

# Negotiation and Refusal Skills

## Lesson 6

### Synopsis

Students reflect on their first volunteer project visit. Negotiation and refusal skills are introduced and demonstrated through role plays. Students then practice and receive feedback using these skills using half-scripted role plays.

### Purpose Statement for Students

Today we will review and practice ways to draw the line in sexual situations.

### Objectives

Students will be able to:

- Reflect upon their volunteer project visit.
- Describe and give examples of interpersonal skills to maintain their personal limits in sexual situations.
- Demonstrate interpersonal skills to maintain their personal limits in sexual situations.

### Activities and Time

6.1:	Plan for the Day	3 minutes
6.2:	Think About It	25 minutes
6.3:	Effective Refusals	20 minutes
6.4:	Peer Leader Skill Demonstration	5 minutes
6.5:	Student Skill Practice	20 minutes
6.6:	Closure	10 minutes

### Materials

- Plan for the day.
- Chart paper, markers (6 boxes) and tape.
- Student name tents.
- Student Activity Sheet 6.2 (8 copies).
- CD player and music.
- Psst Chart with Velcro check marks (1 copy).
- Peer Leader “Psst” steps (see end of lesson for details; 1 set per Educator).
- Teacher Background Sheet 6.3 (1 copy).
- Demonstration role play 6.3: Try It! (2 copies).

- Peer role play 6.4a and 6.4b: Fooling Around--Ineffective and Effective Versions (2 copies of each).
- Student role play 6.5a (Should I Say Anything?) and 6.5b (The Party) (15 of each on different colored paper).
- Question box.
- 3x5 cards (2 per student).
- *All4You!* Pencils (bag of 25, sharpened).

### **Preparation**

- Review the entire lesson and prepare materials for implementation.
- Check with Peer Leaders to be sure they are prepared.
- Review Teacher Background Sheet 6.3 on effective communication.
- Prepare answers to students' questions in the question box.

## **Peer Leader Activities**

- Peer Leaders serve as small-group recorders and reporters for Activity 6.2.
- Four Peer Leaders assist in demonstrating the steps for the “Psst” technique.
- One Peer Leader assists in demonstrating the “Psst” technique by reading role play 6.3 with Educator.
- Two Peer Leaders demonstrate ineffective and effective communication by reading role plays 6.4a and 6.4b.

## Activity 6.1 Plan for the Day

**Suggested Time:** 3 minutes

**Materials:** Plan for the day

**Purpose:** To review the plan for the day and orient students to the day's activities.

### **Steps for Activity:**

❶ Have students help pass back name tents.

❷ Post plan for the day as follows:

Today we will review and practice ways to draw the line in sexual situations.

Lesson 6

\*Think About It

\*PSST

\*Let's Watch

\*Role Play

\*Summary

❸ Ask a volunteer to read the plan.

## **Activity 6.2 Think About It**

**Suggested Time:** 20 minutes

**Materials:** Student Activity Sheet 6.2

**Purpose:** To debrief students' volunteer project visit.

### **Steps for Activity:**

#### ***Review of the Previous Volunteer Project Visit***

- ❶ Have students who went on the volunteer visit review what happened at the site. Use the following questions as prompts if necessary.
  - \* Where did we go?
  - \* What did we do there?
  - \* What were the people like there?
  - \* What was it like being there?
  - \* Was it the same or different than you expected? In what ways?
- ❷ At the end of the update, ask if anyone wants to add anything about the day. Thank students for recounting the day.

#### ***Identifying Students' Contributions***

- ❶ Remind students that they started talking about ways people made a difference at the volunteer project at the end of the last class. Explain that as part of the next activity they will have more time to think about how they helped and how they can help at future visits.
- ❷ Review the following steps for the activity:
  - \* You will work in small groups (three or four students per group).
  - \* Each group will get a worksheet with 2 bubbles that need to be completed (“During our first visit we were able to help by....” “Some other ways we can help next time are...”)
  - \* Each group should work together to fill out the 2 bubbles. You will have about 5 minutes to do this.
  - \* At the end, each group will present their answers to the rest of the class.

- ③ Check for understanding by asking students what they are going to once they get into groups. Clarify as needed.
- ④ Have students form groups. Assign a Peer Leader to each group. Give each group one copy of Student Activity Sheet 6.2 and a pencil. Have students get started.



