

Lesson 9.8

Negotiating Postponement and Protection

Connecting the Lessons

Builds on *Lesson 9.5: Comprehensive Protection Methods* and *Lesson 9.7: Sexual Risks and Low-Risk Intimacy*; connects to *Lesson 9.10: Healthy and Unhealthy Relationships*.

Lesson Goals

- Practice effective assertive communication and refusal skills.
- Identify ways to negotiate protection within relationships.
- Identify and maintain boundaries.

Preparation & Materials Checklist

- ☐ Review student handouts and journal activity:
 - Handout 9.8-3: Advice: Sexual Refusal and Negotiating Protection
 - Handout 9.8-4: Accessing Sexual Health Care
 - Journal Activity 9.8: Negotiating Postponement and Protection
- ☐ Have:
 - Large pieces of paper for group brainstorm
 - Anonymous Questions Box
 - Slips of paper for anonymous questions

Terms to Use

- Persuasion
- Communication
- Boundaries
- Sexual refusal
- Protection negotiation
- Consent

SEL Skills Addressed

Self-management, social awareness, relationship skills, responsible decision making

Logic Model Determinant(s)

Attitudes towards condoms and/or other protection methods.

Skills and self-efficacy to use SEL skills to increase use of condoms and/or other protection methods.

Skills and self-efficacy to use SEL skills to delay and/or refuse sex.

Values/attitudes towards abstinence and delaying sex.

Values/attitudes towards sexual behavior.

Skills and self-efficacy to use SEL skills to increase assertive communication in relationships.

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

Knowledge of consequences when condoms and/or other protection methods are not used.

Knowledge of resources for community or reproductive health information and services.

➔ Teacher Note

When students are working together to generate advice for the characters, it's important that they remain serious. Remind students that for advice to be effective, they must use an appropriate tone. They should practice this tone as they write their advice.

Activity 9.8-1

5 minutes

Discuss Journal Activity

Process Journal Activity from the previous lesson

Process Questions

1. What did you think about as you were reflecting on the journal prompts?
2. How does this journal activity relate to sexual health?

Activity 9.8-2

15 minutes

Persuasion Lines

Brainstorm ways people try to persuade others to engage in sexual activity

Explain that knowing personal limits for sexual behavior and communicating these limits to a partner are important parts of sexual health. There are situations in which it can be difficult for people to stick to their boundaries, and it's important to be aware of these situations.

Have the class brainstorm answers to the following questions and record their answers on the board:

- What are reasons people choose to have sex?
- What are reasons people choose not to have sex?

Divide the class into two groups (or four groups, with multiple groups answering the same question). Explain that each group will be given a large sheet of paper on which they should write answers to one of the following questions:

1. What are common lines that people have heard used to convince a partner to have sex?
2. What are common lines people have heard used to convince a person not to use protection?

Distribute paper to groups and give students a few minutes to brainstorm. Then have them post the papers where the whole class can see. Before processing the activity with the questions below, remind students of the definition of sexual consent.

Process Questions

1. Why did we do this activity?
2. Is there anything you want to add to another group's poster?

→ Teacher Note

Get Real's Definition of Consent

Consent means "giving permission." *Get Real* defines sexual consent as requiring a sober "yes" from all partners, free from intimidation or pressure. Consent is an ongoing process, and a "yes" to something once doesn't mean a "yes" to something always.

3. If someone used one of these persuasion lines to convince a partner to have sex, is it consensual? (*No, because they used persuasion/manipulation.*)
4. What are some effective responses to these persuasion lines?

Activity 9.8-3

20 minutes

Friendly Advice: Sexual Refusal and Negotiating Protection

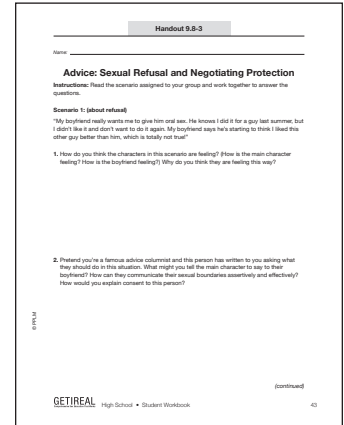
Practice sexual communication skills

Break students into pairs or small groups. Ask students to turn to **Handout 9.8-3** in the Student Workbook, and assign each group one of the scenarios. Remind students that, as advice columnists, it's important that they be respectful and also that they encourage healthy outcomes for the people they're supporting.

If there is time, ask a few groups (or at least one group for each scenario) to share aloud the advice column they created.

Process Questions

1. What can be difficult about communicating assertively with a partner?
2. What can be difficult about discussing and navigating sexual boundaries or negotiation with a partner?
3. Why it is sometimes easier to give advice to others than to take it ourselves?
4. Where might someone go for support/help if they felt like their partner wasn't respecting their sexual boundaries?



Handout 9.8-3
Student Workbook
pages 43–44

➔ Teacher Note

For teachers 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.

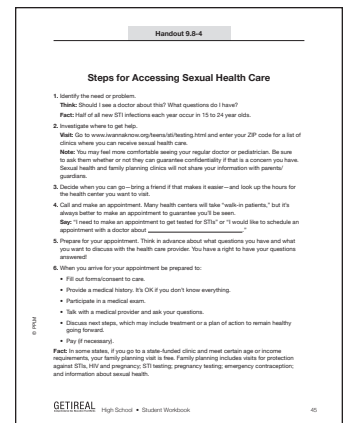
Activity 9.8-4

5 minutes

Accessing Sexual Health Care

Students learn how to access sexual health care

Explain to students that, in addition to being able to communicate effectively with a partner, people also need the ability to access sexual health care when necessary. Ask them why this is important. Distribute **Handout 9.8-4**, and read through it as a class.



Handout 9.8-4
Student Workbook
page 45

Ask what questions students have about accessing sexual care.

➔ *Teacher Note*

Be prepared to discuss local resources where young people can access sexual health care in your community.

Activity 9.8-5

Anonymous Questions Box

Review anonymous questions

Address student questions from the Anonymous Questions Box. Give students a new question prompt to answer if they don't have one about the class material, and remind students to place their anonymous questions in the box as they leave the classroom.

Activity 9.8-6

5 minutes

Introspective Journaling

Review journal activity

Review the Journal Activity questions for this lesson:

1. (Optional) What was something interesting you learned in class today?
2. How can you take care of yourself to ensure your sexual health?
3. Do you feel comfortable saying NO when you don't want to do something? In what circumstances might it be more difficult? How can you become more comfortable?

Journal Activity 9.8

Name: _____

Negotiating Postponement and Protection

1. (Optional) What was something interesting you learned in class today?

2. How can you take care of yourself to ensure your sexual health?

3. Do you feel comfortable saying "no" when you don't want to do something? In what circumstances might it be more difficult? How could you learn to if you feel like you weren't able to say "no" to something you didn't want to do?

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Journal Activity 9.8
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