

Reproduction, Day 4: Sexual Decision Making

Special Education: Secondary, Lesson #22

Student Learning Objectives:

To be able to...

1. Identify at least three issues which must be considered when making a decision to have a sexual relationship
2. Identify that decisions about sexual expression are personal and private
3. Identify that sexual decision making requires careful thought about feelings and beliefs
4. Identify one person they could talk to about sexual decision making

Materials Needed:

- **Case Study Visuals 1-3**, contained in this lesson and also available online as PowerPoint slides at www.kingcounty.gov/health/FLASH.
- Blackboard or butcher paper and pens for brainstorming
- One **Decision-Making Wallet Card** – on card stock -- for each student

Agenda:

1. Introduce topic
2. Issues to consider
3. Types of sexual expression
4. Privacy issues
5. Case study
6. Personal resources

Alternative formats available upon request.

Decisions about sexual expression are some of the most important personal decisions people make. The process of decision making explored in previous lessons will be applied to the area of sexuality and sexual expression.

The lesson is intended to strongly encourage their abstaining from intercourse until they are adults, while helping them conceive of making other choices later in life. As always, students are directed to discuss feelings and beliefs about these important issues with their families or a trusted adult friend.

Activities:

Review the touch and the decision making lessons.

Emphasize that students should make their own decisions about who they touch and are touched by and about what kind of touch is OK or NOT OK for them.

TEACHER NOTE:
Keep in mind that some people (many parents) think that people with learning challenges of all types do not experience sexual desire. This is, of course, inaccurate.

1. Introduce Topic

- A. Review decision making lesson. Spend time reminding students of
 - the three different types of decisions (decisions made for us by others, easy choices, and decisions needing more thought)
 - the 4 step decision making process (list choices, think about what could happen - both good and bad, think about feelings, think about what you believe)
- B. Review the concept of sexual decision making as it was briefly introduced in the decision-making lesson. Remind your students that:

"Decisions about sexual touch and relationships are some of the most important decisions we ever make. They usually are decisions that 'need more thought' and should not be made lightly. It is VERY important to think about our feelings and beliefs when we make decisions about sexual touch and relationships, and to understand how these decisions affect other people."
- C. Also remind students that there is a range of beliefs about sexual touch such as masturbation and sexual intercourse. Emphasize that since decisions about how we behave ("express ourselves") sexually, either by ourselves or with another person, are very personal, private decisions which require a lot of thought. It is **ESPECIALLY** important, when making decisions about sexual matters, to think about our feelings and beliefs, the feelings and beliefs of the person we are sharing touch with (if there is another person), and those of our family or religious faith. Remind students that it may be helpful to talk to their family about what their family believes, or to ask a trusted adult for help in making sexual decisions.
- D. Discuss with students that:
 - You are *not* assuming that anyone in this class is already having sex, though some may be.
 - You hope they will wait until they are grown to decide to have sexual intercourse.
 - The majority of people their age have chosen so far not to have sexual intercourse.¹
 - The majority of people do – some day – decide to

“Touching private parts”

- **review the location of the private parts of the body**
- **discuss the things people should think about BEFORE they touch another person’s private parts or let another person touch their private parts.**
- **discuss the issues suggested in the adjacent column.**

Find and use pictures of different types of sexual touch.

have sex.

- Thinking ahead of time about what you believe about sexual touch and relationships is a good idea. If we practice thinking about these issues in class, using pretend situations (case study and examples), then if we are ever faced with making the same decisions, it will be easier to know what we want to do. Talking with your parents or guardians and other trusted adults often helps, too.

2. Issues to consider

- A. Ask students to brainstorm some of the issues they think people should think about before they make this kind of decision. Write their ideas on the blackboard or butcher paper. Be sure to include:
- how well you know the person
 - safety
 - health
 - pregnancy
 - other people’s opinions
 - what is legal
 - what you want to do

3. Types of Sexual Expression

Ask students to brainstorm some of the different kinds of sexual expression (ways people express themselves sexually).

Write their ideas on the blackboard or butcher paper.