- ⑤ Allow students to work for up to 5 minutes. **Play music** while students work. Circulate to ensure students are on task and to assist as needed. As you circulate, recruit one group to start the presentations.
- ⑥ After the groups are finished, ask the first group to present their answers. Repeat the process with the other groups, having them highlighting any new ways that weren't already presented.
- ⑦ Have the Peer Leaders add any contributions they noticed that weren't listed by students (you can add any as well). Summarize this activity by noting that students are making contributions in ways that they may not have thought about before. Remind students that even small things (e.g., a smile, taking time to talk with someone, holding a door for someone, helping to carry something, etc.) can make a big difference for others.
- ⑧ Transition to the next activity by noting that one thing they will need to do at the community project is communicate with other people. Note that they do this with their friends and partners too. Explain that for the rest of the class they will be focusing on how to get the most from that communication.

### **Activity 6.3 Effective Refusals**

**Suggested Time:** 20 minutes

**Materials:** Teacher background sheet 6.3, Psst Chart, Psst step cards, demonstration role play 6.3

**Purpose:** To review and demonstrate characteristics for effectively communicating about sexual decisions.

#### **Steps for Activity:**

***Educator Note:** When identifying characteristics of effective communication, some students may identify negative or disrespectful characteristics (e.g., yell at them, use bad language, call them names, etc.). Watch for this and provide corrective feedback immediately. Remind students that it may seem easy to refuse someone whom they do not like, but that the purpose of this lesson is to learn and practice ways to communicate with someone who they like as a friend. Remind them that they need to communicate in a way that shows respect to the other person.*

*In some instances, a partner may not respect direct communication. Thus, it is also important to have a back-up plan and be prepared to walk away from a situation if needed (e.g., if a person feels unsafe or uncomfortable).*

***Educator Note:** Before beginning this activity, be sure the Peer Leaders have their Psst step cards for the demonstration. Tell the Peer Leaders that they can use different examples than on the cards, but they must check out the changes with you first (the goal is for Peer Leaders to model the steps).*

- ❶ Ask students to think about their relationships with their friends or their boyfriends/girlfriends. Ask students what they think are the most important things in a successful relationship (e.g., trust, honesty, communication). Acknowledge students' input. Point out that communication is one of the most important elements of a good relationship. This means being honest and saying what you want or need. Tell students that they can't expect others to know how they feel if they don't say it directly. Explain to students that for the rest of the class they will be talking about and practicing ways to talk with their partners to let them know they don't want to have sex or unprotected sex.
- ❷ Ask students to think about a time when someone said NO to them and really meant it. Ask them to identify what the other person said and did that made them realize that NO really meant NO (e.g., tone of voice, body language, said it over and over again, walked away). Record students' responses on chart paper. Probe for clarity and provide explanations as needed.

⑤ Explain that the ability to communicate clearly gives a person a lot of power in life. Tell students that using some of the things they just identified can help them build strong, honest communication in their relationships.

④ Using the “Psst” Chart review the four skill steps and explain the importance of each. After reviewing each step, call on the Peer Leader who was assigned that step to demonstrate it. Where appropriate, give students an example of the ineffective use of the step after the Peer Leader has given his/her example. This will highlight the difference between ineffective and effective use.

\* **P= Pick your limit.**

Decide what you are going to do to stay safe from HIV, other STDs, and unintended pregnancy (e.g., wait until later to have sex, use condoms if having sex).

\* **S= Say it strong.**

Let the other person know what you will and won't do, in a strong and positive way. Say "no," "I don't," "I won't," or "I'm not" to let them know where you stand.

Also, pay attention to the way you say it. The way you say something often gives a stronger message than the words you use. Use a convincing voice and other body movements that support your message (e.g., hand or arm movements for emphasis, cross arms for emphasis, use serious facial expressions, etc.).

- *Effective use:* With firm voice and arms crossed say, "I'm not ready to have sex right now" or "I won't have sex without a condom."

- *Ineffective use:* With an unconvincing voice and looking down say, "I don't know. I guess we really should use a condom."

\* **S=Suggest something else to do.** Suggest something else that is positive and fun that you can do together.

- *Effective use:* "I really like being with you. Let's go for a walk."

