

Would you Rather (WYR), with a Sexual Health Twist!

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Abstract

Would You Rather (WYR), with a Sexual Health Twist! teaching technique uses two youth games, “Would you rather...” and Twister®, to actively engage students in developing decision-making skills regarding human sexuality. Utilizing the “Would you rather” choices, the teacher provides a short scenario with two difficult choices. Student groups identify the choice they believe is best, provide three reasons for the group choice, and offer one pro and con for the choice. Additionally, student groups provide one source of credible health information related to their choice. The lesson incorporates the game Twister® to facilitate student movement when reporting the “Would you rather...” choice their group selected. Student assessment includes an interactive discussion identifying which choice was most challenging, the importance of considering the pros and cons prior to making decisions, and common characteristics of credible health information sources.

Introduction

Adolescence is a period bridging childhood to adulthood. This passage is vital to the development of biological, social, emotional, and cognitive aspects of adolescents (Halpern-Felsher & Reznik, 2009). One cognitive change typically occurring during adolescence is the ability to make autonomous decisions about health behaviors, including sexual activity

Models explaining adolescent decision-making suggest perceived potential consequences (e.g., risks and benefits) influence the behavioral decision-making process (Reyna & Farley, 2006). In other words, adolescents are more likely to engage in sexual activity if they believe it will have positive results. On the other hand, adolescents are less likely to engage in sexual activity if they believe there is great risk (Millstein & Halpern-Felsher, 2002).

Although condom and contraceptive use has increased (Martinez, Copen, & Abma, 2011), adolescents report they do not believe they are at risk for STIs or unplanned pregnancy. Adolescents often underestimate their personal risk of health issues and pregnancy and believe negative consequences will not happen to them (Johnson, McCaul, & Klein, 2002; Kershaw, Ethier, Niccolai, Lewis, & Ickovics, 2003).

The potential for STIs and pregnancies among sexually active adolescents are substantial concerns for health educators and health care providers (Fantasia, 2011). Adolescent decisions about behavior choices can have lifelong implications. Thus, there is a need to teach adolescents appropriate decision-making skills and promote the adoption of healthy behaviors as they transition into young adults. This further supports the need to teach lifelong skills, such as decision-making, in health education, and more specifically during human sexuality instruction.

To address this need, the National Sexuality Education Standards were created to provide educators with clear guidelines on the minimum sexuality education content for students in grades K-12 (Future of Sex Education Initiative, 2012). This document details the National Health Education Standard aligned with each sexuality education topic, which includes students’ ability to use decision-making to improve health (Future of Sex Education Initiative, 2012).

The purpose of this article is to present a unique teaching idea providing health educators with a kinesthetic activity to teach adolescents decision-making skills regarding sexual health. Kanchi, Jaunaid, Nandita, and Srikant (2013) suggest students prefer learning when educators use multimodal and kinesthetic methodologies. This teaching idea addresses active, peer, and group learning allowing students to ask relevant questions, consider several perspectives, and create and assess solutions.

Methods

Objectives

At the end of this lesson, students will:

1. Justify why the ‘Would You Rather (WYR)’ choice represents the best alternative.
2. Evaluate the health pros and cons of the WYR choice.
3. Identify credible health information sources for presented issues

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National Health Education Standards Performance Indicators:

- 1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.
- 1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.
- 2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.
- 3.12.1 Evaluate the validity of health information, products, and services.
- 5.12.1 Examine barriers that can hinder healthy decision making.
- 5.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations.

- 5.12.4 Generate alternatives to health-related issues or problems.
- 5.12.5 Predict the potential short-term and long-term impact of each alternative on self and others.
- 5.12.6 Defend the healthy choice when making decisions.
- 5.12.7 Evaluate the effectiveness of health-related decisions.

