

# Student Self Evaluation Form

## Group Skills / Performance

Please circle the number which best represents your skills/performance in group activities.

### RATING SCALE

- 4 = Excellent**
- 3 = Very Good**
- 2 = Okay**
- 1 = Needs improvement**
- 0 = Frequently experienced difficulty**

1. I have made it a point to listen as much as I speak.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
2. I try to look others in the eye when speaking to them.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
3. I try not to interrupt when others are speaking.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
4. I encourage others to participate in the discussion.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
5. I stayed on topic during our discussion period.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

**Complete the following unfinished sentences.**

**A. My greatest strength from the above list is:**

**B. The skill I have to work on most from the list above is:**

## Lesson Four

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<b>Title:</b>	Scenarios During Adolescence
<b>Theme:</b>	Decision-Making and Problem Solving
<b>Time:</b>	100 minutes
<b>Materials:</b>	<ul style="list-style-type: none"> <li>* IDEAL Decision-Making Model Overhead</li> <li>* IDEAL Decision-Making Handout</li> <li>* Problem Solving Scenarios (Laminated Activity Cards)</li> <li>* Problem Solving Scenarios Teachers Guide</li> </ul>

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### Objectives

- To teach or refresh student knowledge of the IDEAL Decision-Making Model.
  - To provide students with an opportunity to put the IDEAL theoretical model into action.
  - To allow students to demonstrate their decision-making skills in groups.
  - To reinforce students' skills through their completion of group work.
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### Curriculum Expectations

7p2 - Describe age-appropriate matters related to sexuality.

7p11 - Use effective communication skills to deal with various situations.

7p14 - Describe harassment and identify ways of dealing with it.

8p4 - Analyse situations that are potentially dangerous to personal safety and determine how to seek assistance.

8p13 - Apply living skills (e.g., decision-making, assertiveness and refusal skills).

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### 4MAT Quadrant Codes

**3L:** Worksheets; Case Studies; Scenarios and Activity Cards

**4L:** Group Projects; Problem-Solving (situational) Decision-Making; Preparation for Group Presentation

## Lesson Four

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### Background Information

This lesson focuses on decision-making skills. During adolescence, individuals are faced with new relationships, challenges and difficult situations. In order to better cope with the responsibilities of effective decision-making, students require opportunities to practice their skills. This lesson is designed to give students a chance to hone their decision making skills.

### **Activity One: The IDEAL Decision-Making Model - 20 minutes**

Tell your students that you are going to begin some new activities that involve decision-making and problem solving. Introduce the IDEAL Decision-Making Model to your class using the overhead of the same name. Move step-by-step through the process of IDEAL Decision-Making. Ask your students why it is significant that the model is named “IDEAL”. Stress that good decisions can be difficult to make and that practicing decision-making will help students to improve their skills.

### **Activity Two: Model Application - 20 minutes**

Give each student the IDEAL Decision-Making handout page. Choose one of the attached situations to read to the class. You may wish to have the question written on the board or flip chart paper. Allow students approximately 5 minutes of reflection time to document some ideas on their handout. Then work through the scenario(s) as a class by applying the IDEAL Decision Making Model.

## Lesson Four

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**1. “Chris and Taylor have been dating for 8 months. Recently Chris has been pressuring Taylor to have sex. Taylor is reluctant while Chris is persistent.”**

***What could either Chris or Taylor do to make this situation better?***

**Teaching Notes:**

Students might mention the following issues when working through the IDEAL model as a class:

- Peer Pressure
- Communication
- Abstinence
- Alternative activities to intercourse

**2. “Sabina and Uzo have been seeing each other for a couple months. Uzo is upset because Sabina always tries to change things about him. He can’t understand if she likes him so much, why does she try to change everything about him and his personality?”**

***What could either Uzo or Sabina do to make this situation better?***

**Teaching Notes:**

Students might mention the following issues when working through the IDEAL model as a class:

- Communication about respecting differences
- Communication about relationship expectations
- Self-esteem
- Un/Healthy relationships
- Power and control

## Lesson Four

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### **Activity Three: Problem Solving Scenarios – 20 minutes**

Ask students to get into groups of approximately four (this can vary depending on class size). Distribute one of the Problem Solving Scenarios (laminated activity cards) to each group, along with the “IDEAL Decision-Making” handout worksheet.

