the lesson, were:

- Ground rules being followed?
- Good practices established regarding group work and discussion?

What will you change for future classes with this group?

What will you change for future use of this lesson?

Student Assessment

During the lesson, did students:

Knowledge:

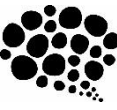
- Define values?
- Identify and clarify their values about sexuality?
- Outline the importance of learning about values?
- Describe sexual limits?
- Outline the importance of learning about decision making?

Skills:

- Demonstrate decision-making skills about personal values?
- Exemplify appropriate listening and speaking skills during class discussion?
- Demonstrate ways to use decision-making steps to make decisions about sexual limits?
- Demonstrate assertiveness skills?

Attitudes:

- Recognize that values are individual to us all and based upon our social and cultural upbringing?
- Recognize the importance of setting sexual limits?
- Recognize the importance of developing assertiveness skills?



Having sex before marriage/lifetime commitment is wrong.

Place one sticker on the back of the paper beside this one.



Agree

Green Sticker



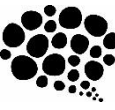
Disagree

Red Sticker



Unsure

Yellow Sticker



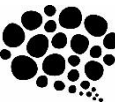
It is important for teens to know how to use birth control and prevent STIs.

Place one sticker on the back of the paper beside this one.

 Agree Green Sticker

 Disagree Red Sticker

 Unsure Yellow Sticker



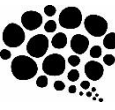
My religion should play an important role in how I make decisions about sex.

Place one sticker on the back of the paper beside this one.

 Agree Green Sticker


 Disagree Red Sticker

 Unsure Yellow Sticker



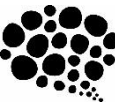
The most important thing about sex is physical pleasure.

Place one sticker on the back of the paper beside this one.

 Agree Green Sticker

 Disagree Red Sticker

 Unsure Yellow Sticker



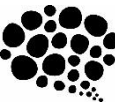
**It's important to be
in love with your
partner before you
have sex with them.**

Place one sticker on the back of the paper beside this one.

 Agree Green Sticker

 Disagree Red Sticker

 Unsure Yellow Sticker



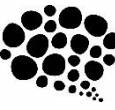
Sexual attraction is all that is needed to have a good relationship.

Place one sticker on the back of the paper beside this one.

 Agree Green Sticker

 Disagree Red Sticker

 Unsure Yellow Sticker



It's okay for teens to have sex.

Place one sticker on the back of the paper beside this one.



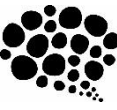
Agree Green Sticker



Disagree Red Sticker



Unsure Yellow Sticker



Teens should NOT have sex.

Place one sticker on the back of the paper beside this one.



Agree

Green Sticker



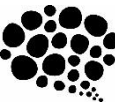
Disagree

Red Sticker



Unsure

Yellow Sticker



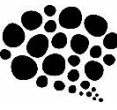
**Most teens would
be better off waiting
until they are older
before having sex.**

Place one sticker on the back of the paper beside this one.

 Agree Green Sticker

 Disagree Red Sticker

 Unsure Yellow Sticker



It's OK for teens to masturbate.

Place one sticker on the back of the paper beside this one.



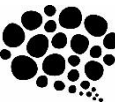
Agree Green Sticker



Disagree Red Sticker



Unsure Yellow Sticker



It's OK for a teen to have an abortion.

Place one sticker on the back of the paper beside this one.

 Agree Green Sticker

 Disagree Red Sticker

 Unsure Yellow Sticker

An Important Decision

Mosi and Jaden have been dating for about three months. Mosi is happy when they are with Jaden. They laugh and have fun together. Mosi can tell that Jaden cares about them by the way Jaden smiles and listens when they talk.

Things have become serious between Mosi and Jaden during the last month. They have been alone more and kiss a lot. They touch each other, and things have gotten pretty hot. Jaden has said they love Mosi and wants them to be together in every way.

Mosi would like to have sex with Jaden. But Mosi is concerned about getting an infection. Jaden says they can use condoms, but Mosi knows condoms are not 100% effective. Mosi would be stressed out. The other thing Mosi thinks about is how sex might change their relationship with Jaden. Some of the couples Mosi knows broke up after they had sex. Things just got too complicated.

Jaden would like to have sex with Mosi. Jaden has had sex before and enjoyed it. Jaden felt it brought them closer to their last partner, and wants that same closeness with Mosi. Jaden knows that Mosi is feeling unsure about taking their relationship to the next step. Jaden doesn't want to pressure Mosi into doing something they don't want to do, but Jaden is confident that they are both ready.

On the next page, choose either Mosi or Jaden and follow the steps of the model to show what decision they make.

Name: _____

Our group chose (circle one): Mosi Jaden

1. Define the problem to be solved.
2. Generate at least 3 options and put them in the table below.
3. List the advantages and disadvantages of each option in the table below.

	Option 1	Option 2	Option 3
Choice			
Advantages			
Disadvantages			

4. After weighing all options, choose the best one. Write your choice here.
5. How do you feel about the decision?

Being Assertive

Write an assertive way to deal with each situation. Try using this sentence:

I feel _____ when _____ and I want _____.

Example:

I feel hurt when you tell me to “shut up”, and I want us to be able to disagree without using hurtful words.

1. Your friend tells you to “shut up” during an argument.
2. You are starting to think that a friend likes you in a romantic way but you do not feel the same way.
3. Your parents have been arguing a lot lately and the situation is upsetting you.
4. Your partner tells you they want to have sex, but you don't want to.
5. You need to tell your partner that you have chlamydia.
6. Your partner refuses to use condoms.
7. You have decided to break up with your partner because you like someone else.