

Lesson 7.9

Grade 7 Conclusion and Review

Connecting the Lessons

Builds on *Lesson 7.7: Introduction to Sexually Transmitted Infections* and *Lesson 7.8: Introduction to Protection Methods*.

Lesson Goals

- Explain importance of communication in relationships.
- Demonstrate skills demanding use of condoms from partner.
- Demonstrate refusal skills.
- Name possible outcomes of sexual activity.

Preparation & Materials Checklist

- Read over the Role-Play scenarios.
- Review Steps to a Decision model.
- Review student handouts:
 - Handout 7.9-3: Steps to a Decision
 - Handout 7.9-5: What I Want to Remember
- Copy family letter and family activity.
- Have:
 - Role-Play scenario cards
 - Paper for reflections
 - Anonymous Questions Box
 - Slips of paper for anonymous questions
- (Optional) Create unit test from Grade 7 Test Question Bank.

Terms to Use

- STIs
- Refusal
- Insistence
- Condoms

SEL Skills Addressed

Relationship skills, responsible decision making

Logic Model Determinant(s)

Increase communication with parents and other caring adults.

Increase self-efficacy of SEL skills to delay and/or refuse sex.

Increase positive attitudes toward condoms and/or other protection methods.

Increase self-efficacy to demand the use of condoms and/or other protection methods.

Promote SEL skills to increase use of condoms and/or other protection methods.

Address values around abstinence and sex.

Address future goal setting.

→ Teacher Note

Since this is the final lesson of seventh grade, be sure to answer any remaining questions from the Anonymous Questions Box. It's also important to review local resources with students and encourage them to seek out caring adults with any questions or concerns they may have about sexuality.

Activity 7.9-1

5 minutes

Process Family Activity

Process Family Activity from Lesson 7.8

Process Questions

1. Did you do the activity with your parent or other caring adult?
2. Name some feelings you had while doing this activity.
3. Name something you learned or discovered during this conversation.
4. What might you do differently as a result of this conversation with your parent or other caring adult?

Get Real for Parents

Remind students to have their parent/caring adult use the access code to log in to the mobile website.

Activity 7.9-2

Anonymous Questions Box

Review anonymous questions

Address any remaining student questions from the Anonymous Questions Box, and remind students that you are always available to help them find resources or answers to their questions.

Activity 7.9-3

15 minutes

Sexual Decision Making

Review possible outcomes of sexual activity

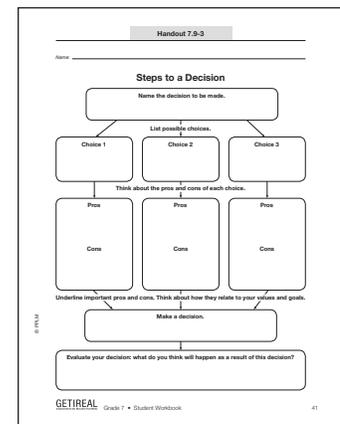
Ask students to name reasons people engage in sexual activity. Then ask them to name outcomes (both positive and negative) of engaging in sexual activity.

Apply decision-making model

Ask students to turn to **Handout 7.9-3** in the Student Workbook. Read the following scenario.

“Ashley and Craig are in high school. They’ve been dating for a few months, but they keep breaking up and getting back together. Craig thinks that if they have vaginal intercourse, it will make their relationship stronger and they won’t break up anymore. Ashley has had vaginal intercourse before and is taking a birth control pill. Craig has had oral sex with other people but never vaginal intercourse. What should they do?”

Have students work in small groups to apply the Steps to a Decision model. Ask groups to share their answers and write some possible decisions on the board.



Handout 7.9-3
Student Workbook page 41

Process Questions

1. What did your group decide that Ashley and Craig should do?
2. If Ashley and Craig decide to have vaginal intercourse, what could they do to reduce their risk for STI transmission or unintended pregnancy?
3. What could Ashley and Craig say to each other to communicate what they want?
4. Why does communication play an important role in preventing unintended pregnancy and STIs?