Have students number themselves; group member one, two, three, and four. Group member #1 will read the scenario aloud. Group member #2 will write down all ideas the group develops in their brainstorming session. This can be completed on scrap paper. Group member #3 will record the final responses on the handout. Lastly, group member #4 will present the group’s findings to the class.

### **Activity Four: Continuation of Scenarios; PRESENTATIONS – 40 minutes**

When all groups have completed the activity, begin the presentations. Have each group present their scenario and advice. Group members #1 can read their scenario aloud and members # 4 will present the information. Use the following Teacher Guide to direct your discussion.

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## Lesson Four

### Teacher Guide

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## IDEAL Decision-Making Scenarios

As students present their solutions to the class, use these ideas to guide your discussion. Supplement their work with these suggestions and/or with your own ideas.

### Scenario #1 – Lee & Nari

- **Lee and Nari have been going together for several months. They are attracted to each other and are very much “in love”. Lately, it seems that their friends are always talking about having sex. Lee and Nari have not discussed having sex, although they have been getting closer and closer. It is Friday night, and Lee is over at Nari’s home while Nari’s parents are out for the evening. They have gone pretty far and they both realize that they need to make some serious decisions.**

Lee and Nari now have to make some important decisions and because they are now in the heat of the moment it makes communication a little more challenging. To make their situation better, Lee or Nari should stop the action by asking for a minute to cool off and talk. Once things have calmed down they could discuss comfort levels and intimacy boundaries that they both feel comfortable with.

However, if they both decide to become sexually active, they should continue the discussion to include the consequences of their actions. Topics of discussion might be pregnancy prevention methods, sexually transmitted infections, how will they feel after they have had sexual intercourse? Will things change? Do they feel ready for this step?, etc.... Ultimately, having this conversation before they are in an intimate moment would be preferable. There are many sources of information on sexually related topics such as the Peel Healthy Sexuality Clinics, Peel Public Health at 905-799-7770 and websites such as [www.intheknowpeel.ca](http://www.intheknowpeel.ca) and [www.peelsexualheath.ca](http://www.peelsexualheath.ca)

# Lesson Four

## Teacher Guide

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### Scenario #2 - Talia

- **Talia is in grade 7. Her older brother's friend has approached her to go out to a movie. Mohammed is in Grade 10 and very popular. Talia is thrilled that Mohammed seems attracted to her. When he picks her up, he tells her that he is taking her out for pizza and they will go to a friend's house to watch a video. Talia likes Mohammed a lot even though she does not know him very well. She knows he drinks and has been out with a number of girls. She feels uncomfortable about the plan he has for the night and is unsure about whether she should go along with Mohammed's plans.**

Talia is feeling uncomfortable with the plan Mohammed has for the evening. To make her situation better she could express her concern to Mohammed and discuss what she would be comfortable doing, she may also want to use this opportunity to discuss a curfew or time by which she would like to be home.

Another option for Talia is to suggest a slight variation to the plan, for example suggesting just going out for pizza and getting to know each other a little better, or going to a movie theatre to see a movie rather than at Mohammed's friend's house. It is important that Talia feels comfortable with the plan before she heads out for the evening. If Mohammed doesn't like any of her suggestions or doesn't value her concern Talia might decide that not going at all is her best choice.

# Lesson Four

## Teacher Guide

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### Scenario # 3 - Lindsay, Kim & Jamie

- **Kim and Jamie have been dating for some time. Lindsay is a good friend of Kim's. Lindsay has heard that Jamie has been seeing someone else behind Kim's back. Lindsay feels the need to talk to Kim about this.**

It is normal for Lindsay to want to share the information she has heard about Kim's boyfriend dating someone else with Kim. Before she does tell Kim, Lindsay must remember that this information may be hurtful and upsetting to Kim. Gossip can spread quickly and unless Lindsay has first hand knowledge, she must stress to Kim this is only a rumour and thought Kim should be aware of what is being said. It is important that Lindsay is able to support Kim in the future, whether she wants to talk more about the issue or let it drop.

An alternative that Lindsay might choose is to avoid or discount the rumour she has heard, because it is just that - a rumour. She may decide not to say anything to Kim unless she has more credible first hand information about the situation.

