



Grade 8: Decision Making and Abstinence

Overview

Students learn the DECIDE model for decision making and practice using it in different scenarios. Students watch a video about sexting then participate in small group discussions about the consequences of sharing sexually explicit pictures. Students also work independently to apply the DECIDE model considering a decision around sexual activity. Students learn the definition of abstinence and that most teens are abstinent, then watch a video and participate in a classroom discussion about the benefits of being abstinent.

Timing

40 minutes

Objectives

By the end of this lesson, students will:

- Understand how to use the DECIDE model to make a decision
- Recognize the consequences of sharing sexually explicit pictures
- Apply DECIDE model to a decision about sexual activity
- Define and understand reasons for abstinence

Standards

Washington State Sexual Health Standards

- Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.
 - Compare and contrast potential outcomes of risk behaviors and protective factors. H1.Se4.8c
- Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
 - Use a decision-making model to make a health-related decision. H5.Se4.8

Materials Needed

- Computer/projector/speakers to display PowerPoint, including video streaming
- Activity Handout: DECIDE Model, one for each student
- Paper for student exit ticket (or assignment if preferred)

Teacher Preparation

- Print one double sided copy of the Activity Handout: DECIDE Model for each student

Agenda

Introduction - 5 minutes

Slide 1: Decision Making and Abstinence

- Do: Welcome students, introduce the topic, review ground rules

Slide 2: Learning Objectives

- Do: Review the slide

Slide 3: Decisions – We all make them

- Do: Review decision making definition
- Say: “We all make decisions every day, from small decisions to big ones. What are some small decisions you have made this week?”
- Do: Click to animate sample decisions, reinforce that some are easy and others are harder and take some thought.

Activity - 20 minutes

Slide 4: Decide Model

- Do: Review the “DECIDE” Model and make the following points:
 - Explore your options – there are often more than just options for a decision, it can be beyond just yes/no
 - Consider the consequences – there can be both negative and positive consequences for each option, don’t just focus on the negative
 - Identify your values – since there can be several consequences to each option, it is best to figure out which consequences are most important to you as a person

Slide 5: DECIDE Model Worksheet

- Do: Pass out one worksheet to each student
- Say: “We are going to watch a video where someone’s decisions are made about sharing sexual photos over text. After the video, we will use this worksheet to describe a decision made in the video.”

Slide 6: Video clip – “Sexting”

- Do: Play the video

Slide 7: DECIDE Model

- Say: “What was the decision that Mabel had to make? Right, she had to decide whether to text a sexually explicit photo to Chris.”
- Do: Click to reveal question prompts from worksheet. Direct students to fill out their worksheet from Mabel’s point of view. They can do this with partners or in groups, 5-10 minutes depending on engagement. Facilitate classroom discussion of the questions on this slide.

Slide 8: Sexual Decision Making

- Say: “We are going to watch a video about sexual decision making, which is making choices about sexual activity. This decision is personal, and there are a lot of things that people consider when making this decision.”

Slide 9: Video clip – “Am I Ready?”

- Do: Play the video

Slide 10: DECIDE Model

- Do: Direct students to fill out the back of the worksheet on their own, using the DECIDE model to privately consider how they might decide if/when they are ready for sexual activity
- Do: Once most students are finished with their worksheet, click to reveal question and facilitate a classroom discussion on how a person might evaluate if they made the right decision about whether or not to have sex?

Discussion - 15 minutes

Slide 11: Abstinence

- Say: “When young people are making decisions about sexual activity, like we just discussed, most teens choose abstinence.”
- Do: Click to animate and then review the slide.

Slider 12: Video clip – “What is Abstinence?”

- Say: “We are going to watch a short video where two brothers talk about abstinence, what it means to them, and why abstinence is a common choice.”
- Do: Play the video

Slider 13: Abstinence

- Do: Facilitate classroom discussion on Matt’s reasons for abstinence. Click through the reasons and reinforce each one, reminding students that there are many reasons to choose abstinence.
- Say: “There are many reasons why people choose to be abstinent. Remember that there are lots of decisions we make throughout our lives, some big and some small. You can use the DECIDE model when you are making decisions about sexual activity and abstinence.”

Closing - 5 minutes

Slide 14: Decision Making

- Say: “There are many reasons why people choose to be abstinent. Remember that there are lots of decisions we make throughout our lives, some big and some small. You can use the DECIDE model when you are making decisions about sexual activity and abstinence. And you can always talk to a trusted adult if you would like some support or guidance.”

Slide 15: Exit Ticket

- Do: Ask students to write responses to prompts in this slide.
- Note: If preferred, this could be assigned as homework instead of an exit ticket by using attached assignment document.

Slide 16: Credits

Vocabulary

Key words in this lesson:

- Sexting - sending or receiving sexual words, images, or videos through technology (phone, computer, etc.)

- Abstinence - Choosing not to do something. Sexual abstinence means not engaging in sexual behaviors. A person can be abstinent if they have had sex before, are in a relationship, or have never had sex.

Additional Resources

Websites:

- Teaching Sexual Health Canada - <https://teachingsexualhealth.ca/parents/information-by-topic/sexual-decision-making/>
- Kaiser Permanente - <https://healthy.kaiserpermanente.org/health-wellness/health-encyclopedia/he.learning-about-abstinence.ug6515>
- American Academy of Pediatrics - <https://www.healthychildren.org/English/family-life/Media/Pages/the-new-problem-of-sexting.aspx>

Handouts and Assignment – on following pages

- Activity Handout: DECIDE Model
- Assignment: Decision Making and Abstinence (optional alternative to exit ticket)



Handout: DECIDE Model
8th Grade Sexual Health Education

<p><u>Define the Decision:</u></p>

<p><u>Option 1:</u></p>

<p><u>Option 2:</u></p>

<p><u>Option 3:</u></p>

<p><u>Consequences:</u></p>

<p><u>Consequences:</u></p>

<p><u>Consequences:</u></p>

IDENTIFY YOUR VALUES: CIRCLE WHICH CONSEQUENCES ARE MOST IMPORTANT TO YOU

<p><u>Decide:</u></p>

<p><u>Evaluation Plan:</u></p>

DECIDE Model:

Define the decision

Explore your options

Consider the Consequences

Identify your values

Decide and act

Evaluate the results

<u>Define the Decision:</u>

<u>Option 1:</u>

<u>Option 2:</u>

<u>Option 3:</u>

<u>Consequences:</u>
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<u>Consequences:</u>
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<u>Consequences:</u>
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IDENTIFY YOUR VALUES: CIRCLE WHICH CONSEQUENCES ARE MOST IMPORTANT TO YOU

<u>Decide:</u>

<u>Evaluation Plan:</u>



Name:

Class Period:

**Assignment: Decision Making and Abstinence
8th Grade Sexual Health Education**

1. What does each letter of the DECIDE model stand for?

D _____

E _____

C _____

I _____

D _____

E _____

2. How do our personal values impact our decision making?