

Lesson Four

Communication In Relationships



Lesson Overview

Students will apply communication skills learned in the previous lesson to scenarios, situations, and in an interview/discussion with a parent/guardian.

Key Points

- We should be able to express feelings without blaming
- We need good negotiation, assertiveness and refusal skills in everyday life
- Empathy is listening and understanding another person's needs and feelings

Lesson Objectives

After completing this lesson, students should be able to:

- Apply good negotiation and refusal skills in various scenario situations
- Provide responses to sexual pressure lines
- Use refusal skills to posed sexual pressure situations
- Reflect on their ability to use good communication techniques in an interview/discussion

Lesson at a Glance

Activity	Materials	Preparation	Approximate Class Time
FOCUS: I Don't Think So!	• <i>I Don't Think So!</i> handout	Photocopy and cut the <i>I Don't Think So!</i> Scenarios.	15 minutes
LEARN: "Lines" and Responses and "What Ifs"	• <i>Lines and Responses - Refusal Skills</i> worksheet	Print/Photocopy the <i>Lines and Responses - Refusal Skills</i> worksheet, and cut the sheets in half.	25 minutes
SUMMARIZE: Homework Activity	• <i>Effective Communication: Parent/Guardian Interview/Discussion</i> worksheet	Print/Photocopy <i>Effective Communication: Parent/Guardian Interview/Discussion</i> worksheet for homework	5 minutes

Education Standards Supported

National Family and Consumer Science Standards: 13.1-13.4; 13.6

National Health Standards: 2.12.3; 2.12.7; 2.12.9; 4.12.1- 3; 5.12.5; 5.12.6; 7.12.1-3

FOCUS: I Don't Think So!

15 minutes

Purpose:

Students will be presented with some situations in which they may possibly find themselves, and will consider possible refusal lines to have ready. This activity gets them thinking about the fact that they have control and can use good communication skills to help them through uncomfortable situations.

Instructor Information:

By conducting this in groups, instead of individually, it allows the participants in a group to support one another's efforts. It also depersonalizes the scenarios.

Materials:

- *I Don't Think So!* handout

Facilitation Steps:

1. Break the class into groups of 3 or 4.
2. Distribute one *I Don't Think So!* Scenario to each group. Tell the groups they will be taking turns both convincing another group to do whatever is on their scenario, and then having the other group trying to convince them to do whatever is on their scenario. They are to take 2-3 minutes to discuss possible refusal lines and negotiation skills to respond to the group that will try to convince them to do something. The back and forth will continue as long as time permits or you (the instructor) feel it is useful.
3. Choose two groups to come to the front of class and do their communication exchange. You can have 1 student from each group do the entire exchange or let students take turns with each exchange.
4. After the two groups at the front of the class finish their role play, ask the class how realistic it was. Ask them to share other statements they have heard on either side of that type of situation.
5. Have students write down one or two refusal lines they remembered from the exchange or the class evaluation/discussion.
6. Continue with the other groups.



I Don't Think So!

Scenarios

Your best friend has started hanging out with some new kids at school. You start to really miss your friend, so you are happy when you are invited to hang out with this new crowd. When you arrive, everyone is smoking marijuana. You don't want to smoke, but you don't want to be left out.

You spent a lot of time on your math homework last night. Your friend went out with some mutual friends and didn't get hers done. She wants you to share your answers with her. You don't want to.

A friend wants you to skip class to go to a new blockbuster movie. You don't want to go, because you know it's wrong; besides you have an English test next hour.

A friend has been drinking and wants to drive to get some food. He wants you to go with him.

Someone you like a lot wants you to take pictures of yourself without all your clothes on and send them to his iPhone.

A friend wants you to have some alcohol/marijuana/meth. You don't want to. You say no, but he continues to pressure you.

You are at your friend's house, and his parents are away on vacation. His older brother who just graduated from high school comes home with some friends and goes to the fridge and starts to drink a beer. He offers one to your friend and one to you. Your friend takes the beer and starts to drink it. You don't want to.

