

Grade 6 Lesson 2

Abstinence and Refusal Skills

Overview

The purpose of this lesson is to review basic information about abstinence, promote a positive attitude about abstinence, and to allow students to build and practice refusal skills.

Laws & Standards

The 5/6 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:

- * Know the definition of abstinence
- * Know the refusal skills steps
- * Use refusal skills in a realistic scenario

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: Chris and Hector, 2 copies for large group demonstration
- * 1 copy per student of the following handouts:
 - * Refusal Skills Checklist
 - * Scenario B: Chris and Hector
 - * Scenario C: Sari and Junior
 - * Scenario D: Asante and Sashi
 - * Scenario E: Thuc and Beth
- * 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 the lesson.

“Yesterday we learned some basic information about HIV. Today we are going to learn more about what it means to be abstinent and we will have a chance to practice saying no to some things we might not want to do. I think we will all have fun while we learn some important skills.”

2. Define abstinence.

“Let’s start by defining the word abstinence. Does anyone know what it means?”

Solicit responses and wrap up by stating:

“Abstinence means not doing something. For example, someone can abstain from drinking or from doing drugs. Often when people just say the word ‘abstinence’ they mean not having sex. That is what we are going to talk about today.”

“Why would we be talking about abstinence in our HIV unit?” Solicit responses.

“That’s right—not having sex is an excellent way for someone to prevent getting HIV. We are talking about abstinence now, even though kids your age are not having sex, because abstinence will be an important choice you will make when you are older to help keep yourself healthy and protect yourself from HIV.”

Activity 2

Refusal Skills

Time 15 minutes

Materials:

Refusal Skill Visual, 1 copy for document camera or projector

1. Set abstinence as the norm.

“Sometimes the things we see on TV and the things we hear older kids say make it seem like all teenagers are having sex. But let me ask you, how many teenagers do you think are having sex? Just a few? Half of them? Almost all of them?” Solicit responses.

“Would you be surprised if I told you that most middle and high school students are not having sex? Most teenagers are actually abstinent, even though that may not be what we think.”

2. Introduce Refusal Skills.

“Abstinence means deciding not 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.”

“In order to be abstinent, people need to be able to say no to sex. Since you will need to be able to say no to sex when you are older, we are going to practice this skill now. Honestly, saying no to sex is a lot like saying no to other things. Let’s talk a little more about how people can say no effectively.”

3. Discuss reasons it can be hard to say no.

“Sometimes, it can be hard to say no. For example, if I offer you a snack you don’t like, maybe it’s not too hard to just say “no thanks.” But, let’s imagine a more challenging situation. What if a friend you really like asks you to do something you shouldn’t, like steal candy from his sister’s room, or watch something on TV you know you are not allowed to see? Why would it be harder to say no to your friend in those situations?”

Activity 2 cont.

Refusal Skills

Solicit responses, making sure the list includes the following:

- * You don't want to hurt your friend's feelings
- * You are afraid they won't want to be your friend anymore
- * You want to seem cool
- * You are afraid other people will think you are dumb or a baby
- * You really want to do the thing you are not supposed to do

3. Discuss strategies for saying no effectively.

"We all need to say no sometimes, even when it is hard. In a minute we are going to have a chance to practice saying no in some different situations."

"Let's start by thinking about how we can make sure that we can say no in a really clear and strong way. What are some things you can say or do that lets someone know you really mean it when you say no? If it's helpful, you can think of a time someone else told you no—maybe a friend, a brother or sister, or a parent, and you knew they really meant it. How did you know?"

Solicit responses, making sure the list includes the following:

- * Use a firm voice
- * Look someone right in the eye
- * Stand up tall
- * Use a loud voice
- * Say "no," not "maybe" or something else
- * Say no even if you are asked several times

Praise students for their thoughtful answers.

Activity 2 cont.

Refusal Skills

4. Go over refusal skills steps.

“There are a few steps you can follow when you have to say no to someone that can make it a little easier. It’s important to remember also that when someone tells us no, we need to accept it even if it is not what we want to hear. If you ever try to tell someone no and they don’t listen, it’s important to say no very clearly and then walk away. If someone isn’t listening when you say no, it may not be a safe place for you to stay.”

“In just a minute we will practice saying no in some specific situations. In these situations, we are going to imagine that we like the person we are saying no to. They are our friend and we want to stay friends with them. We don’t want to be mean or hurt their feelings unless we have to.”

“Here are the steps we will follow that will help us say no. Remember to also use the tips we just went over, like looking the other person in the eye and using a firm voice.”

Show Refusal Skill Visual as you read through these steps.

1. **Say no.**
“Clearly say that you don’t want to do what the other person is asking.”
2. **Explain why.**
“For example, my mom doesn’t allow me to or I don’t feel comfortable.”
3. **Suggest an alternative.**
“Suggest something else that you can do instead. For example, I think that we should make some popcorn or play a video game.”
4. **Leave if you need or want to.**
“If someone keeps pressuring you or doesn’t accept your no, you need to leave the situation or get help from someone else.”

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Lesson 2****Abstinence and Refusal Skills****Activity 2****Refusal Skills**

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

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Abstinence and Refusal Skills

Activity 3

Refusal Skills Scenarios

Time: 10 minutes

Materials:

- * Scenario A: Chris and Hector, 2 copies, for large group demonstration
- * Scenario B: Chris and Hector (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 (Chris and Hector, fully scripted.)

