

Responsibility and Choice

Lesson Plan

Resource: H&PE Elementary Resources

Unit: Human Development and Sexual Health

Grade(s): 7

Lesson: 1 of 5

H&PE Curriculum Expectations

2019 H&PE Curriculum Expectations: A1.1, A1.4, A1.5, A1.6, D1.3, D2.4

Materials

- Access to a shared document (chart paper and markers or online interactive tool)
- **Teacher Resource: Anecdotal Recording Chart (PDF)**

Learning Goals

- We are learning to use our relationship and critical thinking skills to understand reasons for delaying sexual activity and the need to communicate clearly when making decisions about sexual activity, including understanding consent and how it is communicated.
- We are learning to use our self-awareness and critical thinking skills to understand the factors that need to be considered when making decisions related to sexual health.

Overall Assessment

Use the Teacher Resource: Anecdotal Recording Chart to observe and provide written and verbal feedback of students' understanding of factors to consider when making decisions related to their sexual health including reasons for delaying sexual activity, the need to communicate clearly when making decisions about sexual activity, and consent.

Minds-On

Share the learning goals with the class and co-construct success criteria with students. Consider posting the success criteria in the learning space for reference throughout the lesson.

Use the following prompt to lead a group discussion to establish ground rules/agreements (consider displaying the common ground rules/agreements in the learning space for reference throughout the unit).

Teacher prompt: "What rules or agreements do we need to have to create a safer and inclusive learning space for everyone?" *Student responses:*

- "We need to listen to each other and respect what others say."
- "Don't use put downs; be sensitive to others' feelings and be careful about making careless remarks."
- "We need to be respectful of each other's differences."
- "It's okay to pass if we don't want to speak."
- "We need to feel that it is ok to ask questions we have; don't ask personal questions of others."
- "We need to use correct names of body parts and terminology to show respect for our body."
- "We need to remember to discuss puberty topics responsibly outside the classroom, so we have a respect for confidentiality."
- "When we refer to another person, use "Someone I know..." rather than the person's name."
- "It's okay to have fun while we learn but we must always make sure we are respect ful."

Display the terms “Agree”, “Disagree”, “Not sure”, and “Pass” in four different areas of the classroom. Tell students that they will hear statements related to sexual health, sexual activity and relationships. Once the statement is read, they will have a few moments to decide on their response and then move to the sign that they feel is most appropriate to their response. Remind students about the ground rules/agreements the class has set which include respecting different perspectives and the right to pass, which they can elect to do by standing under the “Pass” sign. Select statements from the following list, adding or eliminating statements based on the learners in the class:

- Grade 7 is the right age to start dating.
- If someone doesn't like you, there are things you can do to make them change their mind and you should persist until they feel the same way.
- Family values influence how you think about sexual activity.
- A person should not have sex if their partner is unsure.
- Oral-genital contact is not “having sex”.
- If someone agrees to engage in sexual activity, but passes out, it is OK to still engage in sexual activity with them.
- Religious beliefs can influence how you think about sexual activity.
- People don't need a vaccination for HPV if they are not sexually active.
- Some types of sexual activity have more risks than other types.
- People of all gender identities and sexual orientations need to learn how to stay safe and be in healthy relationships.

Divide students into groups of 4-5 and provide access to a shared document. Write the following terms for students to view: Sexuality, Sexual Health, Sexual Activity. Use a [Mind Map](#) strategy for students to generate and record ideas about words and/or thoughts that come to mind, and what they know about each term.

Share the following definitions:

Sexuality: It is part of being human and includes assigned sex, gender identities and roles, sexual orientation, eroticism, pleasure, intimacy and reproduction. Sexuality is experienced and expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviours, practices, roles and relationships. Sexuality is influenced by a number of factors.

Sexual health: A state of physical, emotional, mental, and social well-being in relation to sexuality; it is not merely the absence of disease, dysfunction, or infirmity. Sexual health requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination, and violence.

Sexual activity: Any voluntary solitary or partnered sexual behaviour including but not limited to masturbation, kissing, massages or touching, oral sex, anal or vaginal intercourse.

(The definitions for Sexuality and Sexual health were extracted from Ontario Curriculum (2019). [Grade 1-8 Health and Physical Education](#), p. 314. The definition of Sexual activity was adapted from: Teen Health Source. (2021). [What is Sex?](#))

Have groups add ideas to their mind map to build a shared understanding of the terms that will be used throughout this unit. Consider posting and adding to the definitions for reference throughout the unit.

Action

Tell students that it is important for all individuals to understand the factors that need to be considered to make informed decisions about their sexual health, including the factors that influence them the most.