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LEARN: "Lines" and Responses and "What Ifs"**25 minutes****Purpose:**

Students learn about and practice responding to lines and what ifs.

Instructor Information:

This activity is designed to help students acquire the refusal and communication skills needed to respond to sexual pressure. It provides a plan

Materials:

- *Lines and Responses - Refusal Skills* worksheet

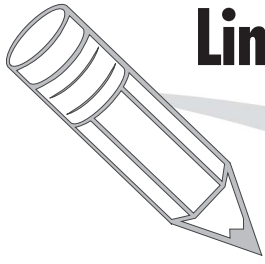
Facilitation Steps:*Responding to Lines*

1. Divide the class into groups of 3-4 people.
2. Explain that while you may be motivated to abstain from sex, without practice negotiating for abstinence, it can be difficult to follow through with the decision. This activity provides an opportunity to begin developing a vocabulary and skills in talking with a partner about limits and boundaries that will help them abstain from risky sexual behavior.
3. Have the small groups assign a recorder for each group. Explain that each small group will be given a sheet of paper that has a short scenario written on it about two people trying to negotiate a potential sexual situation. Each group is to read their scenario together, and then work together to create the next line in the dialogue. Then they are to pass their sheet on to the next group. Each group will create the next line of dialogue for the sheet they receive until the sheets get back to their original groups.
4. Distribute one Lines and Responses half sheet to each group. Note that each group has a different line for Partner A. Give groups a couple of minutes to develop their response in the dialogue, and then instruct them to pass it to the next group.
5. When all sheets have gone around the room and are back with the original group, have two members of that group read partner A and partner B lines.
6. Conduct a class discussion around each group's dialogue and their opinions of Person 2's response to sexual pressure.

"What If" Responses

7. Explain that sometimes certain words aren't good to use as responses to sexual pressure.
8. Read the following sample "what if" questions to the class and ask for a common answer to each.
 - a. What if I get pregnant?
 - *Answer:* I'll marry you
 - b. What if we can't afford a baby?
 - *Answer:* My parents will help out
 - c. What if I get a disease?
 - *Answer:* I'm clean, aren't you?
 - d. What if someone finds out?
 - *Answer:* I'm not going to tell, are you?
 - e. What if we break up?
 - *Answer:* I love you so much I could never break up
9. Repeat each of the above questions and their answers; but this time ask the class for a thoughtful response to each answer. For example: What if I get pregnant? *Answer:* I'll marry you Possible response: I'm not ready to get married yet, I'm too young.

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Lines And Responses — Refusal Skills

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Instructions: Line Person is pressuring Response Person to have sex. Come up with an effective next line in this dialogue and then pass the sheet to the next group.

Line Person: I love you. Let me show you how much.

Response Person:

Line Person:

Response Person:

Line Person:

Response Person:

Instructions: Line Person is pressuring Response Person to have sex. Come up with an effective next line in this dialogue and then pass the sheet to the next group.

Line Person: If you get pregnant, I'll marry you.

Response Person:

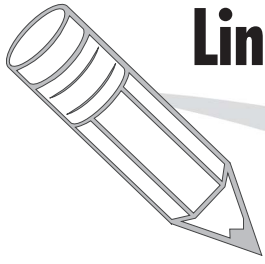
Line Person:

Response Person:

Line Person:

Response Person:

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Lines And Responses — Refusal Skills (cont.)

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Instructions: Line Person is pressuring Response Person to have sex. Come up with an effective next line in this dialogue and then pass the sheet to the next group.

Line Person: We've had oral sex, so let's take it to the next level.

Response Person:

Line Person:

Response Person:

Line Person:

Response Person:

Instructions: Line Person is pressuring Response Person to have sex. Come up with an effective next line in this dialogue and then pass the sheet to the next group.

Line Person: I know you've had sex with other guys, so it's not like you're a virgin or something.

Response Person:

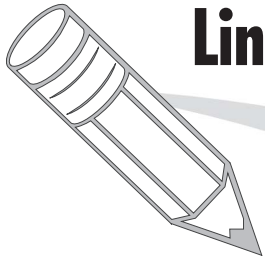
Line Person:

Response Person:

Line Person:

Response Person:

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Lines And Responses — Refusal Skills (cont.)

Instructions: Line Person is pressuring Response Person to have sex. Come up with an effective next line in this dialogue and then pass the sheet to the next group.

Line Person: If you loved me, you'd show me how much.

Response Person:

Line Person:

Response Person:

Line Person:

Response Person:

Instructions: Line Person is pressuring Response Person to have sex. Come up with an effective next line in this dialogue and then pass the sheet to the next group.

Line Person: It's a great feeling. I want to share with you how great it is. One time is not a big deal.

Response Person:

Line Person:

Response Person:

Line Person:

Response Person:

**SUMMARIZE: Homework Activity: Parent/Guardian Interview/
Discussion****5 minutes****Purpose:**

This activity summarizes the lesson on refusal skills. It also provides an opportunity for students to practice using good communication skills and get an understanding of a parent's/guardian's history and perspectives on rules for relationships.

Materials:

- *Effective Communication: Parent/Guardian Interview/Discussion* worksheet

Facilitation Steps:

1. As a summary to the previous activity on lines and responses, remind students that it's okay to just say no, too. If you don't have a clever response, the word "no" should be respected in any situation.
2. Hand out the *Effective Communication: Parent/Guardian Interview/Discussion* worksheet.
3. Tell students to read through the questions and add at least 1 or 2 more of their own questions. Tell students to set up a time before the next class to have this interview/discussion. Note that if a student's parent/guardian will not be available to do the activity before the next class, they can interview a teacher or administrator with whom they have a good relationship, the parent of a friend, or another adult with whom they have a good relationship.
4. Tell students to take a few minutes after the interview/discussion to reflect on what they learned by filling in the Reflection questions on the worksheet.
5. Explain the expectations for this assignment:
 - Additional question(s) noted
 - Clear answers to questions written on worksheet
 - Effective communication skills self-evaluated using the *Communication Skills* handout
 - Reflection questions completed
6. Address any questions or concerns.



Effective Communication: Parent/Guardian Interview/Discussion

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Interviewer Name : _____

Date: _____

Interviewee: _____

Relationship to interviewer: _____

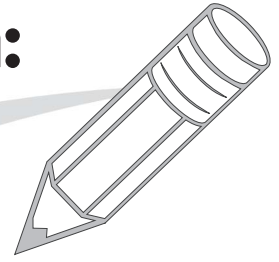
Directions:

Keep the following points in mind while conducting the interview/discussion:

- Find a time that is convenient for both of you, allowing for about 30 minutes of uninterrupted time.
- Use the verbal and non-verbal communication skills learned in class.
- If possible, record the interview, but take notes on this page.
- Ask follow-up questions if you want to know more about an answer.
- Have fun!

1. What were some of the big issues in society when you were my age?
2. What did you like to do when you were a teenager? What school activities were you involved in?
3. What did you want to be when you grew up?
4. What were your family's expectations of you regarding goals, friends, dating/marriage?
5. What were your parents' attitudes/rules about dating? Did you discuss sexually-related topics with them?
6. What rules or expectations do you have for me about dating and relationships?
7. What is the reasoning behind these rules and expectations?
8. What is the most challenging thing for you about being the parent of a teenager?
9. Did you like participating in this interview/discussion? If so, what did you like about it?

Effective Communication: Parent/Guardian Interview/Discussion (cont.)



Interview Reflections

I learned _____

I was surprised about _____

The most difficult part of this interview/discussion for me was _____

I enjoyed/ did not enjoy this interview/discussion. (Circle your answer) Why? _____

I used the following communication skills while conducting this interview/discussion