Try to have students supply most of the ideas - that way you’ll have a sense for their awareness of types of touch. If they are slow to get started, though, you might suggest some basic types of sexual expression:

- abstinence - not having sexual touch at all
- looking at each other
- holding hands
- hugging
- kissing
- masturbation
- touching private parts of the body
- massaging
- sexual intercourse

4. Privacy Issues

- A. Review and brainstorm the concept of private and public (places and behaviors).

Review the importance of private behaviors happening in private places - NOT in public places.

Review what can happen if private behavior happens in a public place (people stare, others feel uncomfortable, it

“Where is it ok to touch PRIVATE parts of the body?”

“In PRIVATE places”

Role-play with a teaching assistant to make the case study more real. Change the circumstances to more relevant ones, if that helps.

might be illegal - you could get arrested).

- B. Go back to the list of types of sexual expression brainstormed in exercise three. Decide which behaviors would be considered private (most of them), and which MIGHT be okay in public (eye contact, holding hands, arm around shoulders).
- C. Explain that both partners need to discuss and agree on places where sexual touching occurs.
- D. Discuss places where it would be appropriate for sexual touching to occur. Identify places where people might go for privacy.

5. Case Study

- A. Read the following case study to the class and project the **Case Study Visuals 1-3**. (Change the names if there is a Joanne or a Robert in the class)

“Joanne and Robert had known each other for about five years. They had been in the same class at school and when they graduated they wound up working at the same restaurant. Joanne was 23 and Robert was 22 years old. Joanne thought Robert was kind of cute, and Robert liked the way Joanne smiled when someone told a joke at work. Robert decided to ask Joanne out on a date.

He thought about places they could go, things that Joanne might like to do, how much it would cost, how they could get there, and what he would do if Joanne said “No, sorry”.

Robert decided to invite Joanne to go see a movie and then have pizza afterwards. He called her at home and asked her out. Joanne said “Yes”, and they made their plans.

Robert picked Joanne up at her apartment. They took the bus to the movie theater, paid and went inside. They bought popcorn, found seats. and talked until the movie started.

About halfway through the movie, Robert reached over and took Joanne’s hand. She smiled at him and let him hold her hand for the rest of the movie. It felt nice to her.”

- B. Ask students what they think about Robert taking Joanne’s hand. Should he have asked her first? What if she didn’t want him to hold her hand? What should he have done if she pulled her hand away?
- C. *“After the movie was over, Robert let go of Joanne’s hand. He and Joanne got up and went to the pizza restaurant next door to the theater. They ordered their pizza and sat down to wait for it. Joanne and Robert talked about the movie. They also talked about work and some friends they had in common at work. Joanne found out more about what Robert was like. She decided she really liked him - he was a nice guy.*

Robert thought Joanne was pretty great too. He was glad he had asked her out.

After they had finished their pizza, Robert and Joanne got on the bus to go home. Robert had decided he would ride to Joanne's house and then get off with her, to walk her to her door. When they got to Joanne's house, they were holding hands again.

Robert said, 'Gee Joanne, I really had a nice time with you tonight. Do you think I could come in for a while?'

- D. Ask students what they think Joanne should say. Point out that it's their first date. Point out that they seem to like each other a lot and they both had fun on the date. What do students think would happen if Joanne said yes? What do they think might happen if Joanne said no? Would she and Robert still like each other?
- E. *"Joanne thought hard about Robert's question. She really thought she liked him, and she had a nice time, but she decided that since it was her first date with him, and she had to get up early in the morning to go to work, she would just say 'Thank you for the evening. I think I'd better just get to bed. I'll see you tomorrow.'"*
- F. Ask the class what they think of Joanne's decision. What should Robert say or do now?
- G. *"Robert decided that he would try to kiss Joanne goodnight. He didn't want to be pushy though, or force things, so he said, 'Ok, Joanne. I had a really nice time tonight, too. Could I kiss you goodnight?'"*
- H. Ask the class what they think of Robert's request? Should Joanne say yes or no? Point out that it's up to Joanne - no one else can make that decision for her. She needs to think hard about her feelings and beliefs - about Robert, about her relationship at work with him, about whether she would like to be kissed, about how she would feel afterwards, about what the kiss might lead to, about what other people might think, about a lot of different things.

