


Comprehensive Sexual Health Education (5-8)

	<p style="text-align: center;">Topic: Refusal Skills</p>	<p>Date:</p>
<p>Objectives</p>	<ol style="list-style-type: none"> 1. Students will become familiar with verbal and nonverbal communication skills. 2. Students will participate or observe demonstration of the social skills important to abstaining and using protections. 3. Students will practice and examine the 5 characteristics of effective refusals. 	
<p>State Standards</p>	<ul style="list-style-type: none"> • Physical Development and Health <ul style="list-style-type: none"> ○ Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury. ○ Goal 23: Understand human body systems and factors that influence growth and development. ○ Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills 	
<p>Content</p>	<p>Verbal and Non Verbal refusal Skills</p>	
<p>Web/Other Resources</p>		
<p>Time</p>	<p>45 min session</p>	
<p>Materials</p>	<ul style="list-style-type: none"> • Talk to Your Parents (2 page). • Write the <i>Refusals</i> on the board or butcher paper • Make 2 copies of the role plays: Your Friend’s Ex-Girlfriend, Ineffective Your Friend’s Ex-Girlfriend, Effective Version Trying to Slow Down, Ineffective Version Trying to Slow Down, Effective Version • For each student, copy Observer 	
<p>Learning Activities</p>	<ol style="list-style-type: none"> 1. Hand out Talk to Your Parents, Part A. Explain that this homework involves 2 distinct sections. Part Q is for students to complete and asks for their ideas about sex and protection. In addition, Part A asks students to indicate what they think their parents believe about the same thing. Have students complete Part A in class. 2. Optional for Teachers to decide if they want to make this second part a homework assignment. Distribute Part B and assign interviews. Let students know that the benefit of the homework comes from talking and listening to parents/guardians; therefore, they should not just give the sheet to their parents 	

to fill out. Tell students that their parent/guardian interview is completely confidential and they will *not* turn in the homework. Instead, to verify that the homework was completed, the student and parent/guardian will sign the form in Part C stating that they did the assignment. This form is the only thing the student will turn in.

Introduce Refusals

Note to the Teacher

The class will briefly discuss verbal and nonverbal aspects of effective refusals and then see how the skill can be put into practice. This class demonstrates the skill of refusals and also familiarizes the student with the routine of role-playing and using observer checklist forms to not how the skill was used.

Verbal Refusals

1. It is sometimes hard to say no—especially to someone we care about—and to stick with it. Sometimes we’re saying no, but it doesn’t come across as NO. Tell students they will use a series of role plays to learn about, and then practice, ways to say no when they don’t want to have sex. The ability/skill to say no effectively gives us a lot of power over our lives.

Refusals

1. Say “No!”
2. Repeat the refusal.
3. Suggest an alternative.
4. Use body language that says “No!”
5. Build the relationship (if appropriate).

2. Provide a quick overview of the Refusals model students will be using. List the 5 behaviors on the board
3. Refer to the 3 elements of successful relationships (communication, relationship building, planning) and point out how refusal statements can fit with these elements. Emphasizing that the verbal aspect of effective refusals involves saying the word *no* in a tone of voice that shows you mean it, repeating the refusal if necessary, and suggesting an alternative. You can also reinforce the verbal refusal in nonverbal ways.

Nonverbal Refusals

4. Explain that “body language” (such as tone of voice, gestures, the look on your face, the way you sit or stand) is an important way to communicate with or without talking. Ask the class to describe body language that says no to sex and generate a list. Write the list on the board and demonstrate each behavior to

reinforce the concept of nonverbal communication.

- **Hands off** – throwing up hands in a “get off of me” gesture or using hands for emphasis.
- **Soldier Body** – sit up or stand up stiffly like a soldier at attention and march away from the other person if you need to.
- **Firm voice** – strong and business-like voice.
- **Serious expression**-best “I mean it” face.
- **Gestures**-hand and arm movements that emphasize your point.
- **Fight back**-at times, if everything else fails, you might have to use your strength to push away and protect yourself.

Demonstrate Role Plays

1. The role plays **Your Friend’s Ex-Girlfriend** and **Trying to Slow Down** demonstrate some of the ways that *not clearly saying no* can work against getting what you want. Pass out the role plays and **Observer Checklist** to all students. Ask them to listen and watch the role plays and check off the behavior that are used during each role play. Or, assign observers a specific behavior to watch for in the role play. For example, one group of observers looks for “Said No,” another for “Repeated Refusal,” etc.
2. Preselect a male and a female student to read the role plays. Begin with **Your Friend’s Ex-Girlfriend, Ineffective Version**. You should read the “Setting the Stage” section of the role play. After the role play is read, conduct a discussion. Ask role players to comment on how they felt in the role and how they would feel if this were a real situation. Ask students to identify what the guy did or did not do that led to his ineffectiveness. Pull for such ideas as:
 - He never said no.
 - He never repeated his first objection.
 - He was trying not to upset the girl and did not use clear communication.
 - He expressed doubt and left her thinking it might work out.
3. Then have the same 2 students read **Your Friend’s Ex-Girlfriend, Effective Version**, keeping the same roles. Again the teacher should read the “Setting the Stage” section of the play. After the role play, thank the participating students and ask them to sit.
4. Have 2 new students read the ineffective version of **Trying to Slow Down**. Have students use the checklist to record the use of effective refusals after the role play. Review the use of refusals with students. Help them recognize that Person 2:
 - never said no
 - never restated the first objection
 - asked questions (“Do you love me?”) rather than stating her or his view
 - expressed doubt
 - failed to offer any alternative actions

- failed to use “hands off” or other body language
- gave up

5. Now have the same students read the effective version of **Trying to Slow Down**. Keeping the same roles, have students use the checklist and discuss the elements of Person 2’s effective refusal.
6. Closure: Conclude by reminding students that today they practiced and observed clear refusal statements that tell a person they mean no without losing a friendship. Remind students that the skills they are learning can be used in a variety of situations.