Write the following types of factors for students to reference: “Physical Factors”, “Emotional Factors”, “Social Factors”, and “Cognitive Factors”. Share with students that there are several factors that need to be considered for individuals to make informed decisions about their sexual health.

Have groups write each type of factor on their Mind Map and continue to generate and record ideas about factors that influence decision making, making connections with lines and arrows between factors (e.g., connecting physical factors with lines, connecting physical and emotional factors with arrows). Invite groups to share some of their ideas with the class, identifying which type the factor would fall under. Have groups add new ideas to their Mind Map. Consider having groups share their completed Mind Maps with others.

Student responses:

- Religious, spiritual, faith beliefs
- Cultural practices
- Family and personal values
- Knowing yourself – what makes you feel good
- Concern about avoiding an unwanted pregnancy
- Availability of contraception and what to use
- Getting a sexually transmitted or blood-borne infection (STBBI)
- Possible effects of contraceptives used to avoid contracting STBBIs or if needed to avoid pregnancy
- Public health guidelines for transmissible infections
- Available sexual health services to support decision making about contraception and STBBI testing
- Whether you are physically ready
- Whether you are emotionally ready
- Sexual orientation
- Gender identity
- Gender expression
- Issues with their self-concept or having a strong self-concept
- Need for more time to think
- Personal decision-making skills
- Ability to communicate openly and honestly with a partner
- Desire
- Love
- Pleasure
- Curiosity

- Pressure or expectation from partner
- Partner’s responsiveness and/or communication skills
- Ability to manage the emotional ups and downs of an intimate relationship

Use the following teacher prompt to lead a large group discussion to summarize the factors that need to be considered when making decisions about one’s sexual health.

- **Teacher prompt:** “Thinking about your sexual health is important. It’s important to have a good understanding of yourself before you get involved with someone else. It’s not just about making a decision to have sex or to wait until you are older. It’s also about things like:
 - Your physical and emotional readiness
 - Having safer sex and avoiding consequences such as becoming a parent before you want to, or contracting an STBBI
 - Your sexual orientation and gender identity
 - Your understanding of your own body, including what gives you pleasure
 - The emotional implications of sexual intimacy or being in a relationship
 - Your religious, spiritual or faith beliefs
 - Your cultural practices

Moral and ethical considerations are involved as well, including the need to respect the rights of other people. Can you explain what is meant by a moral and ethical consideration?”

Student responses:

- ○ “A moral and ethical consideration is what you believe is right or wrong. It can be influenced by your personal and/or family values.”
- “It can be influenced by your religious, spiritual or faith beliefs or cultural practices.”
- “Every person in our society should treat other people fairly and with respect.”
- “It is important to think about what we believe when we think about our relationships, sexual behaviour, and activities.”

- **Teacher prompt:** “The term abstinence can mean different things to different people. People can also have different understandings of what is meant by having or not having sex. Having sex can be an enjoyable experience. It can also be an important part of a close, loving, and committed relationship, such as marriage or a long-term, healthy relationship, when you are older. Some people may think that sex is the best way to express love, but there are many other important and meaningful ways in which it can be expressed. There are also emotional considerations to think about. What are some of them?”

Student responses:

- - “Some people see sex more as a physical act and do not realize the emotional impact it can have. Engaging in any type of sexual activity with a partner can make the relationship more emotional or more complicated.”
 - “You have to be prepared to handle the emotional ups and downs of a relationship, including the ending of a relationship.”
 - “It’s best to wait until you are older to have sex because you need to be emotionally ready, which includes being able to talk with your partner about how you feel.”
 - “Some people choose to, or are encouraged to, wait to be sexually active for personal, cultural, or religious reasons.”
- **Teacher prompt:** “Like any other decision, a decision about sexual health requires you to look at all sides of an issue. How can you do that?”

Student response: “You need to consider the pros and cons of any decision you are making, and how those decisions will affect both you and others.”

Consolidation

Create and provide students with an Exit Card. Have students select four factors (from their groups’ Mind Map), identifying which type each factor would fit under (physical, emotional, social or cognitive), and why each selected factor might be important for someone when making decisions about sexual health.

Notes to Teachers

Consider using an anonymous question box for students to ask questions and then to answer questions at appropriate points during the learning.

Note: Some students in grade 7 may be engaged in solitary and partnered sexual activities. It is very important to talk about behaviour in a non-judgemental way, to create an open space in which they are comfortable asking questions and provide them with the information they need to make informed decisions about their sexual health.

For additional background information about puberty, consult your local public health unit or visit this website: [Alberta Health Services: The Sexuality Wheel](#).