6. Personal Resources

- A. Discuss with the class that something else happened before Joanne's date with Robert.

"Joanne talked to her friend, Cynthia, (a trusted adult friend) about how she felt about going on a date with Robert.

They talked about what Joanne might do if Robert tried to hold her hand at the movie, or tried to kiss her, or tried to touch her in a sexual way.

Joanne had already decided before she went out, that she would like to hold hands, and maybe kiss once, but that was about all for the first date.

"Who could you talk to about decisions about private touching?"

Glue picture and phone number to the back of the card

She felt comfortable with her decision and was very glad that she had already decided how she felt about sexual touching before she went on the date.”

B. Tell students:

“Sexual decision making - decisions about sexual touch and relationships, are very important. It’s good to know how we feel and what we believe before we make up our minds about how we will act and what we will do.

Who could you talk to about sexual decision making?”

C. Hand out the decision - making wallet cards. On the back of each card, have students write the name of one person (a trusted adult) that they could talk to about sexual decision making.

¹ According to the 2003 Youth Risk Behavior Survey, conducted by the United States Centers for Disease Control and Prevention, 46.7% of 9-12th graders report having ever had intercourse ... in other words, over half [53.3%] have not. Among 9th graders, only 32.8%, less than a third, say they have had intercourse; two-thirds have not. <http://www.cdc.gov/mmwr/PDF/SS/SS5302.pdf> (page 71)

Dear Trusted Adult,

In class we talked about decisions people make about sexual touch. Students learned about issues that should be considered prior to any type of sexual touching, including:

- how well you know the person
- safety
- health
- pregnancy
- diseases
- other people's opinions
- what is legal
- what you want to do

And they learned that the majority of high school students have not had intercourse.

You can support this learning by:

- Being available for questions and discussion about sexual decision making.
- Talking about the following situations and sharing your feelings and beliefs

1. Yesterday I was walking past my 13 year old friend's room and I overheard his friend telling him "Go for it. Tell her if she won't you'll dump her."

I believe that kind of pressure on a girl...

I believe that kind of pressure on a kid...

2. I was doing the laundry this morning and I found a pamphlet on birth control in my 15 year old daughter's jacket pocket.

I believe birth control...

I believe sexual intercourse at her age...

3. My 11 year old daughter asked me yesterday, "What's a queer?"

I believe homosexuality...

I believe language like that...

4. Yesterday when I was changing the sheets on my 9 year old son's bed I found a copy of Playboy magazine under the mattress.

I believe magazines like Playboy...

I believe privacy...

If you have any questions or comments, please call me.

Sincerely,

Teacher, Principal or Nurse

NOTE: All Trusted Adult Exercises are Optional.

Decision-Making Wallet Cards

Print on heavy stock paper and cut for student's wallets.



Decision Making

1. List choices
2. Think about what could happen
3. Think about feelings
4. Think about what you believe
5. Talk about private sexual decisions ahead of time with a trusted adult.

