

## Lesson Plan – Deciding Whether to Have Sex

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|---|--------------------------------|-------------------------|
| <b>TOPIC:</b> Deciding Whether to Have Sex  | <b>TARGET-AGE RANGE:</b> 12–15 | <b>TIME:</b> 45 minutes |
| <b>SUBJECT:</b> Life Skills   |                                |                         |
| <b>IDEAL NUMBER OF LEARNERS:</b> 40   |                                |                         |
| <p><b>WHAT ADVANCE PREPARATION, IF ANY, IS REQUIRED OF THE TEACHER FOR THIS LESSON?</b></p> <ul style="list-style-type: none"> <li>• Review the list of conditions in the handout and ensure that you feel prepared to facilitate any questions that may arise.</li> <li>• Review the age of consent for your country as per the legal frameworks and be prepared to explain it to your learners if appropriate.</li> </ul> |                                |                         |
| <p><b>LEARNING OUTCOMES:</b></p> <p>By the end of this lesson learners will be able to:</p> <ol style="list-style-type: none"> <li>1) Identify the skills they will need to be able to negotiate a safe and comfortable sexual relationship. [Knowledge]</li> <li>2) Strengthen critical thinking skills. [Skills]</li> </ol>   |                                |                         |
| <p><b>LIFE SKILLS DEMONSTRATED IN THIS LESSON:</b></p> <ol style="list-style-type: none"> <li>1) Critical thinking skills</li> <li>2) Decision-making skills</li> </ol>   |                                |                         |
| <p><b>RESOURCE MATERIALS FOR TEACHER:</b></p> <ul style="list-style-type: none"> <li>• Chalkboard and chalk</li> </ul>  |                                |                         |
| <p><b>MATERIALS FOR LEARNER:</b></p> <ul style="list-style-type: none"> <li>• Student worksheet – Am I Ready? How Do I Decide?—One copy per learner</li> </ul>  |                                |                         |



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This lesson is enhanced when learners have the following background knowledge: Content from the International Technical Guidance on Sexuality Education—Key Concept 2 – Values, Attitudes, and Skills; 2.3 – Decision-Making

### PROCEDURE:

#### Step 1) 2 minutes

Explain to learners by saying, “Young people around the world have many different reasons for deciding whether and when to become sexually active. Some young people wait until a certain age, until they meet someone that they feel ready to start an intimate relationship with, or until they are engaged or married. Others might start having sex because they feel pressured into doing so by peers, a partner, or even the family.

Determining if and when to become sexually active can be difficult for many young people. Many young people consider how they feel about their relationship only when they weigh the decision about whether to become sexually intimate with their partner. Some people want to make sure they have reached the legal age of consent, which is (INSERT AGE HERE) for our country. This activity will help you to think about how maturity, self-awareness, and communication skills can affect your sense of readiness to become sexually active. It will also help you identify what is most important to you.”

#### Step 2) 3 minutes

Ask the learners to form pairs and give each pair one copy of the worksheet. Explain, “Look at the list on this worksheet. These are some pieces of advice that can be important to consider when deciding about whether or not to become sexually active.”

#### Step 3) 15 minutes

Read aloud the instructions for the worksheet. Ensure that everyone understands the activity. Within the pair, they should try to reach agreement about their responses, but if they cannot, they can check off additional items. Allow 10 to 15 minutes for them to discuss the questions and record their answers.

#### Step 4) 10 minutes

Reassemble the group. Review the worksheet and ask for some responses on the different pieces of advice listed. Ask whether learners tended to agree or disagree with their partners. Ask learners if there were any additional pieces of advice that they identified as important and would like to share with the bigger group.

#### Step 5) 10 minutes

Use the following questions to guide a discussion on how boys and girls might react differently to advice:

- In general, which advice do boys seem to prioritize?
- In general, which advice is more important to girls?
- How do you explain, and feel about, any differences between boys’ and girls’ priorities?



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### PROCEDURE (CONTINUED):

#### Step 6)

Close by discussing the following questions:

- How did it feel to complete this worksheet?
- What did you notice upon filling it out?
- Would some of the pieces of advice be easier to follow than others? Why?
- How might hearing these pieces of advice impact decisions about whether to become sexually active?

#### Step 7) 5 minutes for steps 6 and 7

- Conclude the lesson by explaining, “No matter when you decide whether and when to become sexually active or even if already sexually active, thinking about conditions that matter to you is important to being safe and healthy.”

### KEY MESSAGES OF LESSON:

- 1) There are important criteria to consider when deciding whether and with whom to be sexually active.
- 2) There are many perspectives to consider when making an important decision, like whether or not to be sexually active.

### ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

- The teacher can instruct students to write their names on the worksheet and collect them for assessment of the learning objectives. It would be important not to assess the worksheets for correctness, since the activity is based on personal values, but rather to assess whether the learners completed the activity as instructed.

### HOMEWORK WITH FOCUS ON FAMILY INVOLVEMENT ACTIVITIES:

- None

### POSSIBLE ADAPTATIONS:

- 1) Large class size—Teachers can conduct the activity that was in pairs in small groups and instead of processing it together as a large group, gather two or three groups together to share their answers.
- 2) Limited materials/technology—None

Source: *It's All One, Activity 30 – Deciding Whether to Have Sex*, pages 92–95 Copyright © 2009 The Population Council, Inc. Revised first edition, printed 2011.



## Am I Ready? How do I Decide? Worksheet

**Directions:** Please review the following advice for helping decide if and when to become sexually active. Think about what a friend and a parent or trusted adult would say. First, draw a smiley face next to the two feelings or conditions that you think the best friend would say are most important. Then, draw a check mark next to the two feelings or conditions that you think the parent or trusted adult would say are most important.

| IN DECIDING WHETHER TO BECOME SEXUALLY ACTIVE, MY ADVICE TO YOU IS THAT IT WOULD BE IMPORTANT TO...      | FRIEND | PARENT/<br>TRUSTED ADULT |
|--|--------|--------------------------|
| Feel that you are honoring your own values and those of your partner                                     |        |                          |
| Feel close to the other person   |        |                          |
| Feel that you and the other person respect each other  |        |                          |
| Feel that you and the other person have made the decision together and that both of you want to have sex |        |                          |
| Have condoms (and/or other contraceptives) and know how to use them                                      |        |                          |
| Feel comfortable talking with the other person about condom use  |        |                          |
| Know your HIV status   |        |                          |
| Feel safe for either of you to say at any time you want to stop  |        |                          |
| Feel sexually attracted to the other person  |        |                          |
| Other?   |        |                          |
| Other?   |        |                          |

LEGEND:

