

Lesson 12

Roleplay Practice: Saying NO to Unsafe Sex

Overview

This lesson introduces refusal skills that students can use if a negotiation to use condoms is unsuccessful. Students review steps for saying NO to sexual pressure. Then they brainstorm pressure lines a partner might use to pressure someone to have unsafe sex and discuss how to apply the steps for saying NO to refusing to have sex without a condom. Then, after watching demonstration roleplays that use ineffective and effective refusal and negotiation skills, they complete a half-scripted roleplay to practice these skills themselves. They practice their roleplays in pairs and receive feedback on their use of the skills.

Time: 60–90 minutes

Note: If time is limited, the roleplay scripts may be completed as homework, and the student roleplay practice and demonstration of refusal and negotiation skills may be completed in the following class.

Lesson Objectives

Students will be able to:

1. Demonstrate effective refusal skills to resist having sex without a condom.
2. Demonstrate negotiation skills to support condom use.

National Health Education Standards

Standard 4: Communication

Performance Indicator

4.12.1: Use skills for communicating effectively with family, peers and others to enhance health.

Performance Indicator

4.12.2: Demonstrate refusal, negotiation and collaboration skills to enhance health and avoid or reduce health risks.

Materials & Preparation

Prepare

- Review the questions in the Anonymous Question Box that relate to condoms and negotiating skills and prepare to answer any that aren't covered in the Teaching Steps for this lesson.
- Before class, prepare an adult classroom aide to perform the scripted roleplays with you, or prepare two student volunteers to perform the roleplay. Be sure to choose students who are mature and comfortable modeling negotiating condom use.
- Have the **Negotiation Skills** slide or transparency (Slide 10).
- Have **Saying NO to Sexual Pressure** (Slide 11), or make a transparency, if needed.

Copy

- **No Condom, No Sex—Ineffective Version** (Master 15) and **No Condom, No Sex—Effective Version** (Master 16) scripted roleplays, for you and for the classroom aide or student volunteers.
- **Observer Checklist** (Master 17) for each student.

Review

- **Not Without a Condom** half-scripted roleplay (*Student Workbook* pages 36–37), and Scoring Rubric, page 225.

Note: If your students have not worked with roleplays before, it's important to present the concept and model the process for them using the sample scripted roleplay. If your students are already familiar with roleplays, you can move directly to completing the half-scripted roleplay and practicing with a partner.

Health Terms

Review the teaching steps, slides, masters and activity sheet for any terms or concepts your students may not know, and be prepared to explain them. Examples:

- alternative
- body language
- roleplay

Support for Diverse Learners

To ensure student success with comprehending concepts:

- Pre-teach new concepts and terms. Write new terms on the board. Frequently use verbal checks for comprehension.

To ensure student success with roleplaying:

- Pair students with stronger writing skills or peer tutors with students who may need help with completing the **Not Without a Condom** half-scripted roleplay.
- Allow students to draw a storyboard or cartoons depicting the refusal skills in the **Not Without a Condom** roleplay.
- Have students practice the roleplay with friends outside of class.
- Have students record their **Not Without a Condom** roleplays.
- Have students practice their **Not Without a Condom** roleplays at home with a parent or other adult. Have the adult use the **Observer Checklist** feedback form.

Introduction

■ Get students ready for learning

Transition

In the last class you learned skills to negotiate condom use. On a piece of paper, list as many of these skills as you can remember, then write a sentence or two about which skills you think would be easiest and which most difficult for you to use in a real-life situation.

Allow students to focus and work quietly for a minute or two.

*When students have finished, show the **Negotiation Skills** slide and give them a chance to compare their answers with the list on the slide. Reinforce any steps that a majority of students missed or felt would be difficult to practice.*



Slide 10

Motivate

The last step in negotiation is to either come to an agreement or be prepared to give a clear NO message if your partner refuses to use condoms.

Think of a time you had to say NO to someone you cared about. You don't have to share what the situation was, but remember how it felt and what you did to let the person know the answer was NO. Turn to a partner and share those things now.

