

Sexual risk taking

Year 10 Learning Activity

Time to complete

50 minutes

Description

Students evaluate and consider options to manage their health, safety and wellbeing in regards to sexual risk-taking.

Learning focus

The impact of alcohol and other drugs on sexual behaviour choices, and its consequences.

Key understandings

- Adolescence is a period of dramatic physical, social and emotional change involving many new feelings and experiences.
- Sexual feelings are a normal 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.
- Unsafe sexual activity can result in pregnancy and transmission of STIs/BBVs.
- Alcohol and other drugs can impact on our ability to make responsible and informed decisions.

Materials

- Student Activity Sheet: *Sexual risk taking decision-making plan* [one per pair]

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.
- The purpose of teaching protective behaviours is to increase the safety and wellbeing of everyone in the community. The skills and strategies can be used by students to predict, assess and act appropriately in potential child abuse and family violence situations. Refer to the Guide: [Protective behaviours education](#) for further details.

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- Self-esteem and confidence of some students may also 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.
- 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 Guide: [Dealing with disclosures](#) and have a risk management strategy in place.
- Refer to the Guides: [STIs/BBVs](#) and [Healthy relationships - Gender, power and consent](#) for further content information related to this activity.

Learning activities

Whole Class

Students consider their own personal beliefs and values in regards to sexual intercourse and the influence of alcohol and other drugs.

1. Read out the following scenarios one at a time. Students are to close their eyes and imagine the consequences if this happened to someone they care about, and then indicate if the behaviour is okay using a thumbs up/thumbs down voting system.

It's okay to:

- *Flirt with someone at a party.*
- *Have sex with someone who has been giving him/her lots of alcoholic drinks.*
- *Have sex with someone who he/she doesn't know when he/she has taken some ecstasy.*
- *Give someone a drink with a double or triple shot without him/her knowing how much alcohol is in it.*
- *Go home with someone he/she just met when he/she is feeling really drunk.*
- *Have sex with someone who has just passed out on the couch.*
- *Kiss someone he/she finds really attractive when he/she is tipsy.*
- *Not use a condom when having sex because when the other person says they don't have any STIs.*
- *Expect the girl to take responsibility for supplying and using condoms when having sex.*
- *Not to mention safe sex with your boy/girlfriend until you actually have sex for the first time.*
- *Okay not to wear a condom when having sex if it's too tricky to put on.*

2. Ask for feedback on each scenario from students who are willing to share.

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Independent or Small Group

Students read and discuss a scenario involving sexual intercourse and drug taking, or sexual intercourse and unsafe sex, and identify what they consider to be the safest option and the likely feelings associated with that outcome.

1. Discuss and model the use of the *Sexual risk taking decision-making plan*.
2. Allocate a scenario from the whole class activity to each pair.
3. The students need to complete the decision making plan by identifying the consequences and the feelings associated with each option of the scenario.

Reflection

1. Students share the results of the previous task.
2. Reflect on the concept of intoxicated sex or unsafe sex by discussing the following questions:
 - *Can someone give consent to sex if they are drunk or very out of it?*
 - *Is it morally right to have sex with someone who is drunk or out of it?*
 - *Is it legal to have sex with someone who is drunk or out of it?*
 - *What are some of the things that could go wrong in the scenarios mentioned?*
 - *What would be your responsibility as a friend in the intoxicated sex scenarios mentioned?*
 - *If you were drunk or out of it, how might that impact your ability to read non-verbal behaviour accurately?*
 - *What could you do if you were a friend of someone in the unsafe sex scenarios to help them stay safer?*
 - *How do you think the person/s would feel in the morning when they realised what they had done in each scenario?*
 - *How would your peers react if a photo of the intoxicated scenario was posted on Facebook?*
3. Individually, have students develop their own lists for what they would consider to be:
 - safer sexual activities
 - low-risk sexual activities
 - high-risk or unsafe sexual activities

External related resources

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

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

[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](#)

- 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

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- How to access services

[Topic 10 – Can you get pregnant from...](#)

- Conception revision
- Contraception choices, facts and stats
- Real-life scenarios

Related assets (links to sections within GDHR site)

Teaching Note

[Protective interrupting](#)

[Dealing with disclosures](#)

FAQ

[How old do I need to be to buy condoms?](#)

Background Note

[STIs and BBVs](#)

[Protective behaviours education](#)

[Respectful relationships](#)

Teaching resources

[Sexual risk taking decision-making plan](#)

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