- *Ineffective use:* "I really like being with you. Let's go get wasted (a negative behavior that might lead to other negative behaviors).

- \* **T=Tell why.** Tell the other person why you want to be safe. Explaining why helps your partner hear and understand your real concerns and helps prevent him/her from reacting in a negative way. Talking it out can help build your relationship and reduce frustrations. Ask yourself: "Why do I want to be safe?" Then base your answer on that.
  - *Effective use:* "I really like being with you, but I'm not ready to have sex," "I feel close to you already. We don't need sex to bring us closer." or "Using condoms makes me feel safe."
  - *Ineffective use:* "I don't know. Just because." Or, not saying how you feel or not talking about it, and expecting the other person to just know how you feel.

Acknowledge that there may be some situations where the "Psst" technique may not work. Explain that they need to have back-up plans and they may need to leave the situation. Tell students that you will talk more about back-up plans in a few minutes.

- 5 Explain that you and one of the Peer Leaders will demonstrate the use of the "Psst" technique by reading a role play. Instruct students to watch and listen, and be prepared to describe what was said and done to communicate clearly.

Give a copy of demonstration role play 6.3 (Try It!) to the Peer Leader and keep a copy for yourself. Put the "watch me" badge on and instruct students to listen and watch your responses. Read the Setting the Stage section first, then read the role play with the Peer Leader. Play the part of the person saying "no."

- 6 After the role play, check for understanding by asking students: What was my limit? (No needles.) What did I say and do to communicate clearly? (e.g., said "I won't," used a firm voice, used my body to reinforce the words, talked about why, suggested another activity).

## **Activity 6.4 Peer Leader Skill Demonstration**

**Suggested Time:** 5 minutes

**Materials:** Role plays 6.4a and 6.4b, watch me badge, Psst chart

**Purpose:** To demonstrate how ineffective communication can lead to trouble.

### **Steps for Activity:**

- ❶ Explain that two Peer Leaders will demonstrate some of the ways that not communicating clearly can work against getting what you really want.
- ❷ Point to the Psst chart. Tell students to be prepared to identify which steps are used in the role play.
- ❸ Give each Peer Leader a copy of role play 6.4a (ineffective version). Instruct the rest of the class to watch and listen to the role play. Put the “watch me” badge on one of the Peer Leaders and tell students they should focus on that person’s response.
- ❹ Have a Peer Leader read the “Setting the Stage” section of role play 6.4a, then have the Peer Leaders read the lines.
- ❺ After the role play, ask students if the person being pressured used the Psst technique. Ask them to identify what was missing (e.g., never said “I don’t or I won’t,” did not have strong body language, did not tell why).
- ❻ Give the Peer Leaders a copy of role play 6.4b (the effective version). Again, have the class listen and watch for the Psst steps (refer to the Psst chart). Set the stage by reminding students of the role play situation. Have the Peer Leaders read their roles.
- ❼ After the role play, ask students to identify the difference between the two versions (in the second role play the person being pressured used more Psst steps). Use the Psst chart and check marks during the debrief to review which steps were used.
- ❽ Ask students which steps worked well, and why. Ask if any responses could have been stronger, and how. List students’ suggestions on the board or chart paper. Ask the Peer Leaders how they felt playing their roles during the two versions and how they might change their responses.

## Activity 6.5 Student Skill Practice


**Suggested Time:** 20 minutes

**Materials:** Role plays 6.5a and 6.5b, Psst Chart

**Purpose:** To help teens practice using the “Psst” technique.

### Steps for Activity:

#### *Practicing “Psst”*

- ❶ Tell students that they will now have a chance to practice using the “Psst” technique by working in pairs on role plays. Review the following instructions:
  - \* You will get a role play that has the pressure lines written (show role play 6.5a and 6.5b). There are two different versions.
  - \* Once you get your role play, you should work individually to write down your responses to the pressure lines in that role play.
  - \* Be sure to use all four “Psst” steps.
  - \* After everyone finishes, each of you will pair up with someone with the same role play and then take turns reading your lines.
- ❷ Check for understanding by asking students what they will do once they receive their role play handout. Clarify as needed.
- ❸ Distribute one role play (either 6.5a and 6.5b) and an *All4You!* pencil to each student. Allow them to work for 3 to 5 minutes.
- ❹ Once students have finished, explain that they will now work in pairs and take turns reading their response lines. Explain that after both people have read their lines, they should help each other think of one thing that was very strong in their responses (e.g., you used a firm tone of voice, you explained why), and one way to make their responses stronger. Remind students that the purpose of giving each other feedback is to *help* each other, *not* to make each other feel bad.
-  ❺ Have students pair up with someone with the same role play and begin reading their role plays. Allow students to work for 3 to 5 minutes. **Play music** as they work.
- ❻ Circulate to ensure students are on task and to assist as needed. While circulating, recruit one or two volunteers who would be willing to read their role plays in front of class.

**Educator Note:** *It is possible that students will not want to volunteer to read in front of the class. Accept this and do not force students to present their role plays for the class.*

- 7 If students are willing, have several volunteers read their role plays in front of the class. Have other students identify what steps they used from the “Psst” technique.

**Educator Note:** *Students often list reasons they can’t do something instead of saying directly that they won’t do it (e.g., “I can’t because....” versus “I don’t” or “I won’t.” Address this issue as part of the role play debrief. Point out that offering excuses may seem to work at first, but it leaves the door open for the other person to continue to pressure. Emphasize the power of being direct and clear about your needs and limits.*

- 8 Summarize by asking students what strategies seem most effective for them. Explain that some strategies may be more comfortable to use than others, and students should think about which ones are best for them.
- 9 Remind students that there may be times when they use the “Psst” technique but the other person still doesn’t back-off. Explain that because of this possibility, it is important for them to have back-up plans just in case they need to get out of a situation.

Have students brainstorm a list of situations where they might need to walk away (e.g., because they feel unsafe or uncomfortable), and then possible back-up plans that they could use (e.g., go with a friend, have money to take a cab, etc.).

- 10 Ask why it is important to think about and practice these things ahead of time (so they can be prepared). Encourage students to try out some of these ideas in the next few days.

### ***Picking a Limit***

- 1 Pass out a 3 x 5 card to each student. Tell students that you would like to have them starting using the “Psst” technique today. Explain that you want them to decide on their current limit--what they are going to do starting today to stay safe from HIV, other STDs, and unplanned pregnancy, and then write in on the card you gave them. Remind students that there are different ways to stay safe (e.g., choosing not to have sex, practicing green light behaviors where no fluids are passed, using latex condoms every time, etc.).
- 2 Explain that this is a private activity and they will not have to share it with the class. Have students write down their limits. Tell students NOT to put their names on the cards.

- ③ Allow students to work for one to two minutes. Have students fold their cards. Collect one card from each student. If students prefer to keep their cards they can.
- ④ Explain that students have homework for the night. Explain that you want them to tell one other person their limit (i.e., what they will do to stay safe from HIV, other STDs, and unintended pregnancy). Encourage students to tell a friend or a partner--someone who can help remind them of that limit in the future.

## **Activity 6.6 Closure and Question Box**

**Suggested Time:** 10 minutes

**Materials:** Question box, 3 x 5 index cards, pencils

**Purpose:** To summarize key points of the lesson and prepare for the next lesson.

**Steps for Activity:**

### *Lesson Summary*

- 1 Ask students to summarize the main points of this lesson. Emphasize that the purpose of today's lesson was to look at and practice ways to talk with a partner about your limits. Acknowledge that communicating with a partner about sex and protection can be difficult, but that they have lots of strategies that can help them. Point out some of the ways of communicating that students identified during the lesson.
- 2 Ask the students how the "Psst" technique can help them.

### *Transition and Closure*

- 1 Remind students that they will return to their volunteer project site next lesson. Remind them that they will meet at the classroom before traveling to the site. Discuss any planning issues for the next visit (e.g., change in what students will be doing based on their first visit, new materials needed, etc.).
- 2 Collect the student name tents.
- 3 Close by recognizing students for their interest, their creative thinking and all the work they accomplished today.

### *Question Box*

- 1 Answer questions from the question box.
- 2 If there is time, hand out 3 x 5 cards and give students a minute to write any new questions they have. Tell students that if they don't have a question they should write "I don't have a question" on the card. Remind students NOT to put their names on the cards. Have them fold the cards when they are finished writing. Have a Peer Leader collect the cards. Tell students that you will address these questions in a later lesson.

