



LESSON: It's OK to Say No

CONTENT AREA: Family Health and Sexuality

GRADE LEVEL: Middle School

Synopsis

Students identify some of the adolescent health risks of sexual behavior and discuss ways to "say no" to adolescent sex. Students write examples of what they would say or do for at least 6 of the 12 refusal strategies and work in groups to create role-plays that demonstrate effective use of refusal skills applied to adolescent sex.

About this Lesson

Key Concepts

Risks of sexual behavior

Teacher Tip:When teaching sensitive subjects such as reproductive health and risks of sexual behavior, it is essential to follow state and district guidelines for notification of parents and to provide opportunities for community members to preview materials.

NHES Alignments

Common Core: English Language Arts (ELA) Alignments

- ▶ Speaking and Listening: Presentation of Knowledge and Ideas
- ▶ Speaking and Listening: Comprehension and Collaboration
- ▶ Writing: Production and Distribution of Writing
- ▶ Reading: Key Ideas and Details

Gifted and Talented Alignments

- ▶ Interpret the influence of the media on the values and beliefs of various cultural groups over time

National Science Standards Alignments

- ▶ Personal and Social Perspectives: As a result of activities in grades 5–8, all students should develop understanding of: personal health, populations, resources, and environments, natural hazards, risks and benefits, and science and technology.
- ▶ Life Science: As a result of activities in grades 5–8, all students should develop an understanding of structure and function in living systems, reproduction and heredity, regulation and behavior, populations and ecosystems, and diversity and adaptations of organisms.

Objectives

Students will identify risks of sexual behavior.
Students will identify influences on adolescent behaviors.

Students will demonstrate skills for refusing sexual behavior.

Skill Emphasis

- ▶ Analyzing Internal and External Influences
- ▶ Interpersonal Communication

Preparation

Time Requirements

Two 45-minute sessions

Materials & Preparation

Make visual_aids:

[Saying No](#)

Copy student page (one for each student):

[How Would You Refuse?](#)

Have overhead projector.

Copy teacher page:

[Saying No Role-Plays](#)

(Use role plays to prepare a situation for each group.)

Background Information

[Refusals](#)

[Influences on Decisions](#)

[Sexual Behavior](#)

Teaching Steps

Discuss influences on adolescent behaviors.

Read the following story aloud. Ask students to identify influences on Tatyana's behavior.

Tatyana's alarm rang at 6:30 a.m. She rolled over with a loud groan and slapped the alarm off. It was a rainy, gray Monday, and that made it even harder for Tatyana to get out of her warm, cozy bed. Well, she didn't want to miss the bus and a chance to see her friends before school, so Tatyana stretched and headed for the shower. The warm water felt good on her skin as she rubbed the lavender-scented shampoo into her short hair.

She had bought the shampoo because so many of her friends talked about how wonderful it made their hair smell. The shampoo was expensive, but Tatyana wanted to be like her friends. Her short hair cut was new, too. She had brought a picture of the haircut to the stylist from a magazine. The picture showed Tatyana's favorite singer with this really cool hairstyle. Now Tatyana's hair looked just like the singer's—well, almost.

Tatyana's dad had breakfast waiting in the kitchen. Her dad was a breakfast fanatic. "You can't have a good day without a healthy breakfast," he said every single morning of the world. Tatyana secretly smiled. She knew breakfast was one way her dad showed that he cared about her.

After breakfast, Tatyana barely had time to brush her teeth. She used the special whitening tooth polish she saw advertised on TV. She wanted her smile to look great when she saw William in homeroom.

"Bye, Daddy," Tatyana yelled as she ran out the front door. "See you tonight."

CONCEPTS

- ▶ Many things influence behaviors, including advertising, media, community, family and friends, influence behaviors.
- ▶ Family and friends are strong influences on adolescent behavior.
- ▶ Friends' ability to influence is sometimes called "peer influence" or "peer pressure."

Discuss peer influence.

Ask students to identify positive and negative influences from the story about Tatyana.

SKILL DEVELOPMENT

- ▶ Peer influence may be positive or negative.
- ▶ Peer influence may affect sexual behaviors.

