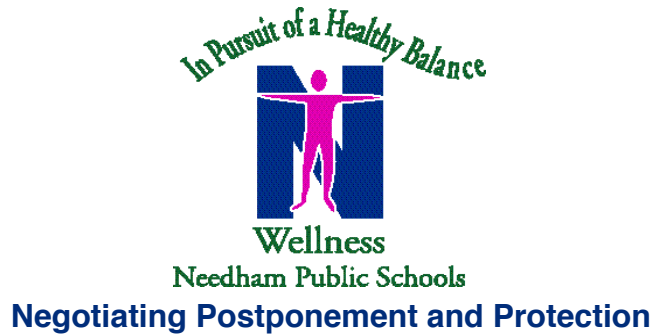


Rvsd 12/23/15



Lesson Goals

Practice Effective Assertive Communication and Refusal Skills
Identify Ways to Negotiate Postponement and Protection within Relationships
Identify and Maintain Boundaries

SEL Skills

Self-management
Social awareness
Relationship skills
Responsible decision-making

Terms Used

Persuasion
Communication
Boundaries
Sexual refusal
Protection negotiation

Materials: Folders, Journals, *Responding to Persuasion* handout, *What Should I Do?* scenarios, *Accessing Sexual Health Care* handout,

Note to teacher: When students are working together to generate advice for the characters, it is important that they remain serious. Remind students that in order for advice to be effective, they must use appropriate tone. They should practice this tone as they write their advice.

Activity 1: Discuss Journal Reflections from Previous Lesson

~ The purpose of this activity is to reflect on information taught in the previous lesson and share thoughts and ideas about sexual health

1. Share responses to journal reflection #2. See if you can get representation from all the dimensions.

[Pick one dimension of sexual health and explain why it is important to fully explore this dimension before deciding to participate in any sexual behavior]

Activity 2: Anonymous Questions (5 minutes)

~The purpose of the anonymous question box is to provide students with a way to ask those questions that they might feel uncomfortable asking out loud in class.

Address student questions in the Anonymous Question Box. Give students a new question to answer if they don't have one about the class material, and remind students to place their anonymous questions in the box as they leave the classroom.

Activity 3: Persuasion Lines (10 minutes)

~ The purpose of this activity is to become aware of some ways that some teens try to convince others to participate in sexual behaviors

Explain that knowing your limits for sexual behavior and communicating these limits with your partner are important parts of sexual health. There are situations where it can be difficult for people to stick to their boundaries, and it's important to be aware of these situations.

Do a class brainstorm on the following two questions:

- What are reasons why people choose to have sex?
- What are reasons why people choose not to have sex?

Divide the class into three groups. Each will be given a large sheet of newsprint on which they should write answers to one of the following questions:

- What are some lines that people use to convince a partner to have sex?
- What are common lines used to convince a partner to have sex without protection?
- If a person didn't want to deal with a pregnancy or STI, why might they still choose to engage in sexual activities?

After giving students a few minutes to brainstorm, have them hang the papers so the whole class can see them.

Process Questions

1. Why did we do this activity?
2. Is there anything you want to add to another group's poster?
3. What do you notice from these papers?
4. What are some effective responses to these persuasion lines?

Activity 4: Friendly Advice ~ Sexual Refusal

~ The purpose of this activity is to identify ways to negotiate postponement within relationships

Give students the Responding to Persuasion handout. In pairs, students should pick one scenario under Sexual Refusal and write down how the character and their partner might be feeling. Ask students to think of a response that would be true to the character's feelings and would also lead to a healthy outcome. Students should generate responses for the characters.

Once students have thought about their characters, they should write an advice column or an advice letter to the partner who need help with sexual refusal. The letter should incorporate some of the persuasion lines brainstormed earlier as well as a response for the character. If time is short, have student list their thoughts and share their advice out loud.

Activity 5: Friendly Advice ~ Negotiating Protection (10 minutes)

~ The purpose of this activity is to identify ways to negotiate protection within relationships

As students to look at a scenario under Negotiating Protection on their handout. Ask them to imagine that the character in the scenario was their good friend. What advice would they give their friend? Students should script the scene and practice with each other. Ask a few pairs to perform for the class. Students who want to work individually may write advice columns or advice letters to the people in the scenarios. Remind students that their advice should include all the dimensions of sexual health.

Process Questions

1. What in these scenes was realistic? What was unrealistic?
2. What can be difficult about communicating with a partner?
3. Why is it sometimes easier to give advice to others that to take it ourselves?
4. What aspects of these role-plays could lead to sexual health?

Activity 6: Journal Prompt and Family Activity (5 minutes)

~The purpose of this activity is for students to reflect upon what they have learned

Assign the following journal questions:

1. What was something interesting you learned in class today? (optional)
2. How can you take care of yourself to ensure sexual health?
3. Do you feel comfortable saying “no” when you don’t want to do something? How can you become more comfortable?

Remind students to work on their Capstone Projects at home this week.

Name _____

Responding to Persuasion

Sexual Refusal

Scenario One

“My boyfriend really wants me to give him oral sex. He knows I did it for a guy last summer, but the truth is, I didn’t like it and don’t want to do it again. My boyfriend says he’s starting to think I liked this other guy better than him, which is totally not true!”

Scenario Two

“I’m the only guy I know who hasn’t had sex yet. I recently hooked up with this really hot girl at a party, and my friends are all expecting us to have sex when I see her again next week. The problem is, I always imagined having sex with someone I was really serious about, and I barely know this girl. But I’m worried that if we don’t do it, she’ll start a rumor that I’m gay.”

Scenario Three

“I just don’t feel ready to have sex, even though I really love my partner. My partner thinks part of being in love is making each other feel good. That makes sense to me, but I’m still not sure.”

Name _____

Responding to Persuasion

Negotiating Protection

Scenario One

“My girlfriend says she would rather have sex without condoms because she doesn’t like the way they feel. I was trying to be responsible about pregnancy, but she seems fine with it. I guess if she’s OK with it, I should be OK too.”

Scenario Two

“ My partner and I have been together for a year, and we are finally going to have sex. My partner had sex with someone else last year but never got blisters or anything, so I guess we don’t need to worry about STIs. I’d like to use condoms to be extra safe, but my partner says we don’t need them since we haven’t cheated on each other.”

Scenario Three

“Sometimes my boyfriend and I use condoms and sometimes we don’t. Last month, I thought I might be pregnant, and I was so relieved when it was a false alarm! My boyfriend thinks I should just go on the Pill if I’m worried about getting pregnant .”

Reflective Journal Writing

1. What was something interesting you learned in class today? (Optional)

2. How can you take care of yourself to ensure sexual health?

3. Do you feel comfortable saying “no” when you don’t want to do something? If so, in what circumstances might it be more difficult? If not, what can you do to make yourself more comfortable?

Reflective Journaling Activity

Teacher's Notes: