

Middle School FLASH Lesson 4

Saying No

30 Minute, Zoom-Friendly P.E. Lesson

Learning Objectives:

1. Define sexual abstinence as it relates to pregnancy and STD prevention.
2. Demonstrate effective peer refusal skills to avoid sexual risk behaviors.

Powerpoint: <https://docs.google.com/presentation/d/1sorbQGdC5-LWaSQPx1cu87PchAarq46oDlrUjbQlg70/edit?usp=sharing>

5 mins	<p>Warm Up</p> <p>Review Group Agreements and provide Anonymous Questions link.</p> <p>Create a Zoom Poll, Poll Everywhere, Etc, or have students vote in the chatbox. Have students select what they think is the best benefit of abstinence.</p> <p>(SLIDE) Research shows that only a little more than 10% of middle school students in the U.S. have ever had sex. In your opinion, which benefit of abstinence is the best/ most important?</p> <ol style="list-style-type: none">a. Choosing abstinence means a person does not have to worry about pregnancy or STDsb. Choosing abstinence can help a person focus on other things that are important to them, like school, sports, friends, or family.c. Choosing abstinence helps a person not have sex until the time is right for them.d. Choosing abstinence can help a person stick to values that are important to them.e. Choosing abstinence can help a couple get to know one another better before they decide to have sex. <p>Ask for a couple students to explain why they chose their answer.</p>
5 mins	<p>Video- Defining Abstinence & Intro To Refusal Skills</p> <p>(SLIDE) Today we are going to discuss abstinence and saying "no." We are going to watch a video explaining what abstinence is and how we can practice saying "no."</p> <p>Play The Video (4:13) https://youtu.be/1I69ziENRvg</p> <p>(SLIDE) Ask the class to recall the four steps. Click to reveal the steps.</p>
7 minutes	<p>Refusal Skills- Large Group</p> <p>(SLIDE) Now let's practice the refusal skills through a series of scenarios. The first scenario we will do as a class.</p> <p>Levi and Gabrielle have been dating for 2 weeks. They have talked and decided they were not going to have sex. Levi is not ready to have sex and is really scared about getting someone pregnant.</p> <p>They decide to go to Gabrielle's house after school to study. Gabrielle's mom is running late at work and won't be home for an hour. They have the house to themselves. They decide to skip studying and kiss on the couch.</p>

(SLIDE) Ask for two volunteers to read the script.

Gabrielle: *I really like you and I think you're so hot. I know that we already decided not to*

have sex, but I didn't think we'd ever get the chance to be alone together. Now that we're alone, I really think we should have sex.

Levi: *I like you, too, and it's cool hanging out. And I want to kiss you, but I don't want to have sex.*

Gabrielle: *But don't you like me? If you liked me, you'd want to have sex with me.*

Levi: *Gabrielle, I don't want to have sex. I'm not ready to have sex and I don't want to get you pregnant.*

Gabrielle: *But when are we going to get the chance to be alone like this again? I really want you.*

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

Gabrielle: *OK. I'm sorry I pressured you.*

(SLIDE) Thanks! Now we will all have a chance to make up some lines for Levi.

Encourage the class to write new lines for Levi. Remind students that Levi likes Gabrielle and wants to continue going out with her, but doesn't want to have sex with her.

- Invite students to share their new lines in the chatbox
- AND/OR Have one volunteer read Gabrielle's lines and invite students to share their lines for Levi

**13
minutes**

Refusal Skills- Small Groups

Let's practice refusal skills again with three more scenarios. We are going to practice these in pairs.

Read each scenario, then give students 2-3 minutes to practice refusal skills in pairs. Students who are at home can work independently. Ask for volunteers to role-play the scenario with their refusal skills or share what they came up with.

- Remind students to use the steps in the refusal skills checklist.
- 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.

Alternative Activity: Give students the link to the google slides and place them into breakout rooms to do all three scenarios at once. Debrief each scenario as a large group.

(SLIDE) Scenario 2

Rebecca and Jun are eighth grade girls who live on the same street. Jun invited Rebecca over to hang out on a Friday night and keep her company while her older brother has some friends over.

Rebecca didn't know that the older teens would be there and that they would be drinking. Jackson, a boy from school is there. He offers Rebecca a beer. Rebecca does not want to drink. She doesn't like the taste of beer and doesn't want to get in trouble when she goes home.

- **(SLIDE)** Give students 2-3 minutes to practice.

- Ask for volunteers to role-play the scenario with their refusal skills or share what they came up with.

(SLIDE) Scenario 3

Maria, an 8th grade girl, is hanging out at the mall after school with some friends. Stephanie, a high school girl, just stopped by with some friends.

Maria thinks that Stephanie is really cute and is very flattered when Stephanie starts talking to her and flirting with her. Maria is not allowed to date yet, and her parents would definitely not let her date someone in high school.

- **(SLIDE)** Give students 2-3 minutes to practice.
- Ask for volunteers to role-play the scenario with their refusal skills or share what they came up with.

(SLIDE) Scenario 4

Marquis and Andre have been good friends since the 3rd grade. Marquis does not want to have sex with his girlfriend, Jasmine. He feels like he is too young to have sex and doesn't want to risk a pregnancy. Even though Andre has never had sex, he is pressuring Marquis to have sex since Marquis has a girlfriend.

- **(SLIDE)** Give students 2-3 minutes to practice.
- Ask for volunteers to role-play the scenario with their refusal skills or share what they came up with.

Validate all of the refusal language. Conclude the lesson by praising the students' effort and skill.

Daily Log:

1. What is one reason why someone might choose abstinence (not having sex)?
 - a. STIs; Pregnancy; Focus on school, sports, etc; Faith/ Cultural Values; Not Ready; Get to know their partner; Etc.
2. What are the four steps of refusal skills?
 - a. Saying NO, Explain Why, Suggest an Alternative, Leave if you need or want to