Activity 7.9-4

20 minutes

Practicing Refusal and Negotiating Condom Use

Practice refusal and negotiation skills

Break students into small groups. Explain that each group will be looking at some scenarios with characters who need help communicating. Scenarios will either focus on one character identifying their boundary, and their partner respecting that boundary, or on partners communicating assertively about protection.

Distribute one negotiation and one refusal role-play scenario to each group of students. Have students take a minute to read the scenarios and write notes about what the characters should do. Then have them talk through the scenarios in their groups and demonstrate the best course of action. Be sure that students act out the responses and practice their negotiation and refusal skills, rather than just talking about the scenarios in an abstract sense.

Call on groups to perform their refusal and negotiation skills for the class. Provide feedback or elicit it from the class, reinforcing abstinence as the most effective method to ensure health and safety, as well as correct and consistent use of condoms and other protection methods.

Process Questions

1. Name one feeling you had while performing these role-plays. What was easy? What was difficult?

→ *Teacher Note*

Reinforcing the message

As students examine the following situations and practice refusal skills, be sure to reinforce that the most effective method of protection is to abstain from sexual activity. But people who choose to become sexually active should always use condoms and other protection methods.

In order to reinforce both of these messages, make sure all students work on at least one refusal role-play and one insistence role-play.

→ *Teacher Note*

For educators who have been trained in guided improvisation and mantle-of-the-expert role-play techniques, this is an opportunity to utilize either of these techniques with the class. For a reminder of how these techniques are facilitated, log on to www.getrealeducation.org for modeling videos.

2. Why are these skills important to learn in a sex education class? What do they have to do with the other topics we've studied?
3. How can refusal skills or negotiation skills be useful to you in life?

Activity 7.9-5

5 minutes

What I Want to Remember

Reflect on learnings from *Get Real*

Remind students that over the course of *Get Real* they've learned important skills and information that they can use throughout their lifetime. Ask students to turn to **Handout 7.9-5** in the Student Workbook. Ask them to reflect on their learning from the past nine classes and think about how they can apply it to their own life.

Handout 7.9-5

Name _____

What I Want to Remember

1. One thing I can do to take care of myself is...
2. I can refuse to...
3. Two responsible decisions I could make about my sexual health are...
4. If I ever need support with an issue I don't know how to deal with, a caring adult I could turn to is...
5. If I ever have questions about my sexuality or sexual health, a resource I could use is...

Tip for Friends
The goal of this activity is to promote communication between Get Real students and caring adults in their lives. For students a great chance to show parents/caring adults, friends, and community members how much you enjoyed the course is to share your findings and ideas.

If it's embarrassing to discuss these issues with an adult, you can decide to:

- Ask your parent.
- Write down your answers and then read each item to a parent.
- Laugh, giggle, shrug, and go right on talking.

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Handout 7.9-5
Student Workbook page 43

Activity 7.9-6

Family Activity

Explain family activity

Review the Family Activity for this lesson.

Get Real for Parents

Remind students to have their parent/caring adult use the access code to log in to the mobile website.

Family Activity 7.9

What Have We Learned?

Instructions: Work together to finish these sentences. Think about the things you've both learned and discussed over the 9 weeks of *Get Real* classes and Family Activities.

1. One fact I learned about sex and sexuality is...
2. One value about sex and sexuality I have is...
3. One thing I still wonder about the topic of sex and sexuality is...
4. One thing I want my parent or child to understand about my feelings on this topic is...
5. One thing that's working in our relationship and communication about this topic is...
6. One of the main messages I want to share with my parent or child about the topic of sex and sexuality is...

