

Dating Values and Refusal Skills Lecture Guide

At the beginning of class, give each student one M&M. Tell them that they may eat it now, but it will be better if they do not eat it now, but rather wait until the end of class. Continue lesson as suggested below, giving more candies to those who choose not to eat their candies until later. Do not give any to those who at their candy at first. Increase quantity and quality of candy, periodically as the class moves on. Watch for reaction of students to understand the correlation of this learning activity and waiting until marriage for sex. Discuss with students.

“The chief cause of unhappiness and failure is sacrificing what is wanted most for what is wanted at the moment.”

YOU ARE THE PARENT – Discuss how parents feel about dating situations, using the case studies included in this lesson. Ask students to give other examples.

- Review:
- Define the term ‘Values’?

Values are the principles that we believe in and that should guide our behavior.

- Why is it important to know about values and know about personal values?
- Play a few songs and ask students to relate what they think is the focus value of the song.
- Show a clip or two and ask the same question; what is the focus value of the situation in the clip.
- Go back to the case studies or share others and ask the students what the parents' values are.
- Play Corners (Put up three signs in the rooms I agree, I disagree, I am unsure) Ask several of the questions from the Situation List.

Identifying Dating Sexuality Values—Have Students Complete Hand Out. Then read each statement aloud and have students get up and walk to whichever side of the room they identify with, Agree or Disagree or Not Sure. Which was easier, writing your answer, or actually standing up and publicly affiliating with them? Why?

STAND UP FOR YOUR VALUES—Complete the activity, as explained. (Give students the option of participating in this activity due to the right-of-privacy law. An excellent option is to have the students write one sentence about a value that is important to them.) Use the students' statements rather than those listed on the sheet.

Discuss reasons people sometimes don't stand up for their values.

Have you ever been in a high pressure sales situation? Did you get talked into buying something you really didn't want or couldn't afford? What kind of sales tactics did the salesperson use? How did you feel during the process? Was it hard to say no? How did you feel after the situation? Did you say yes, and then change your mind afterward, by taking the product back? How did that go?

Teacher may relate some high pressure sales situations they have been in, whether they bought or not, such as Timeshare Sales Presentation, Home Improvement (siding, windows etc.), expensive car, miracle remedy, telephone solicitor etc.

In the end, who is the sales person mainly looking out for? What kind of techniques promises does he or she use to get you to commit to buy? How do you feel about the sales person, or yourself after the presentation? How do you feel about going to another similar presentation? What do you wish you could have done differently?

Today we are going to compare this experience to more common life experiences that you may be experiencing today.

Play video or audio clip from Oklahoma of "I Can't Say No" (Ado Annie)

What do you think of her song? How are some of the ways she could learn to say No? Do you think her "inability" to say no is helping her? What ways could it get her into trouble? What are some skills that she might need to learn in order to be safer?

Choose any of the options below depending on your timeframe and discuss with students.

HOW TO SAY NO—Review information with students, then have them role play the various ways of saying no to someone who suggests inappropriate sexual activities.

JUST SAY NO—Review the various ways to tell a person no. You might want to have the students role play the various refusal skills suggested in this option.

REFUSAL SKILLS--Students will take turns coming up with responses or comebacks to each of the lines listed. Teacher may give clues. Or Students get in groups of 2-4 and write down conversation/interaction of how conversation would go. Perform these skits together in class and discuss. Or divide students into groups of 2. Have Student A try to convince Student B to do some forbidden activity. Student B must practice each different type of refusal skill and then report back how it went and how it felt.

PARENT INTERVIEW—Have students complete the parent interview to discover exactly what parents think and why, as they make their own dating rules.

Performance Objective

Students Discuss and write reasons and rebuttals to situations listed in Safe Dating Rules worksheet.

Students should make a list of "DATING RULES" as seen through their parents' eyes. Then turn in copy of My Dating Rules.

As the class ends, permit students to finish eating their candy. Discuss their reactions. Those that waited, ended up with much more than those who ate at the beginning, though they really didn't know that was going to happen.

Write Phrase

"Saying NO the Sex before marriage means Saying YES to _____." On a poster or white board Have students brainstorm and come up with as many positive ideas as they can and write them on the poster or board. (Suggested answers are Life, Happiness, Freedom from guilt, std, pregnancy, reputation, Love, self respect, trust, enjoy being a teenager, life goals, etc.)