

## Grade 7 Lesson 2

# Abstinence and Refusal Skills

### Overview

The purpose of this lesson is to review basic information about abstinence, increase students' motivation to avoid sex, and promote a positive attitude about abstinence. It is also to provide students with refusal skills and give students an opportunity to practice these skills.

### Laws & Standards

The 7/8 *KNOW* Curriculum, 2014 edition, complies with the AIDS Omnibus Act and partially fulfills the Healthy Youth Act (2008). It aligns with the WA State Health and Fitness Standards (2008), the WA State Guidelines for Sexual Health Information and Disease Prevention (2005), the National Sexuality Education Standards (2011), and current research on the prevention of HIV and other STDs. Please see the introduction for more details, including information on how to fully comply with the Healthy Youth Act.

### Objectives

The students will:

- \* Understand a basic definition of abstinence
- \* Effectively use refusal skills

Agenda

Time: 50 minutes

1. Definition of abstinence (5 min)
2. Refusal skills (15 min)
3. Refusal skills scenarios (10 min)
4. Small group scenario practice (20 min)

Materials:

- \* Refusal Skills Visual, 1 copy for document camera or projector
- \* Scenario A: Juanita and David, 2 copies for large group demonstration
- \* 1 copy per student of the following handouts:
  - \* Refusal Skills Checklist
  - \* Scenario B: Juanita and David
  - \* Scenario C: Aliyah and Jonathan
  - \* Scenario D: Carlos and Samuel
  - \* Scenario E: Jermaine and Mei
- \* The characters' names in the scenarios reflect the population of WA State. If needed, please look up pronunciation in advance.

Activity 1

Definition of Abstinence

Time: 5 minutes

1. Introduce and define abstinence.

*“Today we are going to discuss abstinence. Can someone define abstinence for me?” (Allow students time to give their own definitions of abstinence and validate them.)*

*“People have a lot of personal definitions of abstinence. The definition we are going to use in this class is that abstinence means not having vaginal, anal or oral sex. Vaginal sex is when a penis goes in someone’s vagina, anal sex is when a penis goes in someone’s anus (butt), and oral sex is when one person’s mouth goes on another person’s penis or vagina.”*

*“The reason that we are including all of these types of sex in our in our definition of abstinence is because abstinence is the only 100% effective way to not get pregnant and not get an STD. Since people can get STDs from anal, oral and vaginal sex and can get pregnant from vaginal sex, we are going to include all of these types of sex in our definition of abstinence.”*

2. Discuss how common abstinence is among teens.

*“The overwhelming majority of middle school students are abstinent. But did you also know that most high school students are also abstinent? Why do you think that it’s important to know this?”*

Allow students time to respond.

*“Right. If you were to walk into high school on the first day of school and think that most high school students were having sex, how would that feel?”*

Activity 1 cont.

Definition of Abstinence

Allow students time to respond.

*"It's important to know that most middle and high school students are not having sex so that you don't feel pressured to have sex."*

*"Abstinence is something that teens and adults choose at different times in their lives. People of every sexual orientation, including gay, lesbian, bisexual and straight people, choose abstinence. And, people choose abstinence at different points in their life, even after they've already had sex."*

Activity 2

Refusal Skills

Time: 15 minutes

Materials:

Refusal Skills Visual, 1 copy for document camera or projector

1. Introduce refusal skills.

*"Even though the overwhelming majority of 7th graders are not having sex, and many of you are not experiencing crushes or sexual feelings at this age, we also know that most people will choose to have sex in their lifetime."*

*"Everyone can make the decision not to have sex, or to be abstinent, when they are older. Once we make this decision, it's important to be able to communicate our decision to the person who we are dating. It's also really helpful to keep ourselves out of situations where we might be tempted to have sex. For example, sometimes being home alone without any parents can make it harder to stick to a decision of abstinence."*

Activity 2 cont.

Refusal Skills

2. Brainstorm ways to say no clearly.

*“As people start having sexual feelings, they still might make the choice not to have sex, even when they are older. Sometimes, one person wants to have sex and the other person doesn’t.”*

*“What are some things that a person could do to make it clear that they mean ‘no’?”*

Be sure to include the following points:

- \* Saying no
- \* Clear voice
- \* Matching what we are saying with our body language

3. Discuss that force and coercion are always wrong. Explain that it is never a person’s fault if someone forces or coerces them into doing something sexually that they do not want to do.

*“I want to be really clear that it is always the other person’s responsibility to listen to us when we say no or make it clear that we do not want to have sex or engage in any kind of sexual touch. It is never ok to force or coerce someone into having sex or into any kind of sexual touch.”*

*“Coercion is manipulating someone into doing something that they do not want to do – like having sex or engaging in sexual touch. If someone is forced or coerced into having sex or a sexual act, it is never their fault. It is always the fault of the person who forced or coerced them, and it is always wrong.”*

*“Unfortunately, people do not always respond well to no or want to hear no. There are times when people are asking or pressuring us to do something and we need to say no very clearly and leave the situation. At these times, we also might need to tell an adult or ask an adult or friend for help.”*

Activity 2 cont.