**Insert Student Activity Sheet 6.2**

### Characteristics of the “Psst” Technique

There are four steps to the “Psst” technique that are important for effective communication. Each step has particular qualities that contribute to its effectiveness. When students are practicing these steps, be sure to watch and listen to how they are using them. Provide corrective feedback as needed to ensure student success. The four steps are:

#### **P= Pick your limit.**

Decide what you are going to do to stay safe from HIV, other STDs, and unintended pregnancy (e.g., wait until later to have sex, use condoms if having sex). Students may or may not have thought about how far they will go, and this may differ in different situations. Encourage students to refer back to Lesson 3 when the class categorized all the behaviors as green, yellow, and red. Remind them if they are in the red area they need to pick a safer limit. If they are in the yellow zone, they need to recognize the risk, and make sure they are taking all possible steps to minimize that risk. They also can think about ways to move towards the green zone.

#### **S=Say it strong.**

Whenever possible, it is helpful to be direct and tell the other person what it is you won't do (that is, your limit). This might sound like: "I don't...", "I won't...", "I'm not," "That's where I draw the line," or "No. I don't...." The word NO is very direct and clear, but it does not have to be used every time.

Students are likely to use excuses rather than directly stating their limits. For example, students might say "I feel sick today," "I've got to go now," etc. Although excuses may work in the short term, they do not convey a direct message of what students won't do. Excuses leave the door open for further pressure.

The way something is said often gives a stronger message than the words used.

A convincing voice and other body movements can support a message (e.g., hand or arm movements for emphasis, cross arms for emphasis, use serious facial expressions, etc.). A convincing voice is firm and sure in tone, but not necessarily loud. Students may equate convincing voice with yelling. Conversely, students who are quiet may not feel they can master this strategy. Students do not need to yell to be successful at using this characteristic; the effectiveness rests on the tone rather than the volume.

There are many body movements and gestures that can support a message, including:

- using a serious expression
- looking at the person directly (eye contact)

### **Characteristics of the “Psst” Technique, Continued**

- crossing arms
- moving hands in a "get away" gesture
- putting hands on hips

Some examples of body language that might indicate a person is not serious or sure of himself/herself include:

- laughing or giggling
- looking at the ground
- wiggling

#### **S=Suggest something else to do.**

Suggesting something else to do when in a pressure situation is one way to let the other person know that you don't want to cross your limit, but you do want to spend time with the person and keep the relationship going.

Suggesting another activity can help cool down a situation, and gives students more time to think about what to say or do if the situation comes up again. It also might distract the other person so they will stop pressuring. The activity students suggest should be something positive and something that gets them out of the situation.

#### **T=Tell why.**

Provide an explanation as to why you want to be safe. Explaining why helps your partner hear and understand your real concerns and helps prevent him/her from reacting in a negative way. Talking it out can help build your relationship and reduce frustrations. Ask yourself: "Why do I want to be safe?" Then base your answer on that.

Students should be encouraged to talk about their feelings and be direct and honest.

#### **Steps to take if a partner does not respect direct communication**

There may be some situations in which students should walk away rather than continue to try to negotiate or resist pressure (e.g., if they feel unsafe or uncomfortable). This will vary across students. Students need to judge for themselves how they are feeling in each situation. If they feel uncomfortable and/or unsafe, and they don't think the person who is pressuring them is going to back down, it is probably best to walk away and leave the situation. It is also important for students to have back-up plans just in case they find themselves in a situation where they need to walk away. Plans may include calling a friend, carrying extra money for a cab, etc.

# “Psst”

 **P**=Pick your limit.

 **S**=Say it strong.

 **S**=Suggest something else to do.

 **T**=Tell why.

## Try It

### Setting the Stage

One of your friends, Richard, has started shooting up drugs. All of you have experimented with some drugs, and no one has been hurt so far. Richard says he has some good stuff, and wants you to try it. He says it feels better when you inject it. You're not sure about this. You heard you can get HIV from shooting up.

---

Richard: Say cuzo, you gotta try this new dope. I ain't never felt anything like this before. You have to shoot it up.

You (Educator): Nah, partna. I'm cool on needles.

Richard: You don't know what you are missing. This is some good dope.

You (Educator): I heard you could get HIV from sharing needles.