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

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

- * Hand out Scenario B. Have each student fill in Hector’s part. Remind the class that the people in the scenario like each other and want to stay friends.
- * After they fill in Hector’s script, ask for one volunteer to read Chris’s part and a second volunteer to read Hector’s. As you go through Scenario B, ask if anyone else wants to offer their responses as well.

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Activity 4

Small Group Scenario Practice

Time: 20 minutes

Materials: One copy per student of the following handouts:

- * Refusal Skills Checklist
- * Scenario C: Sari and Junior
- * Scenario D: Asante and Sashi
- * Scenario E: Thuc and Beth

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 remain friends, 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."*

5/6 KNOW

*HIV/STD Prevention Curriculum, rev. 2014
Office of Superintendent of Public Instruction*

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Lesson 2**
Abstinence and Refusal Skills
Activity 4
Refusal Skills Scenario Check List
Directions:

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

	Scenario B Chris and Hector	Scenario C Sari and Junior	Scenario D Asante and Sashi	Scenario E Thuc and Beth
Says NO (or states that they do not want to do what the other person is doing).	_____	_____	_____	_____
Is clear.	_____	_____	_____	_____
Explains why.	_____	_____	_____	_____
Offers an alternative activity.	_____	_____	_____	_____

**Grade 6
Lesson 2****Abstinence and Refusal Skills****Scenario A****Chris and Hector****Class Demonstration**

Chris, Hector and Luis are all in 6th grade together. Chris does not like Luis and thinks he is a know-it-all. One afternoon, Chris tries to get Hector to distract Luis so he can go pants him in the hallway. Hector does not want to participate in this and thinks that Chris should just leave Luis alone.

Chris: Hey Hector. Let's go get Luis while no teachers are around.

Hector: Dude, I don't think that's cool.

Chris: Oh come on Hector. Don't be such a wimp.

Hector: I wouldn't want someone to do that to me. Chris is a pain, but he doesn't deserve that.

Chris: Why are you being so stupid? Come on.

Hector: I'm not going to do it. Let's hurry and get to P.E early so we can get the good basketballs.

Chris: Ok. I'm sorry I called you names. You're right.

**Grade 6
Lesson 2****Abstinence and Refusal Skills****Scenario B****Chris and Hector****Large Group Practice**

Chris, Hector and Luis are all in 6th grade together. Chris does not like Luis and thinks he is a know-it-all. One afternoon, Chris tries to get Hector to distract Luis so he can go pants him in the hallway. Hector does not want to participate in this and thinks that Chris should just leave Luis alone.

Chris: Hey Hector. Let's go get Luis while no teachers are around.

Hector: _____

Chris: Oh come on Hector. Don't be such a wimp.

Hector: _____

Chris: Why are you being so stupid? Come on.

Hector: _____

Chris: Ok. I'm sorry I called you names. You're right.

**Grade 6
Lesson 2****Abstinence and Refusal Skills****Scenario C****Sari and Junior****Small Group Practice**

Junior and Sari are hanging out together at Sari's house after school. Sari thinks that Junior is really cute. They are out in the backyard playing in the yard while Sari's aunt is cooking dinner. Sari goes over to Junior and tries to kiss him behind the shed. Junior does not want to kiss Sari. He thinks the idea of kissing a girl is pretty gross and just wants to continue playing their game.

Sari: Hey Junior. You should kiss me while no one can see us.

Junior: _____

Sari: What's wrong with you that you don't want to kiss me?

Junior: _____

Sari: Oh come on, Junior. You can be such a baby sometimes.

Junior: _____

Sari: Ok. I'm sorry for calling you a name. You're right. That was rude of me.

**Grade 6
Lesson 2****Abstinence and Refusal Skills****Scenario D****Asante and Sashi****Small Group Practice**

Sashi is a 6th grade girl who is away at overnight camp. One night a group of the campers sneaks out into the woods to hang out while the camp counselors sleep. Asante, a 6th grade boy, suggests that they all play spin the bottle. Sashi feels uncomfortable with this and doesn't want to play. She decides to go back to her cabin, but Asante tries to get her to stay and play.

Asante: Come on guys. Let's play spin the bottle. It'll be fun.

Sashi: _____

Asante: Come on Sashi. It'll be fun. Just try it.

Sashi: _____

Asante: Why do you want to go back to your cabin. That's so boring. Just stay and hang out.

Sashi: _____

Asante: Ok. I'm sorry. You're right.



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Scenario E

Thuc and Beth

Small Group Practice

Fatima and Beth, two 6th grade girls, go to school with Thuc, a 6th grade boy. Fatima and Beth have a class together and don't get along. Thuc thinks it would be funny for him and Beth to spread a rumor that Fatima got her period over the summer. Even though Beth doesn't like Fatima, she thinks that would be mean and wouldn't like it if that rumor were going around about her. Thuc tries to talk her into it.

Thuc: Let's spread a rumor about Fatima. We can tell everybody that she got her period this summer.

Beth: _____

Thuc: Oh Beth, give me a break. It will be funny.

Beth: _____

Thuc: Don't be so dumb, Beth. Come on.

Beth: _____

Thuc: Ok. I'm sorry. You're right.