LESSON

4

Reproductive Health and Disease Education Unit

Responsible Decision-making, Effective Communication and Building Health Skills

Lesson Start Up

- Develop your top 5 attributes you feel are needed for each category.

Responsible Decision-Making	Effective Communication	Core Health Skills/Personal Values
• *Ability to weigh pros/cons*	• *Advocate for personal beliefs*	• *Strong self-worth*

Lesson Learning Targets

I can:

- Identify the many influences that impact decision-making.
- Identify how to effectively communicate boundaries and health needs when faced with a challenge.
- Explain the benefits of family-child communication.
- Explain the many health skills needed for making healthy decisions to reduce or avoid health risks.

HEALTH SKILLS - PERFORMANCE SCALE – HOPE Course – Lesson 4

Learning Goal Outcome from State Standards:
Demonstrate ability to comprehend and use concepts for health promotion, disease prevention, interpersonal skills and decision-making to reduce or avoid health risks.

Lesson 4 Learning Goal Target:
Demonstrate ability to comprehend influences that impact decision-making, interpersonal, relationship and communication skills needed to reduce health risks.

Directions: Using the Performance Scale checklist below. **Start at Level 1**, check off those you can do and work on those you need more practice. Then move up the levels as you build both knowledge and skill competency. Time and practice may be necessary to reach Target Mastery at level 3.

Level	Learning Target Tasks: I can: ✓
4 beyond desired effect	o Demonstrate evidence of using concepts that promote accurate health information for avoiding or reducing health risks related to strong decision-making o Demonstrate evidence of applying knowledge of avoiding negative influences and practicing positive health skills
3 level of desired goal	Demonstrate ability to comprehend influences that impact decision-making, interpersonal, relationship and communication skills needed to reduce health risks
2 This is the **foundational** level tasks, practice of skills, cues, vocabulary needed to get to required goal	o Understand and practice building successful family communication and relationships that support positive health promotion o Understand how our health decisions either increase our health risks or decrease them o Identify personal boundaries and core values that can help reduce my health risks and can communicate them accordingly o Discuss actions and consequences of behaviors that can add to or reduce health risks o Identify ways our actions have the potential to increase our health risks and the consequences associated o Identify and practice refusal skills o Identify peer pressures o Discuss how some influences can impact personal health decisions o Describe the benefits of some health skills as protective factors
1 Beginning cognitive and physical	o Recognize peer pressures as positive and negative o Recognize how media and technology pose specific health risks o Recognize benefits of abstinence and delaying sexual activity o Recognize some influences to making healthy decisions as a teen and an adult o Recognize some health skills

START HERE — CHECK OFF THOSE YOU CAN DO

What are Health Skills?

- Behaviors, attributes, or actions that allow you to complete tasks that support healthy living are health skills – health skills are protective factors.
- A few health skills are listed below, describe each and list one benefit:

Skills	Description	Benefits
Self-Awareness/ Assessment		
Goal Setting		
Problem Solving		
Critical Thinking		
Conflict Resolution		
Time Management		
Responsible Decision-Making		
Effective Communication	Ability to express one's needs, wants, emotions effectively and empathetically	Increased understanding of others' feelings

What are Some Influences That Impact Decisions?



Peers/ Partners



Family



Media/ Technology



Culture



Access

In Groups of 4 – Discuss how these Influences may influence one's decisions. Try to associate decisions that impact reproductive health and disease prevention when possible.

Influences on Human Sexuality



- Reproductive Health can be influenced by family, friends, school, culture, society, religion, movies, TV, and all forms of media.
- Many students choose not to have sex before they are married, but when faced with peer pressure, they may not be prepared to follow through on their decisions.
- Students who are taught how to prevent pregnancy and STIs, along with strategies to remain abstinent are more likely to practice safer sex or save sex for marriage.
- Everyone has the power to control personal behavior, and base actions on reasoning, self-esteem, self-worth, and respect.

Sexual Health Decisions and Influences

- Abstinence is the expected health standard.
- Build personal efficacy including positive self-confidence, strong personal values, and practicing refusal skills.
- Select positive peer influences; establish and communicate safe and assertive boundaries.
- Be media literate, recognize negative messaging or messaging that promotes sexual behaviors or high-risk activities.
- Be in control of who and what you follow, surrounding yourself with more realistic and meaningful messages/followers may help promote a positive, character-centered brand or platform on social media.

Sexual Health Decisions and Influences Continued

- Be future oriented and set goals. Realize that high risk behaviors can add barriers to goals, both short and long-term.
- Talk to trusted adults, parents/guardians, family members, etc. Tapping into their extensive years of experiences can lead to alternative perspectives and help build strong familial relationships and develop core personal values.
- Weigh potential health risks and consequences, and always use valid and reliable health information, products and services when making health decisions.



Technology Influences and Safety Reminders

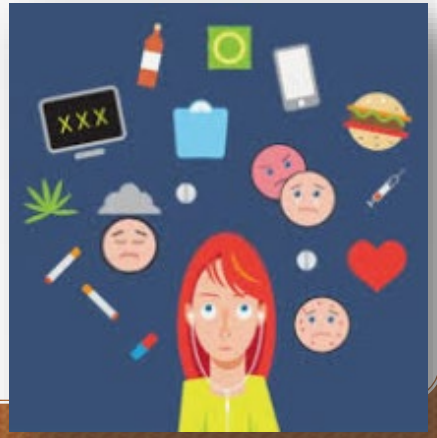
- Sexting is the sending of sexual messages or photos via a cell phone.
- Unfortunately, the messages and photos that are sent do not always stay with the person who received them.
- Sexting messages and personal photos can be exploited and could be used for coercion and possibly trafficking exploitation.
- Remember to use technology safely
  - Know the risks associated with technology/media use.
  - It is your personal responsibility to develop and practice health skills, including responsible decision-making.
  - No one thinks it will happen to them until it does.



Peer Pressures

- Peer pressure can be positive or negative.
- Manipulation, harassment, bullying or aggressive practices are negative pressures.
- Positive healthy pressures may encourage you to try safe and healthy things like playing a sport you never tried before.
- Being assertive can help you to stand up for yourself, your beliefs, and help with using refusal techniques.

Remember you are in control of your decisions and actions.



Refusal Skills

- 3 Steps to help with Refusal Skill Development:
  - State your position – verbally and non-verbally provide your “no” and the reason.
  - Suggest an alternative activity – providing reasons for not participating can help others not make the mistake as well or just further your position.
  - Stick with your position – stay positive and confident in your decision – if it is too much remove yourself from the position.