Refusal Skills

4. Discuss that people need to leave the situation or get help if someone is not respecting their “no”.

*“In order to be abstinent, there might be times when we will have to refuse sex. Sometimes this is easy to do, and sometimes this can feel difficult to do. Either way something is always easier to do once we have practiced it.”*

*“For the purposes of this lesson, we want to assume that we like the person who we are saying no to and want to continue hanging out with them, but we do not want to have sex with them, which is what they will be proposing.”*

5. Show students the Refusal Skills Visuals, read the refusal skills steps, and give a brief explanation of each step.

*Refusal Skills Steps:*

1. **Say no.**

*“Clearly state that you do not want to have sex.”*

2. **Explain why.**

*“For example, I don’t want to get pregnant or I’m not ready to have sex.”*

3. **Suggest an alternative.**

*“Suggest something else that you two can do instead. For example, I think that we should go outside now.”*

4. **Leave if you need or want to.**

*“Like we discussed earlier, sometimes the other person is not respecting our ‘no’. At that point we might need to get out of the situation or get help from someone else.”*

1. Say no.
2. Explain why.
3. Suggest an alternative.
4. Leave if you need or want to.

Activity 3

Refusal Skills Scenarios

Time: 10 minutes

Materials:

- \* Scenario A: Juanita and David, 2 copies, for large group demonstration
- \* Scenario B: Juanita and David (partially scripted), 1 per student

1. Introduce scenarios.

*“Now we will have a chance to practice the refusal skills through a series of scenarios. The first scenario we will do as a large class. It is scripted and two volunteers will need to read the script.”*

2. First, do large group demonstration of refusal skills using Scenario A (Juanita and David, fully scripted.)

- \* Ask for two volunteers to read the script out loud to the class, with one person reading as David and another reading as Juanita.
- \* The purpose is to model an effective use of refusal skills.

3. Next, have students practice refusal skills by writing new lines for Juanita in Scenario B (Juanita and David, partially scripted).

- \* Hand out Scenario B. Have each student fill in Juanita’s part. Remind the class that the person playing Juanita likes David and wants to continue hanging out with him, but does not want to have sex.
- \* After they fill in Juanita’s script, ask for one volunteer to read David’s part and a second volunteer to read Juanita’s. As you go through Scenario B, ask if anyone else wants to offer their responses as well.



Activity 4

Small Group Scenario Practice

Time: 20 minutes

Materials: One copy per student of the following handouts:

- \* Refusal Skills Checklist
- \* Scenario C: Aliyah and Jonathan
- \* Scenario D: Carlos and Samuel
- \* Scenario E: Jermaine and Mei

1. Introduce the small group scenario practice: "Now we are all going to get a chance to practice using refusal skills by doing 3 more scenarios in small groups."
2. Pass out and review Refusal Skills Checklist.
3. Break the class into small groups with three people per group. Each small group will practice with all three scenarios (Scenarios C, D and E). For each scenario, one person will be the asker, one person will be the refuser, and one person will fill out the Refusal Skills Checklist while they observe.
4. Remind the class that the person playing the refuser likes the asker and wants to continue hanging out with them, even though they want to say no to them.
5. Give students 2 minutes for each scenario. After completing each scenario, everyone will switch roles and do another scenario, so that each person gets the opportunity to be in each role. The purpose is for everyone to practice refusal skills and to hear good refusal skills.
6. Debrief as a large group between each scenario. Ask volunteers from a few of the groups to give examples of the refusal skills that they came up with or observed. Validate all of the refusal language. Ask what kind of body language would help reinforce the refusal.
7. Conclude the lesson: *"Great job! You were all so clear and said no really well. Saying no is such an important skill to learn. It's great for us to know how to do this every day, and the more we practice the easier it gets. It's also an important skill for us to know when we get older so that we can remain abstinent."*

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Activity 4

Refusal Skills Scenario Check List

Directions:

For each scenario, check off the refusal skills that you see the actors using.

	Scenario B Juanita and David	Scenario C Aliyah and Jonathan	Scenario D Carlos and Samuel	Scenario E Jermaine and Mei
Says NO (or states that they do not want to have sex).	_____	_____	_____	_____
Is clear.	_____	_____	_____	_____
Explains why.	_____	_____	_____	_____
Offers an alternative activity.	_____	_____	_____	_____

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Lesson 2****Abstinence and Refusal Skills****Scenario A****Juanita and David****Class Demonstration**

Juanita and David have been dating for three weeks. They are hanging out at David's house with his mom and little brother, Tommy. Unexpectedly, Tommy gets sick and starts throwing up so their mom takes him to the doctor. Juanita and David find themselves alone in the house. They decide to use their time to kiss on the couch.

**David:** I really like you. I know that we already decided not to have sex, but I just didn't think we would ever really get this chance. I think that we should do it. You're so hot.