### Scenario #4 – Paul

- **Paul is in Grade 8. All of Paul's friends have been calling one of their classmates a "faggot". This name-calling makes Paul angry.**

Paul is uncomfortable and upset by the discrimination against one of his classmates. To make this situation better, Paul could intervene when others are calling his classmate a "faggot". He could try to encourage his friends to stop that type of behaviour. Paul may also remove himself physically from the situation as to reduce the number of spectators and hopefully diffuse the situation.



## Lesson Four

### Teacher Guide

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Paul should speak with a parent, teacher, principal, etc... about this harassment. These trusted adults often have good problem solving skills and can offer advice and support to Paul. It is important that the harassing behaviour be addressed. Schools have special policies and procedures in place to deal with harassment.

#### Scenario #5 – Chris

- **Chris is planning to baby-sit at his neighbour's house. The parents have never made any direct comments about having guests, but it is clear that they expect Chris to take care of their children, and not to party. At the last minute Chris' partner calls and suggests they get together after the parents leave.**

Chris is going baby-sitting and his partner wants to come over and join him. Chris is unsure what to do. To make his situation better Chris could tell his partner that he will talk to the parents before they leave to see if it's acceptable for him to have a guest over and will contact his partner later on that evening.

Chris might also know that the parents are not going to be happy about the idea of him inviting someone over; therefore he could suggest to his partner that he too would like to get together but unfortunately that won't be possible on this evening. However, he would like to get together the next day or evening if feasible. That way both Chris and his partner will get to see each other.

## Lesson Four

### Teacher Guide

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#### Scenario #6 – Aban

- **Aban's partner is always bugging him about his hair. Every time Aban walks into the room or comes over for a visit s/he tells him he needs a haircut. When they go anywhere s/he complains about how Aban looks. His partner criticizes him all the time and Aban feels hurt.**

Aban is feeling hurt by his partner's criticism. He could tell his partner how he feels and hopefully the hurtful behaviour will cease. Perhaps Aban and his partner could come to an agreement on a hair style or length. Another option for Aban is to reflect on his relationship and think about his partner. If the criticism continues after Aban has addressed it, perhaps this relationship isn't a good match.

#### Scenario #7 – Nam & Winnie

- **Winnie invites Nam over to her house after school. After watching TV for a while, Winnie suggests that they go upstairs to her bedroom to listen to her new CD's. Winnie's father is outside gardening. Nam really likes Winnie. Nam's parents have had discussions with the family (sister and brothers) about adult supervision when in situations with the opposite sex.**

What Nam wants to do and what Nam knows he should do are two different things. Nam could decide to talk to Winnie and explain his concerns. He could also decide that he just does not want to go to her room and offer an alternative suggestion, for example, her bringing the CD's downstairs to listen to them. This way Nam doesn't put himself in an awkward situation.

## Lesson Four

### Teacher Guide

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#### Scenario #8 – Holly, Deedee & Jasmine

- **Holly is in grade 7. She is friends with Deedee and Jasmine. They are in the “cool group”. Holly hangs out with Deedee and Jasmine at school. Holly is confused when Deedee and Jasmine refuse to talk to her one day at school. They did not have a fight but they are purposely turning their backs on Holly when she approaches them at lunch.**

The problem here is that Holly’s friends are ignoring her for unknown reasons. A few possible solutions to this situation are that Holly could approach Deedee and Jasmine (together or separately) and ask them why they are ignoring her. She could also involve others in the problem, for example, teachers as mediators/support to help solve the problem, and parents to provide emotional support. Holly could also decide to hang out with another group and move on with her life, meet new friends and have fun.

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## Lesson Four

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### Possible Extensions

You might consider having students use role-play during the scenario presentation lesson. When using the laminated scenario cards, students could act out portions of the scenario. This would allow students to practice their communication skills.

When working through the IDEAL Decision-Making Model you may want to work through both suggested situations, or have students write down examples of a situation. Often the interest in the topic increases when students provide an example situation.

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### Possible Assessment

This lesson lends itself to multiple forms of assessment. Group members could evaluate themselves and/or each other in terms of their participation. You could develop a quiz that tests students' rote memory of the IDEAL Decision-Making Model. Alternatively, the presentations could be evaluated on the merit of the group's response and advice.

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## Lesson Four

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### References

City of Hamilton Social & Public Health Services Department and Hamilton-Wentworth District School Board. (2000). *Growing & Developing Grade 7 & 8*.