Practice Activity

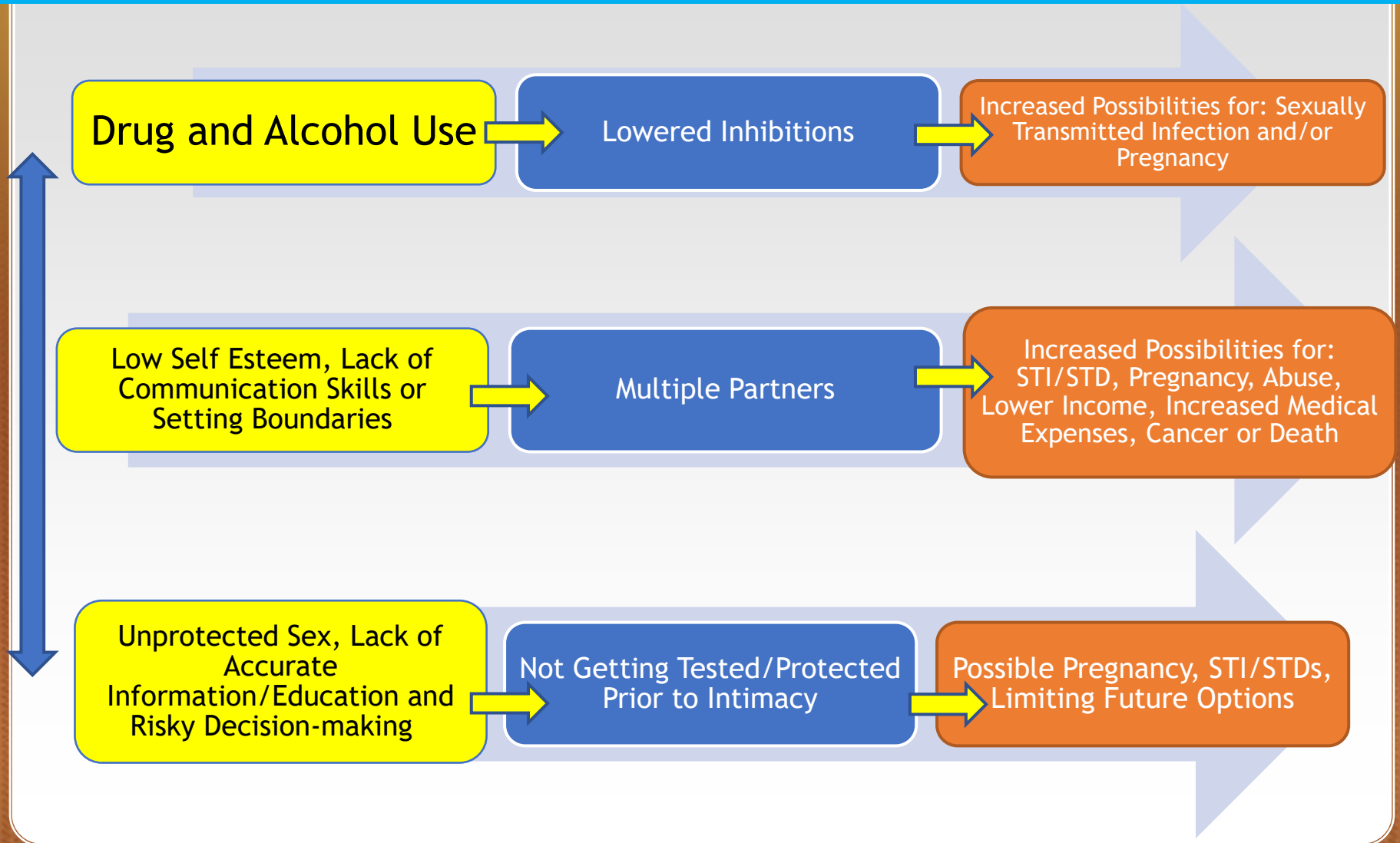


Let's Practice - Scenario 1:

- You are with 2 other friends hiking and they want to jump off the cliff into the spring below.
- You do not want to do it
- What do you say and how do you say it?

Decisions and Consequences

Think About It: How do our actions or behaviors have the potential to increase our risks?



CONNECTION QUESTIONS

A. How much do you think media influences teenagers' understanding of sex and sexuality?

B. What are some of the sexuality-related messages you've seen portrayed in media sources?

C. How might these messages influence your behaviors and choices?

D. What are some consequences of media influences related to sexuality?



Family-Child Communication

- Families who possess strong and positive communication skills form strong and trusting bonds between parents and children.
- They create a network of trust and reliance on one another in good times as well as tough times.
- Positive communication is **respectful, open, honest, straightforward, and kind**.
- It takes both the child and the family member to put forth effort to building and opening lines of communication.

Tips for building strong communication within your family:

1. Be available and approachable.
2. Be a good listener and communicate your feelings.
3. Be consistent and seek positive compromises.



