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INTERNATIONAL

Sexuality Education Lesson Plans



HOW DOES A PERSON KNOW
WHEN THEY ARE READY?



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ABOUT THIS LESSON . . .



This lesson plan is one of several, scripted lesson plans that are available to support in-school or out-of-school delivery of comprehensive sexuality education (CSE) around the globe. The scripted lesson plans are designed to incorporate use of AMAZE educational videos that address the lesson plan topics and can be used to supplement existing lesson plans or resources that you may already be using in the delivery of CSE.

Ideally, learning about any specific CSE topics should provide learners with the opportunity to develop, apply and practice learning in the domains of knowledge, skills and attitudes. In these lesson plans we provide as an example, only a few of the primary learning outcomes that could be targeted, recognizing that a single lesson is often not enough to achieve mastery of any one learning outcome or adequately cover more than one learning domain. Teachers are encouraged to schedule and deliver follow-up lessons that reinforce intended learning outcomes of these lessons/CSE topics, and to take advantage of other opportunities both in, and outside the classroom that enable learners to reflect on attitudes and practice and reinforce a skill.



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International Technical Guidance on Sexuality Education Alignment

Key Concept 4: Violence and Staying Safe.

- Topic 4.2: Consent, Privacy, and Bodily Integrity, ages 12-15

Key Concept 5: Skills for Health and Wellbeing.

- Topic 5.2: Decision-making, ages 12-15

Key Concept 7: Sexuality and Sexual Behaviour

- Topic 7.2: Sexual Behaviour and Sexual Response, ages 9-12, 12-15

Prior Recommended Content

Students have a basic understanding of personal boundaries, consent and communication, healthy relationships, and that there are ways to prevent unintended pregnancy and STIs.

Target Age-Range

11-12+

Time

45 minutes

- Test playing the video so that it's ready to view during the lesson, either queued up to the start (to avoid ads) on [YouTube](#), off of an [AMAZE playlist](#), or a downloaded version.

- Prepare the blackboard (or flip chart paper) with the following factors (Feelings, Relationship, Communication, Peers/Friends, Family, Media) each written as a heading at the top of a rectangle drawn on the blackboard (or pages of flip chart paper).

MATERIALS NEEDED:

- Computer with internet access and speakers
- Projector and screen, laptop, or tablet
- Video link: [Am i ready to have sex?](#)
- Different colored chalk and blackboard or flipchart and markers

OTHER RELATED VIDEOS:

- [Is it Love?](#)



LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Identify at least three factors that are important in deciding whether and when to engage in sexual relations. (Knowledge)
2. Describe why good communication is important before deciding to engage in sexual relations with someone. (Knowledge)
3. Recognize that it's important for each person to figure out if and when they are ready to engage in sexual relations. (Attitudinal)

PREPARATION:

- Access and preview the [Am I Ready to have sex?](#) video to be familiar with the content.

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PROCEDURE:

Step 1

Say that today's lesson is going to focus on a common question that educators often get when discussing this topic. So many people want to know what age is the right time to engage in sexual relations. Asking and wanting to know the 'right' answers to these kinds of questions are normal. It's not unusual to want to know whether friends or other people of the same age have engaged in sexual relations. While there is no magic formula to know whether and when a person should engage in sexual relations, there are factors that are important to consider and maybe some that are not so important to consider when making this decision and that is what we are going to reflect on today.

Say that to start off, you are going to share a short video that discusses this exact question, called, "**Am i ready to have sex?**" Tell students to pay close attention as some of the information may be useful in the next activity and then play the video.



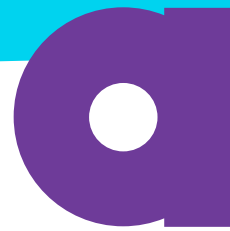
After the video, lead a brief discussion, using the following questions:

- What was it like to watch the video/What did you think about the video?
- What are some things that the video brings up in terms of what to think about when deciding if and when to engage in sexual relations?
- What advice might you give someone thinking about whether to engage in sexual relations?
- What is one recommendation that was shared in the video that you would be most likely to consider in the future?

(8 minutes)

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Step 2

Next, say that now that everyone has watched the video, let's think a bit more about things that are important to consider and maybe not so important to consider when someone is deciding if and when to engage in sexual relations. Recall some of the things raised in the previous discussion (students might have mentioned things related to the relationship with the other person, feelings towards the other person, communication, or using protection).

Next, ask students what other things might also affect someone's decision about if and when to engage in sexual behavior (probe for peer pressure, family, media).

Thank students for their contributions and let them know that some of the factors that they have raised when considering if and when to engage in sexual relations are noted in different places at the top of the chalkboard (alternatively you can use flip charts with one factor per flip chart paper). These include:

- Feelings about the other person
- The relationship with the other person
- Communication (about consent, sexual history, boundaries)
- Friends
- Family
- Media



Note to the Educator: If students identify additional factors that would be important to address that do not fall into these categories, consider adding them and adjust your groupings and timing accordingly.

Place the students into six groups and then direct each group to stand next to one of the noted factors. Distribute a different color chalk or marker to each group so that no two groups are writing in the same color and then explain to the class that they will have about three minutes at each factor to write down reasons it is or is not important in making a decision on whether and when to engage in sexual relations. They can also place a checkmark next to any reasons that have already been written down by others that they agree with as they move to additional factors.

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Note to the Educator: While the students are completing the activity, you can play music at low volume and use the sound of the music to help indicate when groups should rotate to a new factor by turning it off and on again.

After allowing each group an opportunity to visit at least three factors, ask the groups to stay where they are and to present that factor to the class. Each presentation should take no more than three minutes. (30 minutes)

Step 3

Once the presentations have concluded, facilitate a discussion with the class by asking:

- What was it like to rotate through these different factors that might or might not be important for deciding if and when to have sexual relations?
- What new things came up that weren't discussed in the video related to deciding if and when to engage in sexual relations?
- What additional advice might you give a friend trying to decide if they are ready to engage in sexual relations? (5 minutes)

Step 4

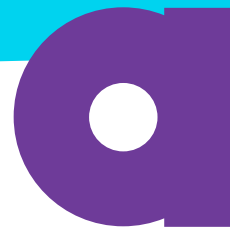
Conclude the lesson by drawing on key points raised by students upon concluding the previous activity and be sure to note the summary points below. (5 minutes)

KEY SUMMARY POINTS

- Deciding to engage in sexual relations is a big decision.
- There are many factors that can affect decisions about if and when to engage in sexual relations.
- Factors that are important to consider include feelings about each other, the relationship with the other person, whether there is good communication, such as about feelings, personal boundaries, use of protection, and sexual history.
- Deciding if and when to engage in sexual relations is up to each person to figure out and know when they are totally ready.

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OPTIONS FOR ASSESSMENT OF LEARNING OBJECTIVES UPON CONCLUDING THE LESSON

The discussion following the video and activity about factors will help the educator determine whether students have understand factors that are important to consider when deciding if and when to engage in sexual relations.

ADAPTATION TIPS FOR VIRTUAL DELIVERY

In the event of virtual delivery, use a digital platform like google classrooms or zoom and a digital whiteboard for students to say or note their responses. Students can be split up into virtual groups to work on a particular factor at the same time using a virtual whiteboard.

ADAPTATION FOR LOW RESOURCE AND/OR LARGE CLASS SETTINGS

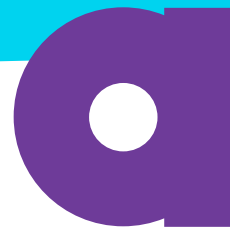
In the event of lack of internet, download the video onto a computer or laptop ahead of time to show the video offline. In the event that there is no large screen, consider projecting the video on a wall or if there is more than one computer or laptop available, split students into groups to watch the video simultaneously on separate computers or laptops.

To accommodate large numbers of students for the activity with factors, consider using more groups, such as 12 groups but still six places where the factors are written across the chalkboard. Each group can send a representative to the chalkboard to write the group's ideas. The two groups with the same factor can then pair up and report back to each other to compare their lists, merge them into one, and prioritize their top four top issues. Each group can report out the top, consolidated priorities and ask students to raise their hands if they agree.

Alternatively, if there is limited space for movement or group work, consider asking students on one side of the room to think about one thing for the first three factors, written on the chalkboard from left to right, and the other half of the students to do the same for the other three factors on the chalkboard. Then, ask for volunteers (a similar number on each side of the room) to share one thing they thought of for each factor on their side of the room and as they do, write them down. Once completed on one side, read them off and ask students to raise their hands if they agree and repeat for the other side. At the end, ask for any volunteers who might want to share something more that may not yet have been mentioned, write this down, and then ask students to raise their hands if they agree prior to concluding the activity with discussion questions.

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EDUCATOR TIPS FOR PARENTS

As part of broader parental outreach, consider sharing the video and engaging with them early on, such as during a parents meeting, and sharing these conversation starters upon delivering the lesson.

- If watching a video, television show, or movie where a relationship is shown to progress quickly, you can ask, “It seemed like their relationship moved pretty fast. What did you think? Did that seem realistic to you? How do you think someone can know if they’re ready to have sexual relations?”
- How long do you think people should wait to have sexual relations after starting a relationship? Why?

HOMEWORK (If any)

None