

# Sexual Decision Making

## A Lesson Plan from *Rights, Respect, Responsibility: A K-12 Curriculum*

*Fostering responsibility by respecting young people's rights to honest sexuality education.*

[This lesson is adapted and reprinted with permission from *Our Whole Lives: Grades 7-9*, second edition, Unitarian Universalist Association, 2014. Original OWL 7-9 author is Pamela M. Wilson and the author of this lesson is Al Vernacchio.]

### NSES ALIGNMENT:

Students will be able to:

**HR.12.CC.2** – Describe a range of ways to express affection within healthy relationships.

**HR.12.IC.2** – Demonstrate effective ways to communicate personal boundaries as they relate to intimacy and sexual behavior.

**HR.12.SM.1** – Demonstrate respect for the boundaries of others as they relate to intimacy and sexual behavior.

**PR.12.INF.1** – Analyze influences that may have an impact on deciding whether or when to engage in sexual behaviors.

### TARGET GRADE:

High School – Lesson 2

**TIME:** 50 Minutes

### MATERIALS NEEDED:

- Lesson PowerPoint
- White board and markers
- *Facilitating Successful Role Plays* Teacher Resource
- “Sexual Readiness” worksheet (one per student)
- “Freeze Frame Role-Play Scenarios 1-6” worksheets (one copy of each scenario)

### ADVANCE PREPARATION FOR LESSON:

- Read through *Facilitating Successful Role Plays* Teacher Resource.

### LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Identify various reasons why teens choose to engage or not engage in sexual behaviors. [Knowledge]
2. Identify at least three questions whose answers can help determine if they are ready to engage in sexual behavior with a partner. [Knowledge]
3. Articulate a message about sexual boundaries with a partner during a role-play activity. [Knowledge]

### A NOTE ABOUT LANGUAGE:

Language is really important and we’ve intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar—using the pronoun “they” instead of “her” or “him,” using gender neutral names in scenarios and role-plays and referring to “someone with a vulva” vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom and should make adjustments accordingly.

### PROCEDURE:

**STEP 1:** Introduce the lesson by asking, “**Has anyone ever struggled to make a really tough decision?**” After a few students have raised their hands, ask, “**Has anyone ever made a really tough decision and even after you made the decision you weren’t 100% sure it was the right one?**” Go on to explain, “**Making decisions can be difficult and making decisions about sex can be even more difficult since everyone has different values and beliefs about this topic. This is what we’re going to talk about today.**” (2 minutes)

**STEP 2:** Ask students, “**When do you think someone is ready to have sex—either oral, vaginal, or anal sex—with their partner?**” Take a few responses and ask, “**What would have to be in place in their relationship for them to have safer sex—that is, mutually agreed upon sex that takes into account STI prevention, and pregnancy prevention if applicable?**”

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Take a few responses and lastly ask, **“What kinds of questions should young people ask themselves before taking this step?”** Take a few responses and then distribute the “*Sexual Readiness*” worksheet to each student. Ask for a few volunteers to read some of the questions in the worksheet aloud. Then ask students to turn around and talk with someone they are seated near about their reactions to the worksheet. Give the students five minutes to discuss and when time is up, process the activity by asking the following questions:

- **What was it like to do that? What was** [easy, surprising, interesting–fill in answers] **about it?**
- **Which questions do you think are most important to talk about with a partner? Which are least?**
- **Which questions surprised you?**
- **Are there any questions you think are missing?**
- **How do you feel it would be for a couple to talk through all these questions?** (10 minutes)

***Note to the Teacher:** Read the directions below regarding the role-play activity prior to implementing with your students. Ideally the group role-plays will facilitate group discussions regarding sexuality and decision-making among your students; however, this particular set-up might not work well in your classroom or with a particular group of students. Please adapt accordingly to suit your students' needs, such as having independent work and then group share-outs, having groups discuss the activities in lieu of acting, having volunteers act out the scenarios in front of the class, having signs/masks indicating the particular roles that students are representing, etc.*

**STEP 3:** Explain that students will now do some role-playing to practice making healthy decisions about sexual behavior. Remind students that in general healthy relationships are:

- Consensual and non-exploitative
- Concerned about consequences such as STIs and pregnancy
- Respectful and caring

If needed, explain that “consensual” means clear and enthusiastic agreement. Then explain, **“The class will be divided into six teams. Each team will get a role-play involving a couple that is making a decision about sex. Each group should read and discuss their scenario and decide who will role-play the scenario. The other members will be coaches/directors. The goal is to have the role-play worked out so the couple reaches a decision quickly. Groups will have five minutes to prepare your role-play and then you’ll act it out for the class.”** Remind students to refer to their “*Sexual Readiness*” worksheets as they create their role-play.