Materials and resources

- 2 Twister® game mats or alternative set ups (Figures 1 and 2)
- Tape
- 10 large sheets of newsprint (one sheet per group)
- 10 markers (one marker per group)
- Would You Rather (WYR) Choices (Figure 4)
- 300 paper clips

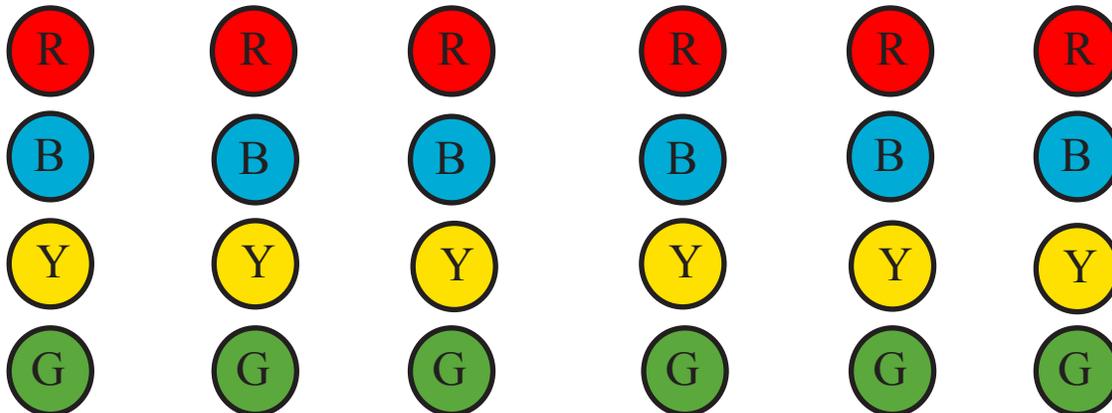


Figure 1. Twister® Game Mat (set up)

R denotes a red circle. **B** denotes a blue circle. **Y** denotes a yellow circle. **G** denotes a green circle.

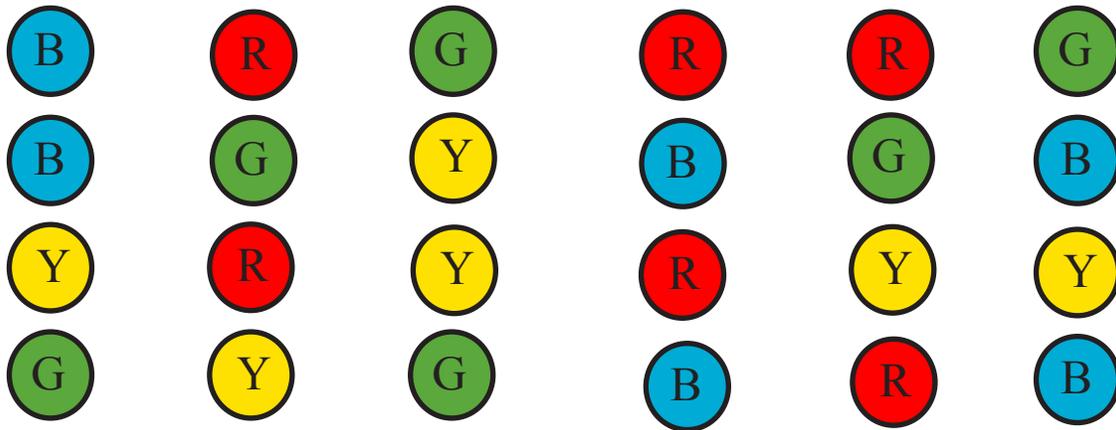


Figure 2. Scrambled Twister® Game Mat (set up)

R denotes a red circle. B denotes a blue circle. Y denotes a yellow circle. G denotes a green circle.

Target audience

This activity is designed for students in grades 9 through 12. However, it may be adapted to meet behavioral objectives for other grade levels.

Procedure

Activities and strategies

This activity should be completed in approximately 60 minutes.

