

Sub-Task #4 Applying Refusal Skills to Saying No to Sexual Intercourse – Part B

Materials

Prepare class set of Intimacy Cards

Optional videos – Real People – Teens Who Choose Abstinence – Know How

Description

Students will discuss how to resist pressure and learn how to say no to sexual intercourse by applying assertiveness techniques and refusal skills.

Expectation Code	Learning Expectation
8p9	Explain the importance of abstinence as a positive choice for adolescents
8p12	Apply living skills (e.g., decision-making, assertiveness and refusal skills) in making informed decisions and analyse the consequences of engaging in sexual activities and using drugs

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Assessment Opportunities: Suggestions for Assessing Expectations

- **Formative Assessment: Paper Pencil** – Assessment of the K-W-L chart will determine the students understanding of applying living skills to making informed decisions when saying no to sexual intercourse (see Appendix N).
- **Summative Assessment: Performance Task** – Students will demonstrate through a role play assertiveness skills e. g., Saying No and refusal techniques to deal with peer pressure in situations pertaining to sexual activity. A rubric will be used to assess these skills (see Appendix O).

Teaching/Learning Strategies

1. Pressure Techniques

- The teacher will hand out the “How to be your own person” sheet (see Appendix J) and have students read the sheet out loud. Ask students to reflect about their behaviours in situations where they have felt pressure. Tell students that knowing or being able to identify the technique is often the first step in being able to resist the pressure. What techniques were used by people that made you feel pressured? (bad/good logic, put down, guilt, dare, rejection, trust, threat, false generalization – everybody is doing it, curiosity, fear, intimidation). List the pressure techniques on the board.

2. How to be Your Own Person

- The teacher will tell students that we all have to find ways to say “NO” that suit our personalities best. When they have decided to say “NO” in the past, ask how they have done it. Discuss that there are obviously different approaches that work for different people, but here are some principles that can make the task easier. Students read the “How to say NO” hints that are listed on the same page as “How to be Your Own Person” (see Appendix J).
- Students work in small groups to complete how they would respond to the following two situations. (Option: you may wish to show the video “Real People: Teens Who Choose Abstinence” or “Know How.” **(It is recommended that teachers review these videos and match them to the level of maturation of their students.)** Use the worksheet, “Saying NO To Sexual Intercourse” (see Appendix K) to fill in your answers.
 - The person you have been dating wants to visit you while you are babysitting. He/she has been very forward with the physical part of the relationship and you do not want to be put into an awkward situation.
 - You are watching a movie with a friend and he/she starts touch you in ways that suggest he/she has more on his/her mind than the movie. You want to say “NO” in a way that will not attract too much attention.
 - Have students discuss their plans to say “NO” in their groups and then choose one to role play with one or two other members of the group giving pressure to become involved. Remind them of the different kinds of pressure that are posted on the wall from earlier in the lesson and that they should use as many as they can in trying to convince the person that is being pressured to participate in the activity.

3. Intimacy Card Activity

- Place students in groups of four. They then list the following activities (Intimacy Cards) (see Appendix L and M) in order of what they feel is the least intimate activity to the most intimate activity. After this, ask students at what point would they STOP, TALK, and say NO to sexual intercourse?

Note: It is important that students understand the following facts:

- Take control before “petting on top of clothes occurs,”
- The further you go, the harder it is to stop.

Remind students that they are responsible for all of the tough decisions they will make when pressured. Students complete the K-W-L chart (see Appendix N).

4. Lines and Their Linebackers

- Optional: Talk about some of the lines a person uses to try to get others to do things they may not want to do. This can happen in a sexual relationship when one person wants to go further than the other. The purpose of this activity is to recognize these lines and to give students practice in how to respond to them. After reading a line that might be used to put pressure on another person, ask students to respond “NO” to sexual involvement. Initially, you could get students to write down lines they have heard from songs/television that encourage teens to have sex.

- Sample “Lines and Linebackers”:

Lines	Line Backers
Come on, everybody’s doing it.	Well I’m not everyone. And not everyone is not doing it anyway!
If you love me, you will have sex with me.	If you respect me, you won’t pressure me!
A lot of friends are doing it. You aren’t with it.	I am with it and none of my friends are doing it.
Don’t you find me pretty?	Yes, but that does not mean I want to have sex with you.

Notes to Teacher

Ontario Catholic School Graduate Expectations

CGE 3	A reflective, creative and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good
CGE 3d	Makes decisions in light of gospel values with an informed moral conscience
CGE 4	A self-directed, responsible, lifelong learner who develops and demonstrates their God-given potential
CGE 4g	Examines and reflects on one’s personal values, abilities and aspirations influencing life’s choices and opportunities
CGE 6	A caring family member who attends to family, school, parish and the wider community
CGE 6b	Recognizes human intimacy and sexuality as God-given gifts, to be used as the Creator intended

Fully Alive

Theme 2, **Living in Relationship**, Topic 1, Building Bridges, explores the importance of need for intimate relationship in which people freely share their thoughts and feelings. Topic 2, Friends, explores the changes in friendships related to adolescence.

Theme 3, **Created Sexual: Male and Female**, Topic 3, The students will consider issues related to sexual development, and the need to develop a sense of perspective about their bodies, feelings and relationships.

Appendices

Unit 4 Appendix J	How To Be Your Own Person – Handout
Unit 4 Appendix K	Saying “No” To Sexual Intercourse – Workshee
Unit 4 Appendix L	Intimacy Cards – Master Sheet
Unit 4 Appendix M	Intimacy Cards – Answer Key
Unit 4 Appendix N	K-W-L Assessment Chart – Worksheet
Unit 4 Appendix O	Assertiveness Skills Assessment Scale – Handout