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Parent or Other Caring Adult Signature _____ Student Signature _____

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Family Activity 7.9
Student Workbook page 45

Role-Play

Refusal Skills Role-Plays

1. Brittany's girlfriend wants to have oral sex with her. Brittany really likes her girlfriend, and her friends say that having oral sex will bring them closer together. But Brittany's mom thinks she should wait until she is older. Brittany agrees with her mom, but she is scared of hurting her girlfriend's feelings. What should she say?

2. Carlos and Veronica got drunk at a party and had vaginal intercourse last weekend. Now Veronica wants to have sex again, but Carlos doesn't want to. What should Carlos say?

3. Natasha and Marc have been dating for a long time. They have had oral sex. Their friends keep asking when they are going to have vaginal intercourse. Natasha isn't sure that she wants to take that step. What should she say?

Negotiation and Communication Skills Role-Plays

4. Erika and Cameron use condoms as their method of birth control. So far, they've used a condom every time they've had vaginal intercourse, but Cameron wants to see what it feels like without a condom. He asks Erika if they can try it just once without a condom and says he can pull out before he comes, so she won't get pregnant. What should Erika say?

5. Brianna is thinking about having sex with her boyfriend. She's never had sex before, and her boyfriend has had a lot of partners. She wants to use a condom, but she's nervous about asking because he's said he doesn't like to use them. What should Brianna say?

6. Corey has had sex with Jamie a few times, but they've never used condoms. Now Corey is worried about STIs and wants to start using condoms, but Jamie doesn't see what the big deal is. What should Corey say?

GET | REAL

Comprehensive Sex Education That Works

Dear Parent or Other Caring Adult,

This was the final week of *Get Real* classes! The Family Activity will help you and your child talk about the experience together. We hope you have found the *Get Real* Family Activities and letters helpful in your ongoing conversations with your child.

As the primary sexuality educator of your child, here are some general strategies to remember as you continue to talk about relationships, communication, decision making and values—the keys to sexual health!

- **Remember, sexuality isn't just about sex.** Sexuality includes gender, reproduction and sexual activity, but it's also much more. Sexuality involves feelings, attitudes, intimacy, caring, messages about gender, body image and sexual orientation.
- **Know that children and teens want to hear from their parents.** Teens cite parents as the number-one influence on their sexual decision making. Remind them that you care and want to help them make safe, healthy choices.
- **Be connected with their world.** Be curious about young people's interests (music, TV, sports, etc.) and get to know their friends.
- **Affirm them.** Compliments and support build positive self-esteem and will help your child open up to you.
- **Talk less, listen more.** Ask questions that open the door for discussion (e.g., "When do you think a person is ready to be a parent?"). Validate your child's questions, and really listen to your child's thoughts and views without judging. Start on a positive note by giving a compliment.
- **Choose the right times.** Talk in the car or having a snack, etc., not when people are on the run or in the middle of an activity such as homework.
- **Be prepared.** Learn about the sexuality education being taught in the schools, faith communities and youth groups. Identify available resources, such as websites, books and professionals.
- **Remember that it's never too late.** Starting early and talking often is great. But it's never too late to begin. Conversations about sexuality should be ongoing.
- **Be honest.** Communicate your true feelings and values. If you believe your child should wait to become sexually active, say so in a positive, supportive way. Don't expect to have all the answers. Admit when you don't know. Be willing to seek answers together. It's OK to feel embarrassed or uncomfortable, as long as you keep talking.
- **Understand why facts and knowledge are important.** Respect your child's right to accurate and honest information about sexuality. Giving them the information they need helps young people make good decisions.

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→ *Tips for Parents*

The goal of this activity is to promote conversations between *Get Real* students and caring adults in their lives. It provides a great chance to review material covered in class, research resources for additional information, and share your feelings and values.

Note: If it's embarrassing to discuss these issues with one another, you can decide to:

- Say so—and do the exercise anyway.
- Skip parts of it.
- Write down your answers and then read each other's answers.
- Laugh, giggle, blush, and go right on talking.

Parent or Other Caring Adult Signature

Student Signature