1. Hang up a Twister® game mat on a wall or create an alternative set up by taping colored dots to one wall. Repeat this set up on the opposite wall to create a mirror image of the Twister® game mat or set up (Figures 1 and 2).
2. Tape a line on the floor to divide the room. Twister® game mats will be located on both sides of the line. This tape represents the start line for each round of play (Figure 3).
3. Divide the class (up to 30 students) into groups of three and have them number themselves as player one, two or three.
4. Each group will tape large sheets of newsprint on the wall space adjacent to the Twister® game mats (Figure 3). Students will divide the paper into four columns and add the following headers (Figure 4):

- a. Choice selected
 - b. Three reasons for choice
 - c. Pro and con
 - d. Credible source
5. The game begins with the teacher reading WYR choices (e.g., would you rather get information about sex from: a. parents or b. teachers; Figure 5). The teacher may eliminate or modify any WYR choice to ensure they are age and developmentally appropriate or to meet national, state or local standards.
 6. Student groups will be given two minutes to share thoughts about which choice would be the best alternative for the health situation. During this time, they record the following information in the columns created on the large sheets of newsprint:
 - a. Choice selected
 - b. Three reasons for choice
 - c. One pro and one con that may occur based on the choice selected
 - d. One source that would provide credible information on the topic

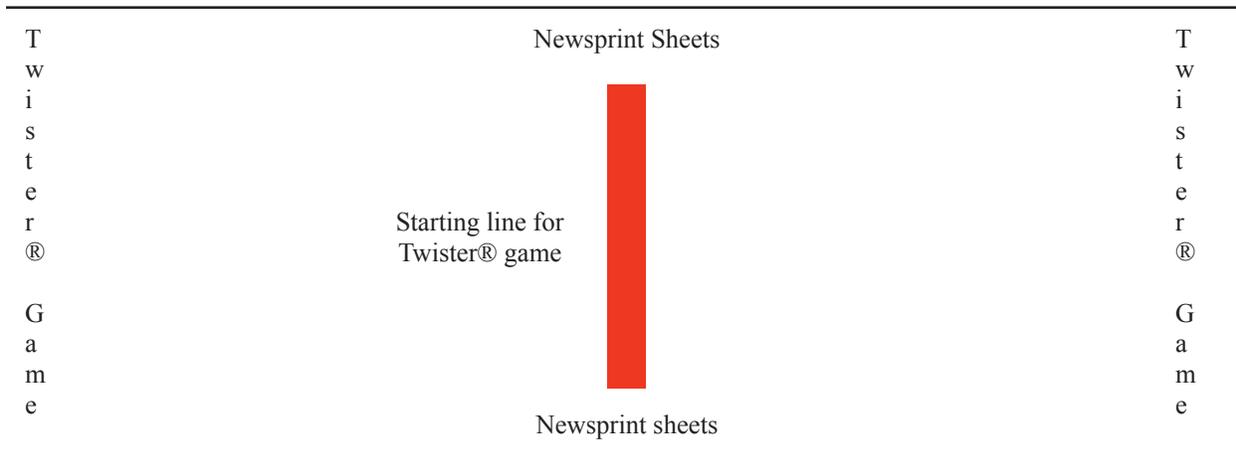


Figure 3. Classroom Setup

Team Name:

Choice Selected	3 Reasons for Choice	Pro and Con	Credible Source
1.	1A. 1B. 1C.	Pro Con	
2.	2A. 2B. 2C.	Pro Con	

Figure 4. Headings for Newspaper

- The teacher will call different groups to share one response from the newspaper. Before group responses are presented to the large group, the teacher announces duplicate answers will not be accepted (i.e., when providing a response from the resource column, student groups may not repeat resources previously identified such as the Centers for Disease Control and Prevention website). The teacher may ask one group to share a pro while another group will report a con. If groups offer a duplicate answer, they are penalized and must return one paper clip point (point system is explained in Step 9). The teacher is encouraged to use the Teacher Talking Points (Figure 5) to offer additional discussion points about different health choices.

Note: When groups are sharing responses about credible sources, encourage students to name specific examples (e.g., Nurse Smith in my Doctor's office, State Health Services website).