Pair students or allow them to select partners and give them a few minutes to share their experiences. When pairs have finished, lead a brief discussion of the following questions:

- Was it easy or hard to say NO?
- Did the person accept your NO?
- What did you do to convey your NO message? Was it successful or not?

Not everyone understands the importance of using condoms if a person decides to be sexually active. One of the biggest challenges to your

choice to protect your sexual health by using condoms may come when a current or future partner doesn't want to use them. If you can't successfully negotiate condom use with this partner, you'll need to know how to say NO to having unsafe sex.

Teaching Steps

■ Review effective ways to say NO

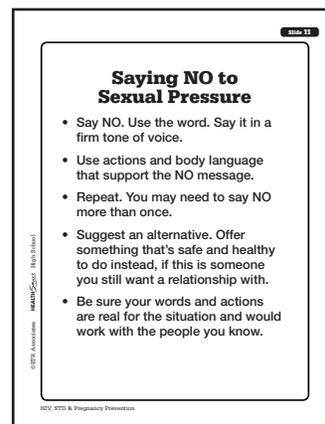
Prepare

Show the **Saying NO to Sexual Pressure** slide.

Explain

These steps will help you say NO in ways that work.

- The first step is to say NO. Use the word in your response, and say it in a firm tone of voice.
- You also want to use actions or body language that support and reinforce the NO message. These are ways to say NO without words.
- Repeat the NO message if the pressure continues. Often, you may have to say NO to the pressure more than once.
- If the person pressuring you is someone you still want to have a relationship with, you can suggest an *alternative*. This is something realistic and safe that you can do instead and won't put your sexual health at risk.
- Finally, the words and actions you use to say NO need to be real for the situation, believable and ones that would work with the people you know.



Slide 11

Model

Demonstrate examples of various ways to say NO to pressure to have sex without a condom.

- No, I don't want to.
- If we don't use a condom, I could get pregnant. So, no, I'm not going to risk it.

- No, I'm not going to have sex with you without a condom.
- No, and if you don't stop pressuring me, I'm going to go home.
- I won't have sex without a condom. Let's go get something to eat instead.

Explain

You can also say NO without words. What you say with your body is called *body language*. Your face, body movements and actions all help someone who's pressuring you see that you mean what you say.

What body language can you use to say NO to pressure to have unsafe sex?

Model

Demonstrate examples of a few actions, such as crossing your arms and turning away, shaking your head, and standing up tall and making eye contact as you say NO firmly.

■ **Students brainstorm pressure lines**

Create

What are some pressure lines a partner might use to try to convince someone to have sex without a condom?

Call on students to provide examples. Write their suggested pressure lines on the board.

If students are having trouble coming up with pressure lines, add these to the list:

- *I don't have a condom with me.*
- *I don't have an STD, so we don't need a condom.*
- *Using a condom will spoil the mood.*
- *I'm allergic to latex.*

Explain

You can use the skills you practiced in the last class for negotiating condom use, along with the steps for saying NO, to respond to pressure to have sex without a condom.

Model

Choose a few of the sample pressure lines, and demonstrate how to say NO to unsafe sex and negotiate for condom use.

For example, if your partner said, “I don’t have a condom with me,” you could say: “Well, you need to get one, because I won’t have sex without a condom. I know a drugstore down the street where we can buy some.”

Or if your partner said, “Using a condom will spoil the mood,” you could say, “No, not having sex will really spoil the mood. But we’re not going to have sex unless we use condoms.”

Practice

Now you’ll have a chance to practice. You’ll work with a partner to take turns using your negotiation skills and skills for saying NO to respond to pressure lines. The first person should say one of the pressure lines from the list of examples on the board. The second person should use the ways to say NO and any negotiation skills that fit to resist the pressure. Don’t forget about using appropriate body language to support your message. Then switch roles, so you both get a chance to practice.

Pair students or allow them to select partners and allow time for practice. Emphasize that it doesn’t matter if students have a partner of the same or opposite gender. They’re simply practicing the skills of resisting pressure and negotiating condom use.

Reinforce

Circulate around the room to offer corrective feedback and reinforcement as students practice.

*If there is time after students have had an opportunity to practice, ask for volunteers to demonstrate their pressure and resistance lines. After each pair has demonstrated their lines, use the **Negotiation Skills** and **Saying NO to Sexual Pressure** slides to review which techniques were used to resist the sexual pressure and negotiate condom use.*

■ Demonstrate refusal and negotiation skills

Explain

You can't always know how you'll react in a real-life situation, but you can practice ahead of time using a *roleplay*. In a roleplay, you're given an example situation based on things that might happen in real life and you have a chance to practice what you can say or do in response.

Model

Introduce the No Condom, No Sex—Ineffective Version scripted roleplay by reading the situation aloud. Then perform the roleplay with the adult classroom volunteer or have the prepared student volunteers perform it. The person responding should be sure to use passive body language and an uncertain tone of voice to model an ineffective negotiation and refusal.

Student 15

**No Condom, No Sex
Ineffective Version**

Directions: Perform this scripted roleplay with an adult classroom volunteer. Read the situation to set the stage. Then have your volunteer read the pressure lines while you respond. Be sure to use passive body language and an uncertain tone of voice to model an ineffective refusal. If you use student volunteers to perform the roleplay, be sure to prepare them in advance and coach the responder in how to model an ineffective refusal.

Situation

Your parents are gone for the evening and you're babysitting your little brother. He's already in bed and asleep. You call your boyfriend/girlfriend to come over. You've been dating for 7 months and really like each other a lot. You've made a promise to never have sex without using a condom, and up until now have always used one each time you and your partner have had sex. You begin making out and getting turned on.

Boyfriend/Girlfriend: This feels so good. I feel so close to you.

You: This feels good to me too. But maybe we should use a condom?

Boyfriend/Girlfriend: I don't have one. But it won't hurt if we don't use a condom just one time.

You: Well, probably not. But we did say we'd try to use them...

Boyfriend/Girlfriend: Let's skip it just this once.

You: I don't know.

Boyfriend/Girlfriend: Don't you think it would be nice just to see what it feels like without a condom?

You: Yeah. I wonder about that too.

Boyfriend/Girlfriend: This is feeling so good. I don't want to stop now.

You: I don't either. I guess we can always use a condom the next time.

Boyfriend/Girlfriend: Sure. But let's not worry about it tonight.

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Master 15

Ask & Discuss

How effectively do you think the character in the roleplay negotiated condom use or refused to have sex without a condom? What did you notice?

Allow students to respond to the question and discuss their ideas.

Review

Show the Negotiation Skills slide again. Go through the points on the slide helping students analyze what elements were missing in the ineffective version of the roleplay. You might also want to review the Saying NO to Sexual Pressure slide to help students analyze what was lacking in the refusal.

Summarize

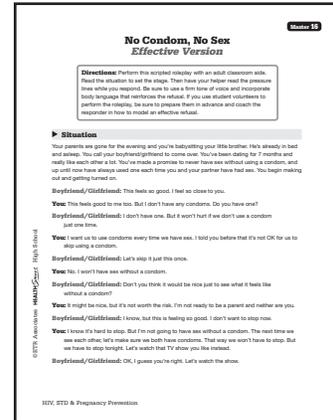
In this ineffective version of the roleplay, the person who wanted to use condoms wasn't clear about what he/she wanted, failed to communicate what was and was not acceptable and didn't present any ideas to

support condom use. The person also never actually said NO or used body language that would have reinforced the refusal.

Model

Let's see the roleplay again, but this time you'll see effective ways to negotiate.

*Introduce the **No Condom, No Sex—Effective Version** scripted roleplay by reading the situation aloud. Then perform the roleplay with the adult classroom volunteer or have the prepared student volunteers perform it. The person responding should be sure to use a firm tone of voice, present his/her position calmly and rationally, and incorporate body language that reinforces the refusal.*



Master 16

Ask & Discuss

What negotiation steps did you see in the roleplay?

Allow students to respond to the question and discuss their ideas.