Ontario Physical and Health Education Association. (2000). *Ontario Health and Physical Education Association Curriculum Support: Kindergarten to Grade Ten*. Toronto: Author.

Peel District School Board. (2000). *Wellness and Sexuality* – Revised Edition. Mississauga: Peel District School Board and Peel Health.

Toronto District School Board – York Division. (1998). *Healthy Sexuality Curriculum gr. 7 & 8*. 2 Trethewaey Drive. Toronto, ON.

## Lesson Four - Overhead

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# The **IDEAL** Decision-Making Model

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**I** – Identify the problem.

**D** – Describe how you might solve this problem.

**E** – Evaluate all the possible solutions.

**A** – Act on one of the solutions.

**L** – Learn from your choices.

## Lesson Four

### Student Handout

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## IDEAL Decision-Making

**I** – Identify the problem faced by your character. The problem facing \_\_\_\_\_ is :

**D** – Describe a number of ways s/he might solve this problem.

1.

2.

3.

4.

5.

**E** – Evaluate all the possible solutions. Ask yourself: “What would happen if the character chose this solution versus another one?” Choose the solution that you think is best. Be prepared to defend your choice.

## Lesson Five

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<b>Title:</b>	Abstinence & Pregnancy Prevention
<b>Theme:</b>	Birth Control & Abstaining
<b>Time:</b>	140 minutes
<b>Materials:</b>	<ul style="list-style-type: none"> <li>* Flip Chart Paper</li> <li>* Markers &amp; Tape</li> <li>* Chalkboard / Whiteboard</li> <li>* Video: <i>Teens and Sex</i></li> <li>* Pregnancy Prevention FACT SHEETS</li> <li>* Birth Control Overheads and Samples of Birth Control Methods</li> </ul>

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### Objectives

- To explain the term abstinence as it applies to healthy sexuality.
  - To examine abstinence and decisions to postpone sexual activity as healthy choices.
  - To provide students with factual information about birth control.
  - To identify and explain the use of contraception methods.
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### Curriculum Expectations

7p11 – Use effective communication skills to deal with various situations.

7p12 – Explain the term abstinence as it applies to healthy sexuality.

8p10 – Explain the importance of abstinence as a positive choice for adolescents.

8p12 – Identify methods used to prevent pregnancy.

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### 4MAT Quadrant Codes

**3L:** Teacher as Facilitator; Worksheets; Discussion; Case studies

**4L:** Group Work; Problem-Solving; Individual Projects; Decision Making; Preparation for Group or Individual Oral Presentations; Organizing; Researching



## Lesson Five

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### Background Information

Although the incidence of adolescent pregnancies in Canada have dropped steadily since the 1990s (McKay, 2005) there is still cause for concern with the 2001 provincial rate of 31 births/1000 females aged 15 to 19 years becoming pregnant (Gauging the Health of Peel Youth, 2005). The rate of teen pregnancy in Peel is slightly lower than the provincial rate at 28 births/1000 females aged 15-19 years. The report *Gauging the Health of Peel Youth* (2005) reveals that roughly 2/3 (62%) of Peel students who have been sexually active engaged in sexual intercourse when they were 15 years or younger. It is interesting to note that the younger an adolescent is when engaging in sexual intercourse, the less likely they are to use contraceptives or methods to prevent STIs (i.e., condoms) (Gauging the Health of Peel Youth, 2005).

The implications of these statistics are well worth some thought given that teenage pregnancy and STIs are the outcome of unprotected intercourse. At a young age most females may not be physically or emotionally ready to have children. Adolescent pregnancy is often associated with poor outcomes such as low birth weight, pre-term infants, poor maternal weight gain, and high blood pressure during pregnancy and STIs (Carter, Fleice, Rossoff, Zabin, Beilenson & Danenberg, 1994). Since pregnancy during adolescence can have a serious impact on the adolescent parents, the child and society, effective prevention strategies are needed. All students need information on contraception and safer sex in order to avoid unintended pregnancies and STIs.