- After debriefing with the large group about the WYR choice, the teacher will instruct students identified as group player number one to stay by the newspaper. Players two and three, from each group, will move and stand on the starting line in the center of the room (Figure 3).

Note: In consecutive rounds, the teacher will rotate which player remains at the butcher paper, and which players stand on the starting line.

- Next, the teacher will call out a Twister® color, and a body part (hand or foot) to place on the circle according to the WYR choice (Figure 5). Starting from the line, students walk to the wall where the Twister® game mat is displayed and place the appropriate body part on the stated color based on their group's WYR choice. No circle can be occupied by more than one student's body part. Students who have their hand or foot on a circle

will be rewarded one paper clip, representing one point. It is possible not all students will occupy the appropriate color circle and these students will not receive a paper clip. Group members will combine their paper clips at the end of each round for a group point total.

- After paper clips are awarded, students return to their group's newspaper for the next round. Classroom play continues until all WYR choices have been provided and discussed. The teacher may award a prize to the group with the most paper clip points at the end of the activity.

Student assessment

As a teacher led discussion or small group activity, present the following questions to students:

- Looking back at your group's newspaper, draw a star by the WYR choice that your group found most challenging to select. How did the pros and cons help your group justify its WYR choice as the best alternative in the situation?

- Why is it important to consider the pros and cons of each decision prior to making choices and how can this impact one's health behaviors?
- When making health decisions is it important to know how to seek accurate information? What were some common characteristics your group identified to determine if a source is credible?

Conclusions

This teaching technique offers students an engaging and interactive method for developing decision-making skills to enhance health. Utilizing this activity helps students learn how to evaluate different health-related situations and predict possible short- and long-term benefits and consequences of each behavior. An additional advantage of this lesson is the opportunity it provides students to identify credible health information sources regarding sexual health issues.

Figure 5. Would Your Rather (WYR) Choices

Body Part	Would You Rather...	Red	Blue	Yellow	Green	Teacher Talking Points
Left Hand	Get information about sex from parents or teachers	Teacher			Parent	Both are appropriate sources. Factors that students might want to consider are level of expertise, comfort and ability to maturely communicate. Credible source: Students might name a specific teacher or parent as an example.
Right Foot	Date a person with sexual experience or no sexual experience		Sexually experienced		Sexually inexperienced	As the number of sexual partners increases so does the risk for STI's. However sexual inexperience could lead to feelings of inferiority or put an individual at risk for unwanted sexual behaviors because of limited ability to practice sexual negotiations. Credible source: Not Applicable
Left Foot	Know your partner's sexual history or not know your partner's sexual history	Not know			Know	It is always important to know the sexual history to protect both individuals from spreading and/or contracting STI's. Credible source: Students should discuss if and when their partner would be a "credible course"

Figure 5 (continued). Would Your Rather (WYR) Choices

Body Part	Would You Rather...	Red	Blue	Yellow	Green	Teacher Talking Points
Right Hand	Recommend using a male condom or a female condom	Male			Female	Discuss the pros and cons of both types of condoms. Both the male and female condom cannot be used simultaneously. Credible source: Answers may vary
Left Hand	Recommend using a male condom or birth control pills		Male condom		Birth control pills	Discuss the pros and cons of both the male condom and birth control pills. Both can be used at the same time Credible source: Answers may vary but may include a medical professional
Right Foot	Get information about sex from friends or the internet	Internet		Friends		Discuss the reliability of information from each source. Remind students the internet is not always reliable and encourage them to gather information from credible sources such as .gov's .orgs and .edu's. Credible source: Answers may vary.
Left Foot	Get herpes or syphilis	Herpes			Syphilis	Sometimes neither choice is desirable. Discuss the challenges associated with having either of these diseases. Discuss the ability to cure syphilis (bacterial) vs. Herpes (viral). Credible source: Answers may vary
Right Hand	Get a viral STI or experience an unplanned pregnancy		Unplanned pregnancy	Viral STI		Sometimes neither choice is desirable. Discuss the impact of pregnancy on individuals other than the teen parents such as the parents of the adolescent or the unborn child. Discuss the permanent condition of a viral STI. Credible source: Answers may vary
Left Hand	Experience puberty earlier or later than your peers		Early puberty		Later puberty	Discuss individuality of human body emphasizing there is no "normal time" for puberty and that we only talk about onset in terms of averages. Discuss the pros and cons of early vs. late puberty. Credible source: Answers may vary