Building Relationships

Types of Relationships	What skills, characteristics are needed to build this relationship?
Friendships-Peer Relationships	
Dating Relationships	
Marriage	
Parent-Child Relationships	
Teacher/Coach Relationships	
Work Relationships	

Now look at your list… what have you uncovered about relationships?

What does Effective Communication Look Like?

- Communication is the process by which information is exchanged.
- Effective communication requires consideration of individual preferences and a variety of skills that address:
  - How you say it
  - Why you say it
  - When you say it
  - What is or is not said

Effective Communication Skills	Real World Examples
Active Listening	
Non-Verbal Body Language	
Uses ”I messages”	
Verbal Presentation	
Ask Open Ended Questions	
Validation of Feelings/Summarizing	
Providing Feedback if asked	

Healthy Communication Reflection

Read blue box on Text Supplement 4.a – HEALTHY COMMUNICATION

In your Notes/Journal:

- Make a list of things/questions you would like to talk to a parent, guardian, grandparent, older sibling, or other trusted adult about.
- You may categorize your questions into things you need to know NOW, SOON, and LATER.
- After this unit, you may wish to make time to have conversations regarding your growth and development. It may be uncomfortable, but uncomfortable is okay.
- Remember there are trusted adults and resources to support you if you need help.

Reducing our Health Risks

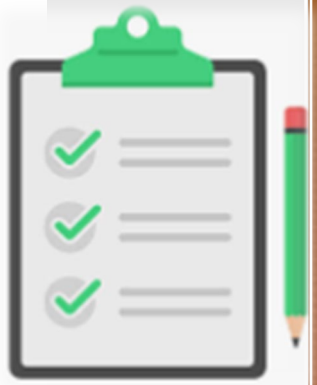
- Establish personal boundaries.
- Communicate your boundaries and needs to friends, trusted family and partners.
- Know and discuss your options with trusted adults.
- Access valid and reliable information, products, and services.
- Be observant of your instincts.
- Refrain from sexual activities.



Practice Activity:

CREATE YOUR RISK REDUCTION/DECISION-MAKING PLAN:

- What are your boundaries/personal core values?
- What will you communicate about your values/boundaries and with whom?
- How will you protect yourself and your partner from potential health risks?



Decision-making-Read Aloud Think Aloud Activity

Close Reading 2: The Road Not Taken by Robert Frost

Directions -

- Read text aloud/Review vocabulary as needed
- Re-read independently
- Read/Answer the questions - assign 1 question per group/pair (8 groups of 4 for example – each question has 2 groups)
- Discuss thoughts from each group

Text Supplement 4.b.

Guided Questions and Text Generated Questions	Title: The Road Not Taken Author: Robert Frost	Vocabulary
1. Predict what the author could be contemplating? 2. What might the two roads represent in real life, particular to this unit? 3. At what point does the author make the choice, where is the turning point? 4. Read the 5 italicized lines again "How could you apply the 5 italicized lines to your own life?"	Two roads ***diverged*** in a yellow wood, And sorry I could not travel both And be one traveler, long I stood And looked down one as far as I could To where it bent in the undergrowth; Then took the other, as just as ***fair***, And having perhaps the better claim, *Because it was grassy and wanted* ***wear****;* Though as for that the passing there Had worn them really about the same, And both that morning equally lay In leaves no step had ***trodden*** black. *Oh, I kept the first for another day!* Yet knowing *how way leads on to way,* *I doubted if I should ever come back.* I shall be telling this with a sigh Somewhere ages and ages ***hence***: Two roads diverged in a wood, and I-- *I took the one less traveled by,* And that has made all the difference. https://www.poetryfoundation.org/poems/44272/the-road-not-taken (to access audio of text)	*Diverged-split apart, separated* *Fair – beautiful or lovely in appearance* *Wear – many meanings(HOMOPHONES)* *Trodden – crushed or stepped on* *Hence – from this time forward, from now*

Summary: How does this piece of text make you feel? How can you apply it to your personal life? Why is it important? What will you take from it?

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