



Activity: 7-8.9.3

Key Message

- It is important to have an understanding of the decision making process and recognise the influence it has on personal wellbeing and safety.

Activity Details

Victorian Curriculum

Health & PE Investigate and select strategies to promote health, safety and wellbeing VCHPEP126

Capabilities CPSCSE037, VCPCSE034

Time 50 minutes

Levels 7 & 8

- Equipment**
- a copy of the *Decision-making map* for each group
 - whiteboard and markers

Adapted from Gourlay, P, White, W and Walsh, R 2001, *Growing up and feeling good: strategies for teaching and learning about puberty*, Family Planning Victoria, Box Hill, Vic.

Decision making map

Purpose

To discuss how people change emotionally as they grow older and how this affects how they relate to each other.

To demonstrate how to apply decision making skills in sexuality related situations.

Teaching notes

The names in the scenario given here are purposely unisex to include people who may be same-sex attracted. Make sure that you mention the need for Chris' consent whatever Kim decides to do.

Procedure

- Ask the students to think of people who have a close relationship, like a boyfriend or girlfriend. Include people of all ages; parents, grandparents, teachers, older siblings, etc.
- Discuss:** How do these people show they like each other?
 - When is the right age to start a boyfriend/girlfriend type relationship?
 - Is it different for different people/circumstances?
 - How do you think your parents would answer that question?
- In pairs, ask the students to brainstorm the difficulties people their age might have asking someone out.
- Discuss:** Why do some people find it so hard to ask someone out? What feelings might you have if the person doesn't want to go out with you?
- Use the following scenario to talk about the potential consequences when asking someone out: *Chris and Kim have been good friends since primary school. They spend lots of time together after school and both love playing basketball. Recently, Kim has been feeling differently, wanting to kiss and cuddle Chris.*
- Discuss:** What are Kim's options and their potential consequences? Make sure students understand this could be a same-sex or heterosexual relationship. Using this scenario, or another the class has developed, ask students to work in small groups to brainstorm all possible negative and positive consequences, using the *Decision making map* as a guide.
- Discuss:** How easy or difficult was it to make a decision? What did you decide was the best option? Did your group have difficulty agreeing on the decision? Why?



Decision making map

The situation

What is the problem? _____

What information might be needed? _____

The options

1

2

3



The consequences of each option:

1

2

3

What might influence your decision? _____

The decision our group chose is:

Reasons why our group made this choice:

Adapted from Gourlay, P, White, W and Walsh, R 2001, *Growing up and feeling good: strategies for teaching and learning about puberty*, Family Planning Victoria, Box Hill, Vic.