Figure 5 (continued). Would Your Rather (WYR) Choices

Body Part	Would You Rather...	Red	Blue	Yellow	Green	Teacher Talking Points
Right Foot	Experience an emotionally intimate relationship or a sexually intimate relationship			Emotionally intimate relationship	Sexually intimate relationship	Discuss components of a relationship and ideally this choice would be both. Discuss consequences if one partner only has one intimacy component. Credible Source: Counselor, social worker or health professional
Left Foot	Talk about a problem with your partner or ignore the problem and hope it goes away	Talk about a problem	Ignore a problem			Discuss when problems are ignored they usually do not get resolved and may never go away. Although it might be hard to talk about negative things, it is usually best to address them in a timely manner. Credible source: Students should discuss if and when their partner would be a "credible source"
Right Hand	Talk with your parents about sex or not talk with your parents about sex			Talk to parents	Not discuss with parents	Discuss the importance of developing communication skills and sometimes helping parents develop their communication skills. Credible source: Students should discuss ability to communicate with parents and their assessments of the parent's reliability.
Left Hand	Ask for contraception information from a trusted adult or look for contraception information by yourself	Ask a trusted adult			Look for information yourself	Discuss who a trusted adult would be. Discuss tips for determining the credibility of information if you are looking by yourself. Credible source: Answers may vary
Right Foot	Ask for contraceptive method information from a trusted adult or look for contraceptive method information on the internet			Ask a trusted adult	Look for information on the Internet	Discuss the importance of evaluating the quality and reliability (do you get conflicting answers) for both sources Credible source: Answers may vary but should include medical professionals

Figure 5 (continued). Would Your Rather (WYR) Choices

Body Part	Would You Rather...	Red	Blue	Yellow	Green	Teacher Talking Points
Left foot	Seek permission from your parents to get contraceptive methods or risk pregnancy from having unprotected sex	Seek permission			Risk pregnancy	Discuss whether parent permission is required to obtain birth control. Discuss the need for developing communication skills. Discuss the probability of pregnancy associated with having unprotected sex (see your local statistics). Credible Source: Answers may vary
Right hand	Delete sexually explicit text messages you keep receiving on your phone or report the sexually explicit text messages to the authorities		Report to authorities		Delete messages	Discuss that unwanted sexting represents a form of sexual harassment and should be reported. Discuss potential authorities (e.g. local law enforcement, phone service provider, and trusted adults) that could intervene. Credible Source: Answers may vary
Left hand	Marry your partner then live together or live with your partner then get married	Marry then live together		Live together then marry		Discuss the reasons for individual choices. Credible Source: Answers may vary
Right foot	Have a romantic interest that calls you all the time or have a romantic interest that rarely calls you		Calls you all the time		Hardly ever calls you	Discuss the importance of balance between showing interest and not smothering the partner. Credible Source: Police or trusted adult or teen-help outline
Right hand	Have a child that is biologically yours or adopt a child	Biological		Adopt		Discuss pros and cons along with the option of both. Credible source: Answers may vary
Left hand	Live in Europe where adolescents are encouraged to carry and use condoms or live in the US where it is taboo to carry and use condoms			Europe	USA	Discuss the impact of a more sexually liberal environment on the sexual behaviors of adolescents. European adolescents have fewer sexual partners and unplanned pregnancies than US adolescents. Credible source: Answers may vary
Right foot	Be tested and know for sure you have an STI or ignore it and hope your STI symptoms go away	Tested		Ignore it		Discuss sexual responsibility. It is always better to get tested so treatment can begin before the onset of permanent damage or and individual spreads infections. Credible Source: Answers may vary

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