

Personal Commitments to Sexual Health Decision-Making

Grades: 8

Social & Emotional Learning Competencies

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



Purpose

Students use self-awareness and sources of support to create a personal commitment to sexual health decision-making.

Growth and Development (1998) – Grade 8 Specific Expectations

- Explain the importance of abstinence as a positive choice for adolescents;
- Apply living skills (e.g. decision-making, assertiveness, and refusal skills) in making informed decisions, and analyse the consequences of engaging in sexual activities and using drugs.

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

- Grade 8 - 1.1, 1.2, C1.4

Materials

- York Region - [Abstinence: Deciding to Wait](#)
- Canadian Centre for Child Protection - [What's the Deal?](#) Grade 7/8 Activity Book
- ["How do I know if I am ready for sexual activity?" Reflection Sheet.](#)

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 idea of factors that influence your decision making, ask students to make a list of factors to help them decide which high school they would like to attend (e.g., parent advice, where friends go, supports personal interests such as sports or music, cost, convenience, reputation, etc.).
3. Ask students to highlight any factors that would also influence their decisions about sexual activity. Then, add any other factors that would influence their decisions (e.g., legal, health and emotional risks, personal/ family values, media).
4. Distribute the [Abstinence: Deciding to Wait](#) information sheet. Give students 5 minutes to review the information.
5. Explain, "Decisions around sexual activity are often made spontaneously. A lot of people don't take the time to think about their personal values and beliefs around sexual activity. This involves answering important questions such as 'what types of sexual activities, if any, am I comfortable with, and in what circumstances (e.g.,

casual, committed, loving relationship)? Taking the time to think about your choices, and having a plan, can reduce future disappointments and support your overall well-being.”

6. Ask students to complete the [“How do I know if I am ready for sexual activity?” Reflection Sheet](#).