Richard: Fool, I ain't got nothin. Don't even worry about it.

You (Educator): No man, I said I'm cool on needles. Hey, I just got paid. Let's go get a burger.

## **Fooling Around (Ineffective Version)**

### **Setting the Stage**

Tina and Marco just started seeing each other. They've been fooling around but haven't had sex. Tina really doesn't feel ready for sex yet, but she doesn't want to lose Marco. They are going to Marco's house to be alone. No one else is going to be home. They start talking about having sex. Tina still doesn't want to have sex and wants to tell Marco that.

---

Marco: Come sit over here next to me, Tina.

Tina: What do you want me to come over there for?

Marco: What do you think I want you over here for? I'll take care of everything.

Tina: I don't know if we should be doing this yet.

Marco: Girl, we love each other. I thought you wanted to be my woman.

Tina: I do love you. It's just that I'm nervous.

## **Fooling Around (Effective Version)**

### **Setting the Stage**

Tina and Marco just started seeing each other. They've been fooling around but haven't had sex. Tina really doesn't feel ready for sex yet, but she doesn't want to lose Marco. They are going to Marco's house to be alone. No one else is going to be home. They start talking about having sex. Tina still doesn't want to have sex and wants to tell Marco that.

---

Marco: Come sit over here next to me, Tina.

Tina: What do you want me to come over there for?

Marco: What do you think I want you over here for? I'll take care of everything.

Tina: OK. I'll come over there, but I'm not having sex with you.

Marco: Girl, we love each other. I thought you wanted to be my woman.

Tina: I thought we loved each other too, but love doesn't mean I have to give you some. I'm hungry. Let's go to Chevy's.

## Should I Say Anything?

**Directions:** Fill in the “You” lines, using the “Psst” steps.

### Setting the Stage

You go back to your partner’s house after a party. No one is home. You begin kissing, touching and undressing each other. The last time you had sex, you and your partner talked about getting protection. Your partner said he/she would get condoms. You want to use condoms because you are worried about STDs and pregnancy.

Your partner continues kissing and touching, but doesn’t say anything about protection. In the past you went along and had sex without protection, but you’ve decided that from now on you aren’t willing to take a chance.

---

You: Did you remember to get any condoms?

Your Partner: No, I forgot them. Nothing is going to happen. Besides, I’ve only been with you.

You: \_\_\_\_\_  
\_\_\_\_\_

Your Partner: Look, don’t start trippin now. We’ve had sex before without one.

You: \_\_\_\_\_  
\_\_\_\_\_

Your Partner: Why should we be feeling rubber when we could be feeling each other. It’s not natural.

You: \_\_\_\_\_  
\_\_\_\_\_

## The Party

**Directions:** Fill in the “You” lines, using the “Psst” steps.

### Setting the Stage

You and your partner have been together for 4 months. Every time you’re together you have a great time. You are at a small party. Most of the other couples have gone to other rooms--probably to get down. Your partner says “I love you,” and leads you to a bedroom. You start kissing, holding, and touching each other. Things are moving fast. You aren’t ready to take it that far right now.

---

You: Hold up. I’m not ready to have sex.

Your Partner: You know how I feel. This will be the perfect ending to a great night.

You: \_\_\_\_\_  
\_\_\_\_\_

Your Partner: I’ve taken care of everything, just trust me and I’ll make this a night you won’t forget.

You: \_\_\_\_\_  
\_\_\_\_\_

Your Partner: Baby, just for a moment let’s become one.

You: \_\_\_\_\_  
\_\_\_\_\_

## Peer Leader “Psst” Step Cards

Directions: Print one “Psst” step each on a 3 x 5 card, with the example of the step below the title. Laminate the cards. Provide 1 set per educator.

\* **P = Pick your limit.**

**Example of limits:** “I’m going to wait until later to have sex” or “I’m going to use condoms if having sex”

\* **S = Say it strong.**

**Example of saying it strong:** - With firm voice say, “I’m not ready to for sex right now” or “I won’t have sex without a condom.”

\* **S = Suggest something else to do.**

**Example of suggesting something else to do:** “I really like being with you. Let’s go for a walk.”

\* **T = Tell why.**

**Example of Telling why:** “I feel intimate with you already, we don’t have to get physical.” or “I would feel a lot safer if we had the right protection.”