Summarize

In the effective version of the roleplay, the person who wanted to use condoms was clear about what he/she wanted and described it (I want us to use condoms every time we have sex, I won't have sex without a condom), communicated what was and was not acceptable (it's not OK for us to skip using a condom), and presented rational ideas to support condom use (it's not worth the risk, I'm not ready to be a parent and neither are you). The person acknowledged the partner's feelings (this feels good to me too, I know it's hard to stop) and looked for an acceptable compromise (the next time we see each other let's make sure we both have condoms).

The person also used the ways to say NO to keep refusing to have sex without a condom (said NO, used body language to reinforce the NO, repeated the refusal, and suggested an alternative). So the partners were able to come to an agreement in the end.

■ Students practice refusal and negotiation skills

Complete

Direct students to turn to **Not Without a Condom** on page 36 of the Student Workbook.

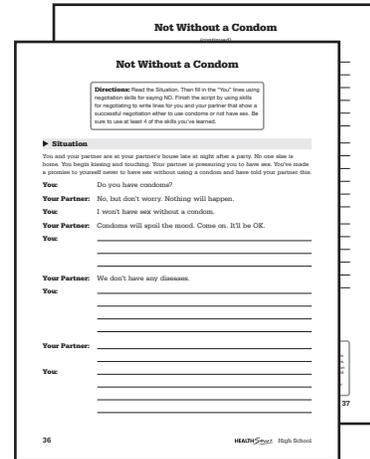
Now you'll have a chance to write your own roleplay responses to some pressure lines, using the negotiation skills you've learned. Read the Situation. Then respond to the first 2 pressure lines using the skills you've learned for saying NO to having sex without a condom. Then finish the script by using skills for negotiating to write lines for you and your partner that show a successful negotiation either to use condoms or not have sex. Be sure to use at least 4 of the skills you've learned for negotiating or saying NO.

Allow time for students to complete their roleplay scripts individually.

Practice

Find a partner and take turns practicing your roleplays. One partner will read the "Your Partner" lines, and the other will respond using the "You" lines he or she has written. Then switch, so you each get a chance to try out the negotiation lines you wrote.

Pair students and allow time for them to practice reading their roleplay scripts with each other. Circulate around the room to offer corrective feedback and reinforcement as students practice.



Workbook pages 36–37

Tech Connection

Allow students to create a video or graphic presentation of their roleplay and show it to the class.

Assessment & Closure

Students demonstrate learning

Demonstrate

Distribute an **Observer Checklist** to each student. Tell students they'll be performing their roleplays, with each partner having a chance to play the person who's negotiating condom use in the roleplay, and that they'll also be observing other pairs do their roleplays and giving feedback on which negotiation skills were used.

Put students in groups of up to 4 pairs, and have each pair perform their roleplays while the others use the **Observer Checklist** to evaluate the negotiation skills demonstrated. Circulate as groups are working to monitor their progress and keep them on track. Remind students that each pair in the group should switch roles, so both partners get a chance to practice negotiation skills and receive observer feedback.

If there's time, have a few pairs perform their roleplays for the class, discuss what the class observed, and give feedback.

Observer Checklist Master 17

Directions: Record the names of the other roleplay pairs in your group on the chart. As you observe the roleplays, put a check next to the negotiation skills that were used. Each partner in a pair should take a turn at playing the person who is negotiating condom use.

Skills	Roleplays								
	Pair 1	Pair 2	Pair 3	1	2	3	4	5	6
Observed what's worked	<input type="checkbox"/>								
Communicated what's acceptable and what's not	<input type="checkbox"/>								
Presented rational, consistent ideas that support the position	<input type="checkbox"/>								
Tried to understand the other partner's point of view	<input type="checkbox"/>								
Looked for ways to compromise	<input type="checkbox"/>								
Came to an agreement	<input type="checkbox"/>								
QTR	<input type="checkbox"/>								
Gave a clear NO message	<input type="checkbox"/>								
Said NO	<input type="checkbox"/>								
Used body language to support the NO message	<input type="checkbox"/>								
Prepared the refusal	<input type="checkbox"/>								
Suggested an alternative	<input type="checkbox"/>								

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Master 17

End the lesson

Review

Allow time at the end of class to read and answer questions from the Anonymous Question Box that relate to condoms and negotiating skills. Use the questions as a way to review key concepts taught in the lesson, and provide answers for any relevant questions that weren't covered.