**Juanita:** I like you, too, and it's cool hanging out. And, I want to kiss you, but I do not want to have sex.

**David:** But this is our one chance. When are we going to get another chance to be alone again? Plus, aren't you having fun?

**Juanita:** David, I don't want to have sex. I'm not ready to have sex and I don't want to get pregnant.

**David:** Aw man, I thought that you liked me. This would be a great way to say how much we love each other.

**Juanita:** David, the answer is no. I like you too, and I'm not ready to have sex. I think that we should go outside to hang out so we don't get more tempted.

**David:** Ok. You're right. I respect your decision.

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## Abstinence and Refusal Skills

## Scenario B

## Juanita and David

## Large Group Practice

Juanita and David have been dating for three weeks. They are hanging out at David's house with his mom and little brother, Tommy. Unexpectedly, Tommy gets sick and starts throwing up so their mom takes him to the doctor. Juanita and David find themselves alone in the house. They move to the couch and start to kiss.

**David:** I really like you. I know that we already decided not to have sex, but I just didn't think we would ever really get this chance. I think that we should do it. You're so hot.

**Juanita:** \_\_\_\_\_  
\_\_\_\_\_

**David:** But this is our one chance. When are we going to get another chance to be alone again? Plus, aren't you having fun?

**Juanita:** \_\_\_\_\_  
\_\_\_\_\_

**David:** Aw man, I thought that you liked me. This would be a great way to express how much we love each other.

**Juanita:** \_\_\_\_\_  
\_\_\_\_\_

**David:** Ok. You're right. I respect your decision.

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Aliyah and Jonathan go to the same school and both have crushes on each other. However, Jonathan's parents don't allow him to date. They think that he is too young to date and want him to stay focused on school. Aliyah asked Jonathan to go with her to the upcoming dance. Jonathan really likes Aliyah, but has to say no since he's not allowed to date.

**Aliyah:** Hey Jonathan. I'm glad we got this second together after class to talk. I wanted to see if you wanted to ask me to the dance Friday night?

**Jonathan:** \_\_\_\_\_  
\_\_\_\_\_

**Aliyah:** Your parents never have to find out. Just tell them you're going to a friend's house or something.

**Jonathan:** \_\_\_\_\_  
\_\_\_\_\_

**Aliyah:** Don't you want to go with me? Come on, we'd have a lot of fun.

**Jonathan:** \_\_\_\_\_  
\_\_\_\_\_

**Aliyah:** Ok. You're right. I respect that.

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## Abstinence and Refusal Skills

## Scenario D

## Carlos and Samuel

## Small Group Practice

Carlos and Samuel have been best friends for a couple of years. Samuel can't believe that Carlos won't ask out Alessandra. Carlos likes Alessandra, but he isn't ready to have a girlfriend. Carlos doesn't want to tell Samuel this because he feels embarrassed about it and doesn't want Samuel to make fun of him. Samuel keeps pressuring Carlos to ask her out. In this scenario, Carlos will not talk bad about Alessandra to Samuel in order to get Samuel to leave him alone because he likes Alessandra.

**Samuel:** Hey man, how's it going? I saw Alessandra looking at you again at lunch today. Why aren't you asking her to hang out?

**Carlos:** \_\_\_\_\_  
\_\_\_\_\_

**Samuel:** That's ridiculous. She obviously likes you and you like her. What are you waiting for? Ask her out.

**Carlos:** \_\_\_\_\_  
\_\_\_\_\_

**Samuel:** If you don't ask her out, someone else will. Then you're going to be real sad. You can't just keep waiting. Asking her out.

**Carlos:** \_\_\_\_\_  
\_\_\_\_\_

**Samuel:** Ok, you're right. I'm sorry. I respect that.

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Scenario E

Jermaine and Mei

Small Group Practice

Adisa and Mei are seventh grade girls who live next door to each other. Adisa invited Mei over to hang out on a Friday night, and Adisa's older brother had some friends over. Mei didn't know that the older teens would be there and that there would be drinking. Jermaine, a boy from school who is in the 8th grade is also at Adisa's house and has had a couple of beers. Jermaine asks Mei to go upstairs with him so they can go somewhere quieter to talk. Mei thinks Jermaine is really cute and likes him, but doesn't like that he's been drinking and doesn't want to go upstairs with him or anywhere alone.

**Jermaine:** Hey Mei. I'm so glad to see you. I was hoping that you would be here. I've been really wanting to hang out with you. Man, it's so loud here. Let's go upstairs where it's quieter so we can talk.

**Mei:** \_\_\_\_\_  
\_\_\_\_\_

**Jermaine:** I respect that girl, but it's so loud. I can barely hear you. Let's go upstairs so we can be alone.

**Mei:** \_\_\_\_\_  
\_\_\_\_\_

**Jermaine:** You are so pretty. I'm so glad to be hanging out with you. I wish I could hear you better, though. Let's go upstairs so we can talk easier.

**Mei:** \_\_\_\_\_  
\_\_\_\_\_

**Jermaine:** I respect that. You're right.