Divide the class into six groups and give each group a different “*Freeze Frame Role-Play Scenario*” worksheet. Circulate among the groups while they are working, offering support as needed, and reminding them to refer to their “*Sexual Readiness*” worksheets as they create their role-play. After five minutes, gather students’ attention and explain how the role-plays will be presented by saying, **“Each team will present their role-play in order from**

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**1 to 6. Just at the point at which the couple have made their decision, I'll say 'freeze-frame' and the role-play will stop. Then the class will answer the following questions based on the role-play they just saw."**

**Note to the Teacher:** *It can help to have these questions written on the board to refer to after each role play.*

1. What are the possible consequences for this couple if they follow through with their decision?
2. Do you think they made a healthy decision? Why or why not?
3. Which questions from the "Sexual Readiness" worksheet would you recommend to this couple in order for them to make a healthier decision (if applicable)?

After the class answers these questions, the next group will present their role-play and follow the same process. Follow the process described for role-plays of scenarios 1-6. (25 minutes)

**STEP 4:** Process the entire activity by asking:

- **How did it feel to play these roles?**
- **How realistic were the consequences that the class predicted?**
- **If you could go back into the role play and make another decision again, what would you do differently?**  
(3 minutes)

**STEP 5:** In closing, remind the class of the following take-home points: **"It's important for each of you to figure out where you stand about decisions regarding sex so you can be clear for yourself and also find ways to be clear with any future partners. It's also important to ask these questions of your partner(s) in order to make sure that you both understand the wants, needs, and boundaries of the other person."** Thank the class for their hard work and close the lesson. (2 minutes)

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

The initial discussion meets the Learning Objective 1 while the role-play fulfills Learning Objective 2.

### HOMEWORK:

None.

ADAPTED FROM  
**Facilitating Successful Role Plays**  
 by Kathleen Robinson

Interactive exercises, such as role plays, work best if you carefully structure them and prepare the group well to play their respective roles. The old adage, “Go slow to go fast” definitely applies to role plays. It is no secret in the training world that most people are reluctant to engage in role plays and often experience some degree of “performance anxiety.”

Training experts have found that **careful planning of the role play exercise and well-structured debriefs** will help to create a greater sense of safety in the room. An important point about role plays...**the value of the exercise is directly proportional to the quality of the debriefs after the exercise.** Role plays are rarely worth the effort if you don’t take the time to debrief them well.

### **Setting up the role play exercises**

An effective approach to role play exercises is to **group the participants into triads**. Usually two people take designated roles (manager, employee, customer, etc.) for a structured interaction or conversation, and the other person plays the observer role in each triad. Arranging six people at a table will save time in the set up process, or allow time for people to adjust their seating for the exercise.

Before the role play begins, make sure everyone is clear about the role they will be playing. **Give the triads time to read the scenario to make sure they understand the situation.**

The teacher should **provide clear, brief guidelines and instructions for each of the roles**, including the important observer role when applicable. These instructions can be displayed on a slide, a flip chart page or handout for easy reference.

It is sometimes helpful to participants for the teacher to **demonstrate a conversation with a “volunteer” participant** before the triads get to practice. Ask the group to comment on what worked well and what ideas they might have for improving the interaction.

### **During the role play exercise**

Tell the triads how much time they have for the role play. Usually 3 – 5 minutes for the interaction is sufficient for skill building purposes.

Walk around the room to make sure that everyone is engaging appropriately in their roles. Help groups or individuals if they are confused about what to do, but do not comment during the role play.

Give the triads a one minute signal to begin wrapping up.

**Note:** If there will be multiple role play interactions, keep the participants in the same triad, but ask them to play different roles. This will save some time by not having to move people around.

Sometimes you will want to have them perform the role play for the group, or take some volunteer groups to do so. Other times, role playing within their group, while the teacher monitors, is enough.

### **Role Play Debriefs**

**Triad Debriefs:** The trainer should **provide some structure for debriefs either within the triads or as a whole group**. We generally recommend asking that the **key players in the interaction share their experience first**. What worked well for them? How was the framework helpful to them? What did they find challenging or uncomfortable? What would they like to do better or differently next time?

Then allow the observer share his/her observations regarding the specific skills, behaviors or process the

role play was intended to demonstrate.

You can decide how much time participants will have and then flex your schedule to fit the needs of the group. Generally allowing approximately five minutes for table debriefs is sufficient.

