

Content Area: Human Sexuality  
Skill Chosen: Analyzing Influences

List the skill cues from rubric for the skill chosen.

Identifies and analyzes external factors:

- media
- parents
- ethnic
- legal
- peers
- geographic
- societal
- technology

Identifies and analyzes internal factors:

- curiosity
- interests
- desires
- fears
- likes/dislikes

Addresses interrelationships and complexity of influences:

- presents variety of influences as appropriate

How will I assess the students on the skill cues?

- Student will create a portfolio of examples of external and internal factors that influence teens to have sex.
- Students will write an essay explaining how external and internal factors influence teens to have sex.

How will I teach the skill and introduce students to the skill cues?

- Teacher will begin with asking students where they feel sexual pressure is coming from.
- Ideas will be generated on the board.
- Examples will be shown from internet, magazines, music lyrics, advertisements, TV shows, movies, etc.
- Internal influences such as curiosity, fear, and self-esteem will be explored in relation to sexual pressure.
- Discussion will explore how internal and external influences can intersect to impact their behavior

Describe the learning activities to be used that will allow them to practice the skill cues. Did I use a variety of instructional practices?

Activity 1: Students will read about influences from a book called: *Teens, Not Everyone is Having Sex*, by Mike Long. Students will identify the internal and external influences that interplay to impact sexual behavior.

Activity 2: Students will discuss situations where they will be peer pressured. Students should be able to: (Scenarios taken from *Building Skills for Health literacy: Human Sexuality*)

1. discuss the various influences in each situation
2. identify both internal and external influences
3. explain the complexity of the influences
4. show how the influences affect decisions and/or behaviors
5. show how influences can ultimately lead to undesired health outcomes
6. discuss what a person could say or do in each scenario to support health-- promoting decisions by the main character (Interpersonal communication)

### **Dear Blabby Scenario #1**

I am 16 years old, and my parents finally think I'm old enough to date. My girlfriend is a senior. The last time we went out, she said she loved me. She wants me to have sex with her to prove that I love her. People have sex all the time on TV and nothing bad ever happens, but I'm still not sure what I want to do. I do love her, but I don't feel ready to go all the way. Besides, shouldn't we have a talk about protection against sexually transmitted infections first? I don't know what to do.

Undecided

### **Dear Blabby Scenario #2**

I am 15 years old, and all my friends say that they are having sex. My boyfriend hasn't even brought up the topic, but I heard he has already had sex before dating me. I wish I could talk to my parents about this, but they just expect me to know better. They had me at a young age and don't want me to repeat their mistakes. I feel like my friends are moving on without me. I don't feel like I fit in anymore. Sex is all they ever talk about.

Confused

### **Suzie's Predicament (Middle School)**

Suzie's parents are reluctantly letting her have her first boy-girl party at her house. She invited 30 of her best friends and a new boy she is very interested in, Tom. As the party begins, everyone seems to be having a great time. Suzie's sister loaned Suzie all her CDs, and there is lots of dancing by both the boys and the girls. Tom shows a lot of interest in Suzie, but he is also interested in a lot of the other girls there, too. He proposes a game of spin the bottle to break the ice. Suzie wants the opportunity to get close to Tom, but it is clear that some of her friends don't want to play.

### **Tamara's Tango (High School)**

Tamara is going to her first party in high school and has dressed up like the girls she sees in her magazines. Devin's parents, who are good friends of Tamara's parents, are supervising the party. They seem surprised by the way Tamara is dressed. The party is going along fine when three of Devin's 18-year-old friends arrive. At first Tamara tries to ignore Alando, who is always looking at her in the hall, but this is difficult because she has always liked Alando. She has always looked up to her friends who have dated older guys. Alando sees her and immediately wants a slow song so he can get close to Tamara. Tamara is uncomfortable with Alando being so forward, but she does like the attention. Devin tries to get Alando away from Tamara by saying that she is too young for him.

Students will individually map influences in their notebook, creating a portfolio of internal and external factors of sexual pressure. Students must identify and explain each influence, including how it can impact behavior.

How will I assess the students along the way? How will I reinforce the skill cues to fill in the gaps?

- Teacher will listen to group discussions and how they align with the analyzing influences skill cues
- Students will write an essay explaining how external and internal factors influence teens to have sex. Essay will be assessed based on the analyzing influence skill cues.
- Students will continue journaling throughout the class as it relates to influences in their lives.