### **Activity One: What is Abstinence? – 50 minutes**

**Note to Teachers:** Abstinence is the only 100 percent effective method for avoiding unwanted pregnancy and sexually transmitted infections (STIs), including HIV. Teens, especially young teens, should be encouraged to delay sexual initiation. Educators should acknowledge the importance of abstinence and provide youth with the knowledge, attitudes, and skills necessary to make abstinence an effective choice. Even

## Lesson Five

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youth who pledge to remain abstinent need information about contraception and condoms to help them prevent unwanted pregnancy, HIV and other STI's when they do choose to become sexually active. Research indicates that information about contraception does not increase sexual activity nor hasten the onset of sexual initiation in teens.

### Procedure

Participants will define abstinence and identify skills to make sexual abstinence an effective choice.

1. Introduce the activity by pointing out that failure to make responsible decisions about sex is one of the reasons teens can become infected with HIV, other STIs and/or experience an unwanted pregnancy. Explain that one decision teens can make about sex is to not have it—to abstain until they are older and ready for the responsibilities that accompany the choice to be sexually active.
2. Pin up two different sheets of chart paper with the word "Abstinence" written on each one.
3. Ask students to define abstinence in their own words. Write their responses on one of the sheets of chart paper. If the youth do not make the following points, make them yourself:
  - a. Abstinence is a deliberate decision to avoid something. People choose to abstain from many different things, such as sweets, meat, candy, tobacco products, voting, alcohol and/or other drugs, and/or sexual activities.
  - b. People choose to abstain for many different reasons, such as health (avoiding sweets or fat), personal religious beliefs (avoiding meat, alcohol), commitment to a cause or person (abstaining from voting and/or participating in some behaviours), fear (of punishment, of negative consequences), and disinterest.

## Lesson Five

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- c. People define sexual abstinence in many different ways. For one person, it may mean no physical contact with potential partners—no kissing, no holding hands. For another, it may mean abstaining from one specific behaviour, such as avoiding vaginal intercourse. For the purpose of this exercise, abstinence should be defined as having no sexual intercourse: vaginal, oral, and/or anal.
4. Split the class into four groups and give the groups 15 minutes to discuss and list at least ten reasons why teens might decide to not have sex.
5. Once the groups have completed their list, ask them to share the reasons they have listed with the rest of the class. Record the reasons on a master list using the second sheet of chart paper. Teens should have identified some of the following, if not add them to the list:
  - a. Religious beliefs, personal beliefs, not ready for sex, want to wait until married, want to wait until out of high school, risk of pregnancy, risk of STIs, don't want to jeopardize goals, relationship with parents, not in love, peer pressure, not interested.
6. Ask the class to discuss the reasons listed. Ask the teens to evaluate if each reason is a "good" or "bad" reason to choose abstinence. Note that there will be varying views on what constitutes "good" or "bad" amongst the students. Validate that people have different reasons for choosing abstinence and that each should be valued and respected.
7. Explain to the group that abstinence is only 100 percent effective if used consistently and correctly. Ask teens what they think you mean by that statement.
8. Conclude with the following discussion:
  - a. Given what we learned today, do you think that there are some good reasons to choose abstinence from sexual intercourse?
  - b. Is it difficult to stick to the decision not to have sex? What are some things people can do to help themselves follow through with that decision?
  - c. What can you do to help your friends if they choose to be abstinent?

*Source: Used with permission from Advocates for Youth, [www.advocatesforyouth.org](http://www.advocatesforyouth.org)*

## Lesson Five

### **Activity Two: Methods of Pregnancy Prevention – 60 minutes**

1. Prepare 10 sheets of flip chart paper by listing a different method of pregnancy prevention at the top of each one.

#### **Methods to focus on:**

- Abstinence
- Birth Control Pill (oral contraceptives)
- Male Condom
- Plan B (Emergency Contraceptive Pill)
- Sponge
- Patch
- Contraceptive Foam
- Female Condom
- Vaginal Contraceptive Film
- Diaphragm
- Nuva Ring
- \*Note: For Withdrawal and Rhythm methods please see Note to Teacher.

2. List the questions participants will be answering for each method on the charts:
  - What is it?
  - How effective is it?
  - How is it used?
  - What are some of the advantages of this method?
  - What are some of the disadvantages of this method?

Be sure that the flipchart sheets can be read from a distance, and leave enough space for the participants to record their answers.

3. Tape the sheets of flip chart paper up at various points in the room. Place the appropriate sample method nearby for those who wish to get a closer look.
4. Circulate between the groups to keep them on task and to assist them (e.g. leading questions or giving information).