Lesson for
What’s Your
Game Plan?

LEARNING OBJECTIVES
By the end of this lesson, students will be able to

• Develop a personalized relationship plan that reflects their values.
• Identify personal limits for various sexual behaviors with a partner.
• Explain the relationship between their values about emotional intimacy and various forms of partnered sexual behavior.

TIME NEEDED
50 minutes

MATERIALS
• Copies of What's Your Game Plan?—one per student
• Copies of Handout #1: My Game Plan—one per student
• Copies of Handout #2—one per student
• Copies of Handout #3—one per student
• Scissors—one pair per student
• Pen or pencil for each student

PREPARATION
• Make the copies of Handout #1: My Game Plan on white paper. There should be enough for each student to have one.

• Copy Handout #2 and Handout #3 on two different colors of colored paper. Make sure there are enough copies for each student to have one of each handout.

PROCEDURE
1. Review class ground rules with your students. Let students know that today’s class is going to involve some reflection on personal comfort level and values related to romantic relationships. [1 minute]

2. Distribute a copy of What's Your Game Plan? to each student. Ask students to spend a few minutes reading through the progression of the game board. [5 minutes]

3. When students have finished reading, conduct a brief discussion about the game board. Use these questions to encourage discussion:

• What stood out to you on this game board?
• What squares would you add to the game board and why?
• How realistic do you think this game board is when compared to the lives of teenagers that you know?
• Why do you think it's important to have a game plan when it comes to romantic relationships and sexual behaviors? [10 minutes]

4. Tell students that today's lesson is going to give them an opportunity to create a personalized game plan for their romantic relationships. Stress to students that their completed game plan will serve
as a basis for general discussion with the class. They will only be asked to share the specifics of their game plans if they are comfortable, and you will not be collecting their completed plans.

5. Explain to students that they will each receive a sheet of paper with a line running across the top of the page. They will use this sheet of paper to create their game plans. A variety of types of romantic relationships, from first meeting someone to being with someone for life, will be listed along the line at the top of the page. They will also receive a set of cards that they will be asked to arrange along the line in a way that is consistent with their own comfort and values. Remind students that there is no right or wrong answer and this activity is about their personal values and comfort level.

6. Point out to students that there is a column on the right side of their game plan where they can put any card that represents something they would not do with anyone.

7. Pass out Handout #1: My Game Plan—one per student.

6. Pass out Handout #2—one per student.

8. Pass out scissors, one pair per student, and ask students to cut out the pieces on Handout #2. [5 minutes for steps 4 to 8]

9. Tell students that they can begin assembling their game plans as soon as they have finished cutting out their pieces. Circulate around the room to address any questions that students have. If students don’t like the linear format of the game plan, they can turn their paper over and arrange the cards in a way that better reflects how they see things progressing. [7 minutes]

10. Once all students have finished, ask them to look over their game plans and ask this question:

   • What do all of the cards have in common?

Elicit several responses from students before sharing that the cards all represent forms of emotional closeness or intimacy with a romantic partner. Ask students to comment on why they think emotional intimacy or closeness was included in a lesson about romantic relationships. Elicit several responses from students. Then ask this question:

   • What patterns or themes do you notice about how you have arranged this particular set of cards? [5 minutes]

11. Tell students that they will now receive a new set of cards to place on their game plans. Pass out Handout #3 and ask students to repeat the process that they used for the first set of cards. [7 minutes]

12. Once all students have finished, ask them to look over their plans and ask this question:

   • What do all of these new cards have in common?

Elicit several responses from students before sharing that the cards all represent forms of sexual behavior with a romantic partner. Ask students to comment on why they think sexual behavior cards were added AFTER the emotional intimacy or closeness cards. Elicit several responses from students. [5 minutes]

13. Close the lesson by facilitating a discussion using the following questions:

   • What patterns or themes do you notice about how you have arranged this particular set of cards?
   • Are there any cards you would move now that you see both sets of cards together on your plan? Which ones and why?
   • What do you notice about the relationship between emotional intimacy or closeness and sexual behavior? [5 minutes]

*Portions of this lesson adapted from Our Whole Lives: Sexuality Education for Grades 10-12, Eva Goldfarb & Elizabeth Casparian, 2000, UUA.*
Handout #1: My Game Plan

Someone I just met  Someone whom I am casually dating  Someone with whom I am in an exclusive relationship  My life partner or spouse  No one
<table>
<thead>
<tr>
<th>Handout #2</th>
<th>Sharing your deepest secrets</th>
<th>Getting to know each other’s beliefs about race</th>
<th>Sending or receiving sexy pictures of each other on your cell phones</th>
<th>Meeting each other’s friends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introducing each other to extended family</td>
<td>Getting to know each other’s beliefs about various areas of sexuality</td>
<td>Talking about your sexual boundaries</td>
<td>Getting to know each other’s beliefs about religion and spirituality</td>
<td></td>
</tr>
<tr>
<td>Sharing stories from your life</td>
<td>Giving each other little gifts, cards, etc.</td>
<td>Taking each other to your favorite places</td>
<td>Talking about your life goals</td>
<td></td>
</tr>
<tr>
<td>Spending the weekend together</td>
<td>Crying in front of each other</td>
<td>Making your relationship public knowledge</td>
<td>Introducing each other to the people that you live with</td>
<td></td>
</tr>
<tr>
<td>Sending or receiving sexy text messages</td>
<td>Talking about your sexual history</td>
<td>Being exclusive (only seeing each other, romantically)</td>
<td>Getting to know each other’s political beliefs</td>
<td></td>
</tr>
<tr>
<td>Handout #3</td>
<td>Massage with some clothes off</td>
<td>Massage without clothes</td>
<td>Arm around each other’s shoulders</td>
<td>Seeing each other naked</td>
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<tr>
<td>---</td>
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</tr>
<tr>
<td>Anal sex</td>
<td>Sex without a barrier (i.e., condom or dental dam)</td>
<td>Massage with all of your clothes on</td>
<td>Stroking each other’s hair</td>
<td>Kissing on the cheek</td>
</tr>
<tr>
<td>Kissing</td>
<td>Vaginal intercourse</td>
<td>Snuggling with clothes on</td>
<td>Kissing on the neck</td>
<td></td>
</tr>
<tr>
<td>Holding hands</td>
<td>French kissing</td>
<td>Touching breasts and genitals with clothes on</td>
<td>Mutual masturbation</td>
<td></td>
</tr>
</tbody>
</table>