

# High School Influences on Sexual Decision Making Lesson

Time: 45-60 minutes

This presentation is designed to help participants gain an understanding of how the messages that they might be receiving from internal and external influences, including values, can influence the decisions they make about sexual activity and relationships, and how they might use this information to make healthy decisions.

## **Outline**

- Introduction (3 mins)
- Activity One: Exploring Internal & External Influences (15 mins)
- Optional Activity (10 mins)
- Activity Two: Snowball-Reflecting on Personal Values/Boundaries (10 mins)
- Activity Three: Strategies to Respond to Pressure (10 mins)
- Conclusion (5 mins)



## **National Sexuality Education Standards**

- PD.10.INF.1 Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence self-concept, body image, and self-esteem.
- SO.10.INF.1 Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.
- SO.12.INF.1 Explain how support from peers, families, schools, and communities can improve a person's health and wellbeing as it relates to sexual orientation and sexual identity.
- CHR.10.INF.2 Analyze the potentially positive and negative roles of technology and social media on one's sense of self and within relationships.
- CHR.12.INF.1 Analyze how media portrayals of healthy and unhealthy relationships impact societal norms about romantic and/or sexual relationships and pleasure.
- CHR.12.INF.2 Analyze cultural and social factors (e.g., sexism, homophobia, transphobia, racism, ableism, classism) that can influence decisions regarding sexual behaviors.
- CHR.10.IC.1 Describe effective ways to communicate consent, personal boundaries, and desires as they relate to intimacy, pleasure, and sexual behavior.



## Colorado Comprehensive Health Standards

- 2.4 Use a decision-making process to make healthy decisions about relationships and sexual health.
- Appraise internal and external influences and pressures to become sexually active, and demonstrate strategies to resist those pressures.
- 2.6 Develop and maintain ongoing evaluation of factors that impact health, and modify lifestyle accordingly.
- Analyze the role of personal responsibility in maintaining and enhancing personal, family, and community wellness.
- 3.1 Analyze the interrelationship of physical, mental, emotional, and social health.
- Analyze the influences of family, peers, culture, and media on body image.
- 4.7 Identify the emotional and physical consequences of violence, and find strategies to deal with, prevent, and report them.
- Analyze situations that could lead to pressure to have sex.
  - Analyze how media messages normalize violence (e.g., physical, sexual, emotional, relational).
- 4.9 Demonstrate verbal and nonverbal communication skills and strategies to prevent violence.
- Demonstrate verbal and nonverbal ways to refuse pressure to engage in violence.



## New Mexico Health Education Standards

- C1 Students will comprehend concepts related to health promotion and disease prevention.
- B1: analyze how behavior can impact health maintenance and disease prevention (PS3-4 fully met).
  - B2: describe the interrelationships of mental, emotional, social and physical health throughout life (PS1 fully met).
  - B4: analyze how the family, peers and community influence the health of individuals (PS1,2&4 fully met).
- C2 Students will demonstrate the ability to access valid health information and health-promoting products and services.
- B3: evaluate factors that influence personal selection of health products and services (PS3 fully met).
- C3 Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
- B1: analyze the role of individual responsibility for enhancing health (PSb fully met).
- C5 Students will demonstrate the ability to use interpersonal communication skills to enhance health.
- B6: demonstrate refusal, negotiation and collaboration skills to avoid potentially harmful situations (PS3 fully met).
- C6 Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.
- B1: demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults (PS1 fully met).

