SEVENTH/EIGHTH GRADE
LESSON VIII
RESPONSIBILITIES

Objectives
Students will
• Discuss assertiveness and the importance of refusal skills
• Discuss the advantages and disadvantages of setting sexual limits
• Discuss the factors that influence the decision-making process regarding sexuality
• Discuss the effects of substance abuse on sexuality
• Discuss abstinence as the only 100% effective method of preventing pregnancy and
  Sexually Transmitted Infections

Concepts
1. Setting sexual limits should include consideration of family values, communication
   with a partner and family. They should also understand the wide range of
   consequences of the decision such as Sexually Transmitted Infections,
   contraception, virginity, pregnancy, babies, and how the decision will affect others
   and the future.
2. Premature sex can result in dysfunction in adult life.
3. The effects of drugs on decision-making skills include lowering levels of inhibition,
   changing reflexes, impairing judgment, and dealing with legal issues.

Materials
• Worksheet “Examples of Sexual Pressure”
• Worksheet “What I Think-Parent Opinion”
• Worksheet “Get In Touch With Your Emotions”
• Video Teenage Sex: Resisting the Pressure (30 minutes)

Activities
1. Discuss assertiveness and refusal skills.
2. Assertiveness is the ability to set limits and to keep them. It is being able to say
   “no” without meaning “maybe” or “try again later.” (Note: definition of
   assertiveness should be written on chalkboard or an overhead.)
3. With a partner, discuss assertiveness and refusal skills in the following situations:
   A. A friend asks you to write a term paper for him/her.
   B. A friend asks you to sneak out of a store wearing a swimsuit.
   C. A friend calls you for a date.
4. Divide students into groups of four. Have students use ideas from the class
   discussions suggested in b,c,d or e and write a scenario that they can act out with
   puppets.
5. Brainstorm advantages and disadvantages of setting sexual limits. For example: No
   sex until marriage, no kissing on the first date, etc.
Reasons Teens Give For Having Sex

- Popularity
- Feel normal
- Feel “with it”
- Have someone to love
- Prove their love
- Feel loveable
- Feel worthwhile, wanted
- Statement against parent
- Have a baby to love
- Rite of passage
- Make relationship better
- Keep or hold on to other person
- Feel grown up
- Get it over with
- Satisfy curiosity
- Seems right
- Feels good physically

Reasons Teens Give To Say “No” To Sex

No:
- Pregnancy
- Disease (STI)
- Germs (infertility, cervical cancer)
- Bad reputation
- Worry
- Guilt (parents, values, beliefs)

Given a chance to:
- Grow up
- Know the other person
- Learn about self
- Build a relationship
- Test the relationship

Eliminate stress about:
- Getting caught
- Hiding it from parents
- Doing it right
- A commitment that is more serious than you are

6. Have students complete “Examples of Sexual Pressure” worksheet.
7. Have students complete “What I Think” worksheet.
8. Have students complete “What I Think” worksheet with parents.
9. Complete “Get In Touch With Your Emotions” with students.
10. To work on refusal skills-have student role-play answers to “Examples of Sexual Pressure” worksheet.
11. Discuss possible progression in boy/girl relationships. Progression could include:
   - being together
   - hand holding
   - good night kiss
   - long kiss
   - necking
   - petting
heavy petting
mutual sex play
intercourse

12. Brainstorm and discuss the benefits of abstinence/virginity.
   A. Immediate benefits-more time to mature, safe from disease and pregnancy, self-control, etc.
   B. Long term benefits-understand love, sex, and marriage, time for careers and life goals.

13. Brainstorm risks of being sexually active (include physical, emotional, social risks) such as guilt, disease, and pregnancy.

14. Exceptional Education Inclusion Activity
   A. Role-play and practice saying “no”
   B. Role-play refusal skills
   C. Read worksheet aloud and allow students time to complete each question after read.
EXAMPLES OF SEXUAL PRESSURE

What would you say to this kind of pressure?

1. “Don’t worry, I’ll take care of everything.”

2. “A guy/girl really needs sex.”

3. “Do you think I’d let anything bad happen?”

4. “Nobody will know but us.”

5. “You know I’ll still respect you tomorrow.”
EXAMPLES SEXUAL PRESSURES (cont.)

6. “If you don’t have sex with me, I’ll break up with you.”

7. “Just this one time.”

8. Others? (Create your own)
WHAT I THINK
(STUDENT OPINION)

Directions: Please answer the questions with your own ideas. Interview your parents with the questions on page 2 and compare the opinions.

1. What is OK and what is not, about teenagers seeing R or X rated movies or reading pornographic magazines.

2. What is OK and what is not about teenagers wearing revealing clothes?

3. What is OK and what is not about language – swearing and slang?

4. What is OK and what is not about sexual activity for teenagers?

5. Is there something you would like to know about what your parents think?
WHAT I THINK
(PARENT OPINION)

Directions: Please answer the following questions about your opinions on the following topics. Your son/daughter is completing the same assignment. Then discuss what each of you think. If you wish, it may be sent back to class to be shared.

1. What is OK and what is not, about teenagers seeing R or X rated movies or reading pornographic magazines.

2. What is OK and what is not about teenagers wearing revealing clothes?

3. What is OK and what is not about language – swearing and slang?

4. What is OK and what is not about sexual activity for teenagers?

5. Is there something you would like to know about what your son/daughter thinks?
GET IN TOUCH WITH YOUR EMOTIONS

Directions: The questions below are designed to help sort through feelings about sexual activity and relationships

1. What is involved in a strong relationship?

2. How would you know you are in a lasting and strong relationship?

3. How would you know that you are in a not-so-good relationship?

4. What are the risks of early sexual involvement?

5. Is sexual activity simply a physical act or are emotions involved too? Explain your answer.

6. What factors should a person think about before engaging in sexual activity? (example-commitment)
GET IN TOUCH WITH YOUR EMOTIONS (Cont.)

7. What are several reasons why a girl/guy would not want to engage in sexual activity?

8. How might a person feel if he or she engaged in sexual activity with someone who did not really care about him/her?

9. Suggest at least one good way a person could say no to sexual activity.