BEFORE YOU GO INTO THE CLASSROOM

CLASSROOM SETUP
Place students in teams of two (one group of three if odd number of students).

MATERIAL LIST
Prop (Ground Rules) poster
Passive-assertive-aggressive response cards
Scripted role-plays
Blank role-play worksheets
Prop (first, second and third assertive steps poster)
*Paper for question box
*Homework

SPECIAL INSTRUCTIONS
• Be prepared to debrief why assertive response is most effective.
• If time permits, take time to address some prepared responses from the question box.
• Redistribute pieces of paper for questions during this lesson.

* Copies for each student
# LESSON 8: COMMUNICATION AND REFUSAL SKILLS

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<th>OBJECTIVES</th>
<th>By the end of the lesson students will be able to:</th>
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<td>• Understand the importance of effective communication</td>
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<td>• Practice effective communication skills to refuse sexual pressures</td>
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<td>• Communicate the advantages of delaying sexual involvement</td>
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Learning to communicate effectively in any of our relationships can help make them better.

When you have identified a risky situation, it’s important to know how to get out of that situation if you need to.

Remember, when someone is pressuring you, your response can be passive, assertive or aggressive. We talked about this in Lesson 5.

**Who can tell me what it means to be assertive?**

**Who can tell me what it means to be aggressive?**

**Who can tell me what it means to be passive?**

Aggressive behavior is often times not a healthy way to communicate the way you feel. It can be hurtful and damaging to a relationship.

Passive responses don’t effectively let the other person know how you really feel and can put you in a situation you don’t want to be in or shouldn’t be in.

When you are assertive you state your thoughts in a firm, confident manner without giving in.
Let’s look at some situations and you decide whether the character in the situation should be passive, assertive or aggressive.

**INSTRUCTIONS:**

For this activity use the **passive - assertive - aggressive** cards with responses on the back.

Ask for three volunteers to come to the front of the class.

Give each volunteer a response card.

Read situation 1 and have each student read the response that goes with their card. Then ask the class which response is the best way to communicate how they feel, but still keep the relationship and not be mean or hurtful.

As students give responses, debrief why the assertive response is the most effective.

Repeat process for situations 2 and 3, asking for new volunteers each time.

**Situation 1:** Kelly keeps trying to get Stacie to drink alcohol. Kelly says it will loosen Stacie up and they can have more fun. Stacie doesn’t want to, but Kelly keeps pressuring her.

**Question:** What response do you think Stacie should give to Kelly?
**Situation 2:** Jake has been going out with Taylor for two months. Jake’s friends are always pressuring him to have sex with Taylor. They say “everyone is doing it” and that he must be scared.

**Question:** What response do you think Jake should give his friends?

**Situation 3:** Morgan and Hayden have been dating for six months. Morgan’s parents are strict and have set a very early curfew. Hayden keeps pressuring Morgan to stay out late just one time. Their friend Lacy suggests they lie and tell Morgan’s parents that they will be staying late at Lacy’s house to study for a test.

**Question:** What response do you think Morgan should give Lacy?

You can see that being aggressive might get your point across, but it can also hurt people’s feelings when that isn’t necessary. Being passive leaves you open to continued pressure and does not let the other person know clearly where you stand.

However, regardless of how a **NO** is communicated, it is still a **NO** and this person has not given consent. This needs to be respected.
Let’s review the Three Step Assertive Skill we learned.

**INSTRUCTIONS:**

Hang the Three Step Assertive Skill posters.

Review the three step posters; read and review each step as in Lesson 5.

**Step One:** Say **NO**. Repeat **NO**.
You don’t need to offer reasons or excuses.

**Step Two:** Reverse the pressure.
State how the pressure makes you feel.
Ask, “Why do you keep pressuring me after I’ve said **NO**?”

**Step Three:** Refuse to discuss the matter.
Suggest something else. Walk away if necessary.
ROLE-PLAYING

We are going to do some role-playing to remind us how to be assertive when responding to pressure.

Can I get some volunteers to read some role-play scripts to demonstrate how to use the Three Step Assertive Skill?

INSTRUCTIONS:

Choose two volunteers for each pre-scripted role-play provided.

Read each situation and have volunteers read the pre-scripted role-play pressure lines in the boxes to demonstrate for the class what an effective role-play looks like.

Then divide the class into even groups.

Distribute the role-play worksheets, one per group.

Instruct each group to read the situation on the front of the worksheet, and then write their own responses to the pressure lines on the worksheet.

Each group has the option to choose two people to read the group’s role-play and responses for the class (optional).

Allow time for students to write their responses and have each group read its role-play for the class and discuss the possible consequences.
SUMMARY AND CLOSING

Great job on the role-plays. This ends our lesson for the day.

Today we reviewed the difference between being passive, assertive and aggressive in pressured situations. It’s important to remember that regardless of how a NO is communicated, it is still a NO. If a person does not give an enthusiastic “yes” they have not given consent.

We reviewed and practiced the Three Step Assertive Skill to help you learn how to say NO assertively and identified possible consequences of giving in to pressure situations.

I have a worksheet for you take home to review the Three Step Assertive Skill with a parent or guardian. As you practice your role-play, keep in mind all of the effective ways to be assertive. The more you practice this skill, the easier it will be to handle pressure situations.

Next time we will discuss the difference between healthy and unhealthy relationships.

I have a worksheet for you to take home and talk about with your parent or guardian.

INSTRUCTIONS:

Pass out homework worksheet. Pass around the question box. Remember, all students should put a piece of paper in the question box regardless of whether they wrote anything on it.
Dear parent/guardian,

As part of the My Future-My Choice program please work with your student to complete the following worksheet assignment.

This week we talked about understanding the importance of effective communication to handle situations that may be risky. Students reviewed the Three Step Assertive Skill and practiced effective communication skills through role plays.

**For the student:**
- Review the Three Step Assertive Skill
- Read the story
- Complete the worksheet by filling out the response boxes
- Practice the role play with a parent/guardian or another adult

**For the parent/guardian**
- Read the story
- Practice the role play with your student
- Discuss different types of situations where you think these skills could be used.

**The Three Step Assertive Skill:**

**Step One:**
- Say **NO**.
- Keep repeating **NO**.

**Step Two:**
- State how the pressure makes you feel
- Ask the person: “Why do you keep pressuring me when I said **NO**?”

**Step Three:**
- Refuse to discuss the matter any further.
- Suggest something else
The role play begins when Devin invites Alex over:

“Hey Alex, want to come over to my house this afternoon? My parents will be at work and we can have people over!”  
*Hint: (Step One) say **NO**.*

Your response:

“Come on. It’ll be fun!”  
*Hint: Repeat **NO**—don’t offer reasons or excuses.*

Your response:

“Your parents will never know.”  
*Hint: (Step Two) state how the pressure makes you feel.*

Your response:

“Nothing bad will happen. I promise.”  
*Hint: Ask why they keep pressuring you.*

Your response:

“You are making this a bigger deal than it needs to be.”  
*Hint: (Step Three) Refuse to discuss it anymore.*

Your response:

“I really thought you were my friend. Just do it for me.”  
*Hint: Suggest something else.*

Your response: