



Personal Values, Sexuality and Culture – Grade 10

75 minutes in length

Overall Expectations:

C2. Demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being.

C3. Demonstrate the ability to make connections that relate to the health and well-being-how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.

Specific Expectations:

C2.5 Describe factors that influence sexual decision making (*e.g., personal values, having limits and being able to communicate them, being aware of and respecting the limits set by others, peer and family expectations, having physical and emotional desires, media messages, myths and norms related to sexual activity or safer sex practices, participation in activities such as substance use that impair judgement*), and demonstrate an understanding of how to use decision-making and communication skills effectively to support choices related to responsible and healthy sexuality.

C3.4 Describe some common misconceptions about sexuality in our culture, and explain how these may cause harm to people and how they can be responded to critically and fairly.

C3.5 Explain how being in an exclusive relationship with another person affects them and their relations with others (*e.g., personal benefits such as learning about oneself, emotional comfort and security, sense of belonging; impact on peer relationships, family relationships, time management, homework, choice of activities; feelings and challenges involved in ending a relationship*)

Learner Outcome:

Examine aspects of healthy sexuality, sexual wellness and responsible sexual behaviour. Describe the ways in which personal values influence choices in relationships. Examine culture and sexuality related to personal values.

Materials:

- 1. PowerPoint presentations**
 1. How to Know Your Values
 2. Value Statements
- 2. Handouts:**
 1. Values Tokens (12 each)
 2. Mixed Messages
- 3. 12 small boxes or baskets**

Introduction:

Making decisions about sexuality involves students using personal values and learning how to respect the values of others. The exercises included within this lesson encourage students to evaluate their own values and beliefs regarding sexuality. Reflecting on personal values can help students when they have to make decisions that guide future behavior.

Before starting this lesson, teachers may find it helpful to familiarize themselves with their own values and beliefs surrounding sexuality prior to teaching the lesson. This will enable teachers to be aware of their beliefs relative to those of their students.

Personal values and sexuality are individual, and vary regardless of culture.

Approaches/Strategies:

A. Ground Rules (5 minutes)

Establishing ground rules helps to create an environment that fosters trust and comfort for you and your students. Ground rules are most effective when they are discussed before the session begins. The ground rules could be provided to each student individually or posted in the classroom for review prior to the lesson commencing. Some suggested ground rules could include:

- We have personal boundaries that must be respected
- We have the right to pass
- We have the right to our own beliefs and opinions
- We are responsible for our own learning
- Our questions or comments will be respected, taken seriously and kept private/confidential.

B. How To Know Your Values (15 minutes)

Students define their values and the importance of living by those values.

1. Ask students to define the term 'values'
2. Explain to students that their values are a personal inventory of what they consider to be most important. Taking the time to think about personal values can help when making important choices. As we enter our teens, we begin to decide for ourselves what our personal values are. Personal values can be influenced by many factors such as family, peers, culture, religion, the media and personal experience.
3. Display the **How To Know Your Values** PowerPoint slide.
4. Have students make a list of values to live by (no more than ten) in order of importance.
5. Ask for volunteers to present their list of values

C. Vote On Your Values (20 minutes)

Students explore their personal values in an interactive group activity. You have the option of using all 12 values or selecting your own.

1. Post 12 "**Value Statements**" around the classroom along with an empty cardboard box under each statement.
2. Explain that this exercise is designed to explore personal values. Provide students with the following instructions:
 - Around the room are a variety of different value statements. Most of the statements are about relationships, dating and sexual behaviour.
 - This activity is to be done in silence and will be strictly confidential.
 - This activity is meant to reflect your values. It does not matter what you think your friends believe. It is about making decisions that can be uncomfortable. Afterwards, we will have a class discussion.
 - You are each to travel around the room to the different posters and read them individually. Please be respectful of others and provide your peers with lots of space while they are taking their turn reading the statement. Remember the ground rules previously established.
 - Everyone has **Values Tokens** with the following statements: Agree, disagree or unsure.
 - When you have completed reading the statement, place one of your tokens in the box indicating whether you agree, disagree or are unsure of the statement.
3. Once the activity has been completed ask students for help in tallying the results. Read the first statement and ask everyone to notice the range of

- responses. Ask students to think to themselves if their parents or friends share their perspective. Ask students to think to themselves if their parents or friends would agree with the statement being discussed.
4. When the first statement has been fully discussed, repeat for the remaining statements. Pacing is important as you want to get through as many statements while making sure you hear as many points of view participants are willing to share. If time runs out, it is okay not to get all of the statements. Make sure though that you reserve at least 10 minutes at the end to debrief the activity with the following questions:
 - How easy was it to vote on these values?
 - Which statements were hardest for you?
 - If your parents voted on these statements, would their votes be similar to, or different from those of the group?
 5. Encourage students to think about what they learned about personal values and group values from doing the activity.
 6. Remind students of the ground rules and to respect the points of views of others.