**Large Group Debriefs:** After the triad debriefs, the trainer gives an overview of each case or scenario and **invites role play participants to share their experiences and insights (key learnings) with the larger group.** Provide a **simple structure for the group reporting.** By providing a structured report out format, you help to control the time better and make sure people are sharing relevant insights that are most useful to the group. Typically, there are suggested questions and outcomes in the lessons. Otherwise, have an idea of which skills or further thinking you want them to debrief ahead of time. Make sure you are familiar with the objective of the lesson so you can best guide this process.

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adapted from Source: [http://www.krobinson.com/role\\_plays.html](http://www.krobinson.com/role_plays.html)

### **Role Play Alternatives**

We understand that sometimes role plays can be challenging due to time or classroom management concerns. As you decide what works best for your students, consider the objective/goal of the role play activity and then feel free to adapt. Here are some suggested alternatives that could easily be adapted to the activities in our lessons.

- Students could respond individually to the role play scenario in a free write and pair/share for debrief.
- Students could create a script or comic of the role play, instead of acting it out.
- If time and technology allows, they could make a video of their role play instead of acting out live. This might take more time, but could take the pressure off a live performance.
- Whole group “role play”. Give the class the scenario, and they should individually or in pairs/groups craft a response. Then you are partner A, and you can randomly pick kids/groups to answer as partner B, pick another kid if it continues, etc. (Round Robin)
- Model the role play as a think aloud. You can narrate your way through the scenario. Use students to help you think it through.
- Another idea! Use your judgment and creativity to work through the scenarios in whichever way works best in your classroom. Please review objectives and purpose of activity when crafting your alternative.



## SEXUAL READINESS

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Here are some questions to answer before making a decision to have sex (oral, vaginal, or anal) with a partner:

1. How do I feel about sex? When do I think it would be right for me? Under what conditions and with what kind of person?
2. How does the other person feel? How do their feelings fit in with my own?
3. Is there any chance that I'm pressuring or exploiting the other person? Could they be pressuring or exploiting me?
4. Are my partner and I both committed to each other and not dating other people?
5. Do I want to wait until I'm married to have sex, or until my partner and I are in a long-term committed relationship?
6. What do I expect sex to be like? What if it's bad and I don't enjoy it? How would I feel about myself or my partner?
7. How would my partner and I feel if others found out about our sexual relationship, specifically people very close to us?
8. Do I trust my partner? Completely?
9. Am I comfortable being vulnerable in front of my partner, for example being naked with them?
10. What if this turns into a strictly sexual relationship and that's all we ever do? How would I feel then?
11. What extra pressures might I (or we) feel once we have sex?
12. How will I feel if we break up?
13. What will I do to prevent STIs?
14. What would I do if I got an STI?
15. If my partner and I have penis-to-vagina sex, what will I do to prevent pregnancy?
16. What would I do if a pregnancy resulted from having vaginal sex? How would my partner and I feel?
17. If my partner and I created a pregnancy, would we be ready to start a family?
18. How would my current family feel if they found out about my sexual relationship? How would I feel about their knowing?

**If you cannot answer all of these questions with confidence, you are not ready for sex yet. You're the only one who can make the decision, please make it wisely.**

## FREEZE FRAME ROLE-PLAY SCENARIO 1

### Hannah and Mateo

Hannah and Mateo have been together for about six months. They have a good relationship but only get to see each other about once a month because Hannah just moved to a town about an hour away from Mateo. Since her move, Mateo has begun to hint that he's ready to have sex. Plan a role-play in which Mateo talks with Hannah about having sex and they make a decision.

**Hannah:** You're crazy about Mateo but don't think things will work out now that you live in two different places. You want to be honest with him and don't want to mislead or hurt him. Recently, Mateo has hinted that he's ready to have sex, but you're wondering if he's just trying to hold onto the relationship. Honestly, you want to wait to have sex until you're in a committed relationship with someone who lives in the same town and that you can share your day-to-day life with. Talk with Mateo about what you're sensing.

**Mateo:** You like Hannah a lot and you're glad that you still have a relationship after she moved away. You've decided you want to have sex with her because it might make your relationship stronger, now that you don't see each other as often.

## FREEZE FRAME ROLE-PLAY SCENARIO 2

### Morgan and Terence

Morgan and Terence met several months ago at a party. Morgan identifies as queer and is very active in the LGBTQ group at his school. Terence isn't sure whether he's straight or bisexual and has only dated girls. But both Morgan and Terence know they are attracted to each other. Plan a role-play in which Morgan talks to Terence about what's going on and they make a decision about whether to have sex.