DISCUSSION POINTS

- ▶ Examples of positive influences on sexual behaviors

- ▶ Examples of negative influences around sexual behaviors

Discuss adolescent health risks of sexual behavior.

Ask students to identify some of the adolescent health risks of sexual behavior. Discuss how growing and changing into an adult man or woman links to potential health risks.

CONCEPTS

- ▶ Risks of unprotected sexual activity include unwanted pregnancy and STD infection (including HIV).
- ▶ In early adolescence, students are not ready emotionally for the complications of a sexual relationship.

Discuss ways to say no.

Visual Aid: [Saying No](#)

Review refusal strategies, providing examples of each strategy or ask students for examples.

CONCEPTS

- ▶ Saying no may be more difficult when you care about the other person.
- ▶ Some refusal strategies allow a person to refuse and keep the relationship.

Groups role-play refusal responses.

Student Page: [How Would You Refuse?](#)

Have students write their responses individually. Then divide the class into small groups to discuss the responses. Ask groups to choose the best responses to role-play and present to the class.

Reflect, summarize, and discuss.

As each group presents its role-play, ask students to identify the refusal technique used.

DISCUSSION POINTS

- ▶ What are the risks of this behavior?

SKILL DEVELOPMENT

- ▶ Which techniques work best when you care about the relationship?
- ▶ What are the influences that might affect this behavior?

Assessment

Teacher Page: [Saying No Role-plays](#)

Give each small group one of the situations from the teacher page. Tell groups to create role-plays that depict the situations and effective refusals. Role-plays must indicate:

Influences: What are the influences on the characters? Are they positive or negative?

Refusal strategies: Effective use of at least one strategy

As groups present their role-plays, ask the class for feedback.

Assessment Criteria

CONCEPTS

Student work demonstrates accurate information about:

- ▶ Risks of sexual activity

ANALYZING INTERNAL AND EXTERNAL INFLUENCES

Student work demonstrates proficiency by analyzing:

- ▶ Influences on behavior

INTERPERSONAL COMMUNICATION

Student work demonstrates proficiency by showing the ability to:

- ▶ Resist negative peer pressure
- ▶ Make a clear "no" statement
- ▶ Use refusal strategies

[Need Help?](#)

Name: _____



1. Say no firmly.
2. Repeat the word "no" over and over.
3. Give a believable excuse.
4. Give a reason.
5. Avoid or leave the situation.
6. Change the subject.
7. Suggest an alternative activity.
8. Ignore the problem/act dumb.
9. Find friends who feel the same way.
10. Reverse the pressure.
11. Delay your decision.
12. Tell your friends, "I have made a decision."

Name: _____



Directions: Pretend you are facing the following situation. Write an example of what you could say or do for at least six of the refusal strategies.

Your girlfriend or boyfriend wants you to come to his/her house after school. You know the two of you will be alone and you might go further than you want. You really like this person and want to keep the relationship.

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2. Repeat the word no over and over.
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5. Avoid or leave the situation.
6. Change the subject.
7. Suggest an alternative activity.
8. Ignore the problem/act dumb.
9. Find friends who feel the same way you do.
10. Reverse the pressure.
11. Delay your decision.
12. Tell your boyfriend/girlfriend, "I have made a decision."

Name: _____



Directions: Copy this page and give each small group one of the situations to role play a "No" response.

SITUATION #1 You are dating someone who is several years older than you. At a party, this person asks you to go out for some air so you can be alone. You know this person doesn't want to just "talk."

SITUATION #2 You are having an argument with your sweetheart. You have made it clear that abstinence is your choice. Your date insists that you don't know what you're missing.

SITUATION #3 You and your steady date have just seen a sexy movie. Your date suggests that you go back to his place and replay the love scene. You are feeling very turned on but know that having sex is more than a scene in a movie.

SITUATION #4 Your friends tell you that having sex is great. They brag about their experiences. You feel that sex is an important decision and you want to wait. Your friends say you really need to live for the moment.

SITUATION #5 You are babysitting your four-year-old brother, who is sound asleep. Your date comes over to keep you company and suggests you go into your bedroom. You know your parents trust you to be responsible when they are away from home.