D. Mixed Messages (20-30 minutes)

Our society is becoming increasingly complex. Students are presented with messages about sexuality from a number of sources. It is important to help students identify and decipher these messages, determine which ones to listen to, and learn how to filter out the negative messages.

Students identify where messages about sexuality come from, and how these messages influence one's sexuality and decisions about sexuality and sexual relationships.

1. Distribute the handout **Mixed Messages**.
2. Ask students to fill in as many boxes as possible with different sources of information about sexual relationships. Examples may include family, friends, advertising, internet, music, culture, religion, etc.
3. Have students share the sources they have identified. As they do, write each one on an index card. Encourage students who had empty boxes to fill these in during the discussion.
4. In each box, ask students to write a "message" about sexuality sent by the source indicated in the box.
5. Referring to the index cards of all the sources, have students share the messages they receive from each source.
6. Have students draw a line from each of the sources to the box labelled "me". The line can be thin or thick depending on the amount of influence that source has on personal thought and behaviour regarding sexuality.

7. Have students place a check-mark, "X", or "?" in each box indicating whether they agree with, disagree with or are unsure about the message they receive from each source.
8. Draw a continuum on the blackboard as shown below:

Not Helpful-----Somewhat Helpful-----Very Helpful

9. Distribute the index cards with the sources of information about sexuality to student volunteers.
10. Ask the volunteers to come forward and place their cards on the continuum where they think they belong in terms of helpfulness in promoting sexual health.
11. Discuss card placements as a group, and make changes in placement if they are suggested by the group. Explain these cards could be placed differently by different people for various reasons. It is not necessary to reach consensus.

Debrief this activity using the following questions:

- What is it like to have so many different messages coming from so many different sources?
- Which sources seem to have the biggest influence on you?
- Which sources seem to be the most helpful for promoting sexual health?
- How could the least helpful sources become more helpful?
- If our society wanted to establish a consistent set of sexual messages for youth, what would you want those messages to include? Why?
- What can you do to cope with society's confusing messages and take charge of your sexual health in a positive way?

E. Question Box (5 minutes)

Have students fill out questions anonymously and address them if time permits. Use it as an exit pass and then review questions at the start of next class.

Self-Reflection

During the lesson, were:

- Ground rules being followed?
- Good practices established regarding group work and discussion?

What will you change for future classes with this group?

What will you change for future use of this lesson?

Student Assessment

During the lesson, did students:

Knowledge:

- Define personal values related to sexual health?
- Identify common social influences of sexuality?

Skills:

- Describe how social environment impacts sexuality and understanding of relationships?
- Examine personal values of a healthy sexual relationship?
- Develop strategies to react to situations that reinforce cultural misconceptions on sexuality?

Attitudes:

- Accept personal values of healthy sexual relationships
- Accept responsibility for challenging and changing negative cultural misconceptions?

Values Tokens




AGREE	AGREE	AGREE	AGREE
AGREE	AGREE	AGREE	AGREE
AGREE	AGREE	AGREE	AGREE
DISAGREE	DISAGREE	DISAGREE	DISAGREE
DISAGREE	DISAGREE	DISAGREE	DISAGREE
DISAGREE	DISAGREE	DISAGREE	DISAGREE

AGREE	AGREE	AGREE	AGREE
UNSURE	UNSURE	UNSURE	UNSURE
UNSURE	UNSURE	UNSURE	UNSURE
UNSURE	UNSURE	UNSURE	UNSURE

Name: _____

MIXED MESSAGES

There are many messages we receive from different sources every day. Try to see how many places you get messages from each day. Instructions: Follow the example given to complete the steps below:

1. In each box, write a different source of information about sexuality.
2. In each box, write a message about sexuality you get from that source.
3. Draw a line from each source to the box labelled “ME.” Make the line thin or thick depending on the importance of that source for your own thoughts and behaviours regarding sexuality.
4. Put a  in the box if you agree with the message, a  in the box if you disagree with the message, or a  in the box if you are unsure about the message

<p>Source: TV</p> <p>Message: It's ok to cheat on your partner</p> <div style="text-align: right;"><input type="checkbox"/></div>	<p>Source:</p> <p>Message:</p> <div style="text-align: right;"><input type="checkbox"/></div>	<p>Source:</p> <p>Message:</p> <div style="text-align: right;"><input type="checkbox"/></div>
<p>Source:</p> <p>Message:</p> <div style="text-align: right;"><input type="checkbox"/></div>	<p>ME</p>	<p>Source:</p> <p>Message:</p> <div style="text-align: right;"><input type="checkbox"/></div>
<p>Source:</p> <p>Message:</p> <div style="text-align: right;"><input type="checkbox"/></div>	<p>Source:</p> <p>Message:</p> <div style="text-align: right;"><input type="checkbox"/></div>	<p>Source:</p> <p>Message:</p> <div style="text-align: right;"><input type="checkbox"/></div>