**Morgan:** You and Terence live in the same apartment building and are in the same homeroom. Terence has dated girls and seems heterosexual, but he also seems attracted to you. Last week, you bumped into him in the laundry room in your building and after a lot of "accidental touches" you ended up kissing. But then he stopped and left. Now he just sent a text asking if you'd meet him in the laundry room. You decide to go because you want to have an honest conversation. You don't want to begin anything with someone who is so confused.

**Terence:** You date girls you like, but haven't done much sexually with them; you've kissed a couple of them, but didn't find it very exciting. Now you feel very attracted to Morgan. When you kissed him last week, it felt wonderful, but also confusing. You just can't stop thinking about Morgan and imagining his touch. You think you want to have sex with him, but you don't want your family or friends to find out, because they would disapprove.

### FREEZE FRAME ROLE-PLAY SCENARIO 3

#### Mariana and Jake

Mariana and Jake have been going out for four months. Mariana argues constantly with her parents about many of their beliefs, which she finds old-fashioned. Jake and Mariana are crazy about each other. Plan a role-play in which Jake talks with Mariana about having sex and they make a decision.

**Jake:** You feel lucky to have Mariana as your girlfriend. She is beautiful and so nice to you. You love touching Mariana and want to have vaginal sex with her. You want to do it right, though. You want to go with her to get birth control and you plan to use a condom too.

**Mariana:** You're in heaven because Jake is such a nice, caring, and sensitive guy, but your parents don't like him. They don't want you dating at all. When you and Jake kiss and touch each other, it feels great. You want to have sex, but you've always told yourself and your parents that you would wait until you were married to have sex.

### FREEZE FRAME ROLE-PLAY SCENARIO 4

#### Andrea and Diana

Andrea and Diana are two girls who just met last weekend at a party. They had fun together, and now they've hooked up again this weekend. They're alone in Andrea's basement. Plan a role-play in which Diana asks Andrea about having sex and they make a decision.

**Diana:** You think Andrea is a lot of fun and really cute. You're not interested in a relationship. You know that you're both really turned on. You decided some time ago that you weren't ready for oral sex, so you know that's off-limits for you. But you can think of a lot of other wonderful things that you and Andrea can do to express your feelings for each other. Talk it over with Andrea.

**Andrea:** You think Diana is great and feel that this could be the relationship you've always wanted. You've never felt like this before and don't want to do anything to turn Diana off. You feel open to all kinds of things with Diana, including commitment and sex. You plan to use protection if you and Diana decide to have sex.

## FREEZE FRAME ROLE-PLAY SCENARIO 5

### Sydney and Zee

Sydney is a trans girl who has a big crush on Zee. Both are free thinkers who don't like labels. Sydney and Zee have been hanging out together for a few weeks and enjoy a lot of the same things. It's clear that they're attracted to each other, but they've never kissed or touched. Plan a role-play in which Sydney talks with Zee about having sex and they make a decision.

**Sydney:** You were assigned male at birth but have never identified as a boy or a man. You are a girl, but not a “girly” girl. You really like the fact that Zee is kind of androgynous, but you aren't sure how to get things started. You decide that the two of you should talk about your feelings.

**Zee:** Biologically you were assigned female at birth but you hate all of the boxes that society puts people in and you identify as genderqueer. You work hard to have a gender-nonconforming appearance and style. You enjoy gender-bending and you feel like with Sydney you have finally met someone who really “gets you.”

## FREEZE FRAME ROLE-PLAY SCENARIO 6

### Sofia and Devante

Sofia and Devante met in middle school and have been dating ever since. They used to spend a lot of time together but now with they're in high school and super busy and don't see each other as much as they used to, especially now that Sofia is involved with ASB and Devante runs track. They kiss and make out when they find time alone together but haven't had sex. They talked about waiting until they get married one day but the pressures of the relationship are making them reconsider. Plan a role-play in which Sofia asks Devante about having sex and they make a decision.

**Sofia:** At the beginning of high school, you felt committed to Devante and thought you would both graduate high school and get married to each other. Now you're both so busy that you're feeling insecure. You're now thinking that having sex with Devante might bring you both closer together and make your relationship last.

**Devante:** You are so busy with school and track and you know that you and Sofia aren't spending much time together. You know she's feeling insecure about your relationship and so are you. Although you think about having sex with Sofia sometimes, you are committed to getting married before having sex. Although you feel shy talking about this with Sofia, you also want to assure her that there are other ways to show your commitment to each other.