

Making Decisions About Sexual Health

Grades: 7

Social & Emotional Learning Competencies

- ✓ Self-Awareness
- ☐ Self-Management
- ☐ Social Awareness
- ✓ Relationship Skills
- ✓ Responsible Decision-Making



Purpose

Students will explain the importance of having a shared understanding when making decisions about sexual activity, including abstinence (delaying sexual activity), consent, and communication with a partner.

Growth and Development (1998) Grade 7 – Specific Expectations

- use effective communication skills (e.g., refusal skills, active listening) to deal with various relationships and situations;
- explain the term *abstinence* as it applies to healthy sexuality;
- identify sources of support with regard to issues related to healthy sexuality (e.g., parents/guardians, doctors).

HPE Curriculum Expectations (2015) - Human Development and Sexual Health

- Grade 7 - 1.3, 1.5, C1.3

Materials

- York Region - [Abstinence: Deciding to Wait](#)
- YouTube – [Cycling Through Consent](#)
- Canadian Centre for Child Protection - [What's the Deal?:](#) Grade 7/8 Activity Book

Instructions

1. Discuss ground rules for the group – respect each other, no name calling, one person speaks at a time, confidential setting and cell phones away.
2. To explore the benefits of delaying an activity until students feel prepared, ask students to imagine a friend has asked them to borrow his/her parents' car. Discuss and record how they would feel in this circumstance (student responses may include fear, peer-pressure, anger, excitement, unprepared, unsure etc.).
3. Ask students, what could be the consequences of going along with your friend's idea?
4. List the students' ideas regarding the consequences (guide student responses to include lack of permission, lack of skills/ preparedness, feeling uncomfortable/ pressured, feelings of disrespect).
5. In small groups, ask students to brainstorm a list of verbal and non-verbal communication skills they might use to respond to the friend (Teacher prompts: Who might you talk with first? What could you say to your friend? How would you say it?).
6. Suggest students compare their list to "Getting Out of an Uncomfortable Situation: Setting

- Personal Boundaries” pages 19 and 20 in the Grade 7/8 Activity Book: [What's the Deal?](#)
7. Ask students if there would be other “uncomfortable” situations where they might use these communication/ refusal skills (guide student responses to include feeling pressured into any unwanted sexual activity).
 8. Remind students that when the situation feels uncomfortable for them, it is important to trust their instincts and ensure there is mutual consent when making decisions. Communication is a two-way activity and it is equally important to be a good listener. Ask students: How would you know if a friend feels uncomfortable?
 9. Watch the video: [Cycling Through Consent](#)
 10. Introduce the concept of Abstinence and Readiness. Provide students with a copy of the [Abstinence: Deciding to Wait](#) resource for their own self-reflection.
 11. Encourage students to discuss the values and beliefs about delaying sexuality with someone they trust (e.g., parent, friend).