

Middle School Refusal Skills Lesson

Time: 45-60 minutes

This presentation is designed to help participants gain an understanding about the difference between safest, safer and unsafe sex. It includes brief discussions about Abstinence, Contraception and STIs, as well as, communication.

Outline

- Introduction (5 mins)
- Activity One: What is Consent? (3 mins)
- Activity Two: Envision Saying "No" (3 mins)
- Activity Three: Assertive Communication (10 mins)
- Activity Four: Saying "No" (5 mins)
- Activity Five: Pressure Lines Roleplay (12 mins)
- Activity Six: Respecting the "No" of Others (2 mins)
- Conclusion (5 mins)



National Sexuality Education Standards

- SH.8.INF.1 Analyze how alcohol and other substances can influence sexual decision-making.
- CHR.8.CC.4 Define sexual consent and sexual agency.
- CHR.8.INF.3 Identify factors (e.g., body image, self-esteem, alcohol and other substances) that can affect the ability to give or perceive consent to sexual activity*.
- CHR.8.IC.1 Demonstrate communication skills that will support healthy relationships.
- CHR.8.IC.2 Demonstrate strategies to communicate personal boundaries and how to show respect for the boundaries of others.



Colorado Comprehensive Health Standards

Sixth Grade

- 2.3 Comprehend the relationship between feelings and actions during adolescence.
- Describe the need to have clear expectations, boundaries, and personal safety strategies.
- 3.1 Understand how to be mentally and emotionally healthy.
- Identify healthy ways to express needs, wants, and feelings.
- 3.2 Apply effective verbal and nonverbal communication skills to enhance health.
- Demonstrate refusal and negotiation skills that avoid or reduce health risks.
 - Demonstrate effective conflict management or resolution strategies.

Seventh Grade

- 2.3 Analyze the internal and external factors that influence sexual decision-making and activity.
- Develop strategies that advocate for healthy sexual boundaries and decision-making.
- 3.1 Demonstrate effective communication skills to express thoughts and feelings appropriately.
- Demonstrate the ability to engage in active listening.
 - Demonstrate negotiation skills to support the healthy expression of personal needs.
 - Demonstrate the ability to state personal needs and articulate limits.
 - Identify a variety of verbal and nonverbal communication styles and how to respond effectively.
- 4.2 Demonstrate self-management skills to reduce physical and emotional violence and actively participate in violence prevention.
- Identify a variety of nonviolent ways to respond when angry or upset.
 - Demonstrate appropriate communication skills to solve conflicts nonviolently.

Eighth Grade

- 2.2 Describe the physical, emotional, mental, and social benefits of sexual abstinence, and develop strategies to resist pressures to become sexually active.
- Demonstrate verbal and nonverbal ways to refuse pressure to engage in unwanted verbal, physical, and sexual activity and advances.
 - Define sexual consent and explain why individuals have the right to refuse sexual contact.



New Mexico Health Education Standards

- C3 Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
- B3: distinguish between safe and risky or harmful behavior in relationships (PS1 partially met).
 - B6: demonstrate ways to avoid and reduce threatening situations. (PS2 partially met).
- C5 Student will demonstrate the ability to use interpersonal communication skills to enhance health.
- B1: demonstrate effective verbal and non-verbal communication skills to maintain health-enhancing relationships (PS2 partially met).
 - B3: demonstrate positive ways to express needs, wants, and feelings (PS1&3 partially met).
 - B5: demonstrate communication skills to build and maintain relationships (PS1-3 fully met).
 - B6: demonstrate refusal and negotiation skills to enhance health (PS2-4 fully met).