Close

Roleplaying gives you a chance to practice negotiating condom use before you are in a real-life situation. Sometimes it takes a while to feel comfortable using the refusal and negotiation skills you've been learning. But knowing how to apply these skills will help you make sure you never engage in unprotected sex.

What were some of the best examples of each negotiation skill that you saw during the roleplays?

*Call on students to share their observations until all the points on the **Negotiation Skills** slide have been reviewed and reinforced.*

Assess

*Collect students' **Not Without a Condom** and **Observer Checklist** activity sheets, and evaluate their work for this lesson.*

Assessment Evidence

Objective 1

Students demonstrated effective refusal skills to resist having sex without a condom by:

- Completing the **Not Without a Condom** activity sheet.
- Creating and practicing roleplays that demonstrated effective use of refusal skills to resist pressure to have sex without a condom.

Objective 2

Students demonstrated negotiation skills to support condom use by:

- Completing the **Not Without a Condom** activity sheet.
- Creating and practicing roleplays that demonstrated effective use of negotiation skills to support condom use.

(Scoring Rubric, page 225)

Lesson 12 • Roleplay Practice: Saying NO to Unsafe Sex

Not Without a Condom Activity Sheet and Roleplay				
Objective	4	3	2	1
1. Effective Refusal Skills	Clearly and correctly responds to the first 2 pressure lines using skills for saying NO to sexual pressure. AND Refusals send a clear and specific message about not having sex without a condom.	Clearly and correctly responds to the first 2 pressure lines using skills for saying NO to sexual pressure. AND Refusals send a general message about not having sex without a condom.	Somewhat correctly responds to 1 of the pressure lines using skills for saying NO to sexual pressure.	Does not respond to the first 2 pressure lines. OR Refusals do not send a message about not having sex without a condom.
2. Negotiation Skills	Clearly and correctly uses 4 or more of the following negotiation skills: <ul style="list-style-type: none"> • Describes what's wanted. • Communicates what's acceptable and what's not. • Presents rational, consistent ideas that support the position. • Tries to understand the other person's point of view. • Looks for ways to compromise. • Gives a clear NO message. 	Clearly and correctly uses 3 of the following negotiation skills: <ul style="list-style-type: none"> • Describes what's wanted. • Communicates what's acceptable and what's not. • Presents rational, consistent ideas that support the position. • Tries to understand the other person's point of view. • Looks for ways to compromise. • Gives a clear NO message. 	Clearly and correctly uses 1 or 2 of the following negotiation skills: <ul style="list-style-type: none"> • Describes what's wanted. • Communicates what's acceptable and what's not. • Presents rational, consistent ideas that support the position. • Tries to understand the other person's point of view. • Looks for ways to compromise. • Gives a clear NO message. 	Does not clearly and correctly use any of the following negotiation skills: <ul style="list-style-type: none"> • Describes what's wanted. • Communicates what's acceptable and what's not. • Presents rational, consistent ideas that support the position. • Tries to understand the other person's point of view. • Looks for ways to compromise. • Gives a clear NO message.
3. Roleplay Practice	Partner presents the pressure lines clearly and in character. Refuser uses a firm tone of voice while clearly speaking the refusals and incorporates appropriate body language that clearly reinforces the refusal. AND Refuser successfully demonstrates 4 of the negotiation skills during the roleplay.	Partner presents the pressure lines clearly. Refuser uses a relatively firm tone of voice while speaking the refusals and incorporates body language that somewhat reinforces the refusal. AND Refuser successfully demonstrates 3 of the negotiation skills during the roleplay.	Partner presents the pressure lines. Refuser speaks the refusals, but tone of voice and/or body language convey a weak message. AND Refuser successfully demonstrates 1 or 2 of the negotiation skills during the roleplay.	Partner presents the pressure lines weakly. Refuser does not clearly communicate the refusals and/or uses an inappropriate tone of voice or body language. AND Refuser does not successfully demonstrate negotiation skills during the roleplay.