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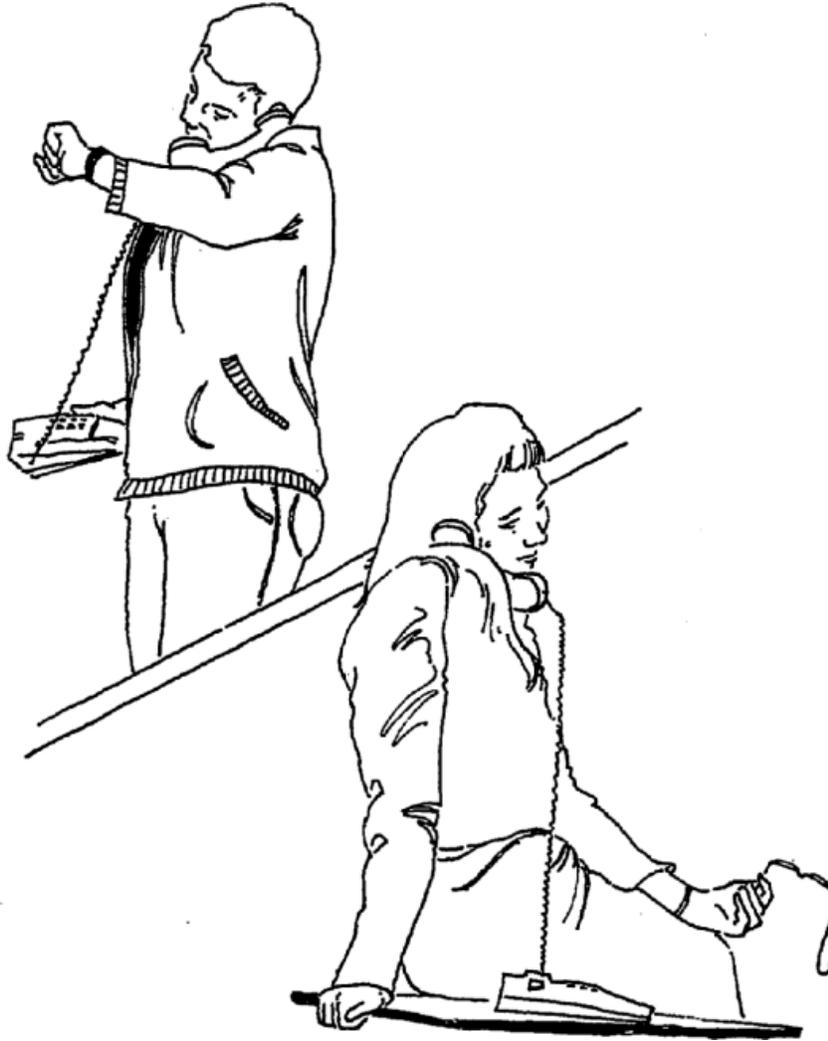
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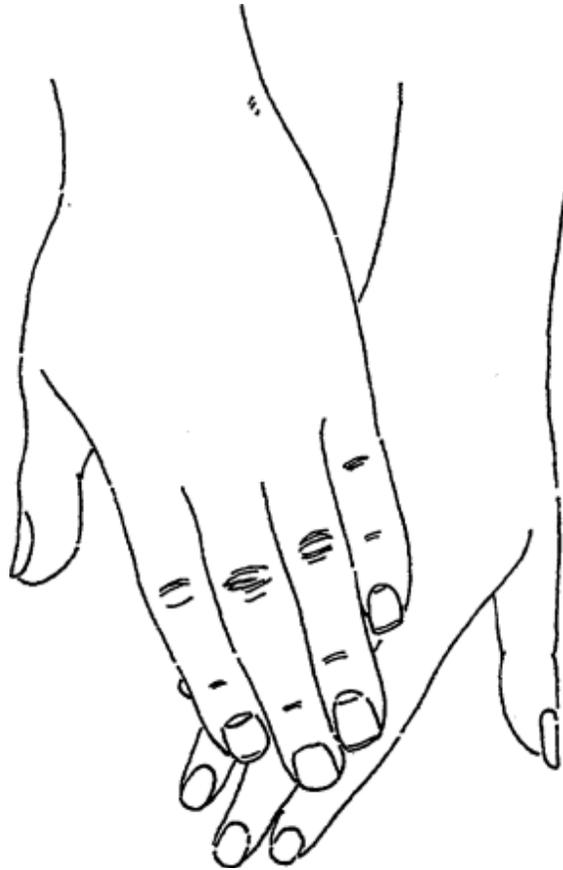
Decision Making

1. List choices
2. Think about what could happen
3. Think about feelings
4. Think about what you believe
5. Talk about private sexual decisions ahead of time with a trusted adult.

Case Study Visual 1



Case Study Visual 2



Case Study Visual 3

