



Lesson Title: Me, Myself and I
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Time: 60 minutes

Learning Objectives: By the end of this lesson, students will be able to:

1. Specify at least two reasons why younger teens can feel pressured by older teens to engage in sexual behaviors.
2. Describe at least two ways that teens can resist sexual pressure.
3. Rehearse at least one refusal line to resist sexual pressure.

Materials:

Scenarios USA DVD “Me, Myself and I”

(available at <http://scenariosusa.org/shop/index.html> or by calling 866.414.1044)

TV/DVD or Internet connection and LCD projector

Masking tape

Flipchart paper and markers or chalkboard and chalk

Sex with Seniors: No Fairytale for Freshmen – one per student (available at www.sexetc.org)

Index cards – 3 per student

Procedure:

1. Explain that it can be difficult to make certain decisions in life, especially when you're faced with a situation you've never experienced before. Explain that sometimes people can learn from their own mistakes how to make better decisions in the future. [2 minutes]
2. Explain that you want to have students reflect on what they can learn about decision making based on decisions they have made that they feel proud about and decisions they regretted. Distribute two index cards to each student and have them write the word “regret” on one card and “pride” on the other. Next have