

# Ready vs not ready (for sexual activity)

## Year Learning Activity

### Description

Students discuss, illustrate and compare their views and perspectives on being ready for sexual activity.

### Learning focus

Planning and managing choices regarding sexual activity with an aim to better understand the short and/or long term impact these choices may have, including physical, social and emotional benefits and consequences.

### Key understandings

- Adolescence is a period of dramatic physical, social and emotional change involving many new feelings and experiences, both positive and negative.
- Sexual feelings are a usual part of adolescent change.
- Sexual activity has physical, social, emotional and legal implications.
- Individuals are responsible for the decisions and choices they make regarding their sexual behaviour.
- People have different attitudes, values and beliefs towards sex and sexuality.
- The changes associated with adolescence and puberty result in the ability for humans to reproduce.

### Materials

1. A4 blank paper [2 per student]
2. Teaching Resource: *Conversation starter*
3. Teaching Resource: *Who is having sex?*

## Teaching and Learning Activities

### Before you get started

- Begin this lesson with a reminder for students to look after themselves and their friends. If students feel uncomfortable about the subject matter, they are welcome to take a break for a drink or bathroom visit. Ensure [ground rules](#) are established before beginning this activity.
- Self-esteem and confidence of some students may be an issue during this activity. Be reassuring and support students as they develop the ability to practise assertive “no” statements. This will help students with their resilience and emotional wellbeing development. See the Guide: [Resilience and life skills](#) for more information.

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- It is possible that a student has been involved in a traumatic experience relating to sexual abuse. Teachers should know and understand the [protective interrupting](#) technique and what, why, when and how it is needed and used before facilitating this activity. It is important that teachers are familiar with the [Dealing with disclosures](#) Guide and have a risk management strategy in place.
- Refer to additional Guides: [STIs/BBVs](#), [Healthy relationships: Gender, power and consent](#) and [Abstinence and readiness for sexual activity](#) for further content information related to this activity.

### Whole Class

This activity starts with students considering their own values and boundaries around sexual activity and then explores relationships and readiness for sexual intercourse.

1. Write a range of the following words (depending on the class) on the whiteboard. Have students form small groups and using a [T-chart](#) categorise each sexual activity into either “Sex” or “Not sex”:

Massage; Cuddling; Kissing; Sexting; Holding hands; Vaginal intercourse; Oral sex; Masturbation; Touching genitals; Rubbing nipples; Anal sex; Pornography

2. Ask:

- *Which behaviours did groups agree on?*
- *Which behaviours were there disagreement about?*
- *Was it hard to classify these behaviours? If yes, why?*
- *Was it easy for the group to come to a shared decision for each behaviour?*
- *What would be a good definition of sex?*
- *People have very different views about what they define as sex. What could be the implications for couples who have different definitions of sex?*

3. Stress that if someone wants to and agrees to have sexual contact, this may include things such as holding hands, kissing, caressing and other intimate activity, and that it does not have to be sexual intercourse to be pleasurable. For some people, sexual activity may be in a context of love, and for others, in certain situations, it may not. It should, however, always be in a context of trust and respect.
4. Discuss with students the different types of sexual relationships, e.g. 'going out together', 'hooking up', 'bootie call', 'friends with benefits', 'one night stand' etc.

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5. Have students write down an estimate of what percentage of their peer group they think have experienced some form of sexual activity and sexual intercourse. Present the Teaching Resource: *Who is having sex?* outlining these statistics and discuss reactions to the survey findings.
6. Have students brainstorm in small groups responses to the following questions:
  - *How does somebody know they are ready for a relationship?*
  - *How does somebody know they are ready for sex?*
7. Refer to the Teaching Resource: *Conversation starter* as a starting point for discussing whether students are ready or not ready for sex. The statements provide a starting place for a conversation with a young person if they are considering about whether or not they are ready to begin having sex. It's crucial that young people decide whether they are ready before someone else decides for them. This handout is based on the resource: [Talk soon. Talk often. A Guide for Parents Talking to Their Kids About Sex.](#)

### Independent or Small Group

In this activity, students discuss what it looks like to be ready for sexual intercourse. These open and honest discussions about readiness and being prepared will assist students to make their own informed decisions about sexual intercourse.

1. Provide each student with two blank A4 sheets of paper.
2. On the first sheet, students draw a [T-chart](#), illustrating, labelling and describing the qualities and features of an adolescent who **is prepared** and ready for making the choices related to having sexual intercourse.
  - What does this young person **feel like** and **sound like**? It is suggested that the teacher model the T-Chart for the adolescent who is prepared.

For example:

Feels like... it's in the context of trust and respect and you are in control of basic aspects of your life

Sounds like... being able to communicate fully and openly about preventing infection and unwanted pregnancy.

3. On the second sheet, students independently complete the T-chart for an adolescent who **is not prepared** and not ready for making the choices related to having sexual intercourse.
  - Incorporate social and emotional elements using thought bubbles and feelings vocabulary.

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4. Consider the influence that alcohol and other drugs may have upon choices made.

## Reflection

1. Students share and compare their T-charts in small groups or in pairs. Promote discussion about common features, realism of concepts, accuracy, etc.

Ask:

- How would you discuss contraception options with your partner?
- How would you deal/cope/feel if you found out you and your partner were pregnant?
- You and your partner have been sexually active for a few months now. You are not enjoying it as much as you thought you would. What do you do?

2. Group the 'ready' and 'not ready' charts together and discuss as a whole class.

3. Identify the most common indicators of readiness and highlight the most frequently used vocabulary to describe feelings. Consider that sounds can also indicate consent.

## External related resources

[The practical guide to love, sex and relationships](#)

A teaching resource from the Australian Research Centre in Sex, Health and Society, La Trobe University.

Year 7/8

[Topic 7: Sexual and reproductive health](#)

- Revision of STIs, BBVs, contraception, conception and sexual safety
- Some of the material is sensitive - consider whether your students are ready for this discussion.

Year 9/10

[Topic 1 - Introducing Love, Sex and Relationships](#)

- Ethical framework for love, sex and relationships
- Decision making
- Sexuality timeline- what is the average of: first sexual feelings, falling in love, identifying as gay/straight/bisexual, drinking alcohol, learning about sex at school, etc.

[Topic 2 - Love, etc](#)

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- Elements of healthy relationships

### Topic 3 - Sexual diversity

- words used for different sexual identities
- homophobia
- empathy building

### Topic 4 – The truth about desire

- What does it mean to 'be sexual'
- Gender stereotypes and sexual feelings

### Topic 5 – When is the right time?

- Factors that contribute to positive sexual experiences
- Ethical relationships and ethical sex

### Topic 6 – Comfort zones

- Different ideals about what a sexual experience should be
- Pressures and options

### Topic 7 – Communication

- verbal and no-verbal consent in sex
- checking in with your partner

### Topic 8 – Consent and the law

- Real-life scenarios for problem solving and decision-making
- Sexual assault
- Consent
- Rights and responsibilities

### Topic 9 – STIs – getting tested

- social issues and attitudes towards relationships and STIs
- managing sexual health
- how to access services

### Topic 10 – Can you get pregnant from...

- conception revision
- contraception choices, facts and stats
- real-life scenarios

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## Related assets (links to sections within GDHR site)

### Teaching Note

[Protective interrupting](#)

[Dealing with disclosures](#)

### Background Note

[Respectful relationships: Gender, power and consent](#)

[STIs and BBVs](#)

[Protective behaviours education](#)

[Delayed sexual intercourse \(abstinence\) and safer sex](#)

### Teaching Resources

[Who is having sex](#)

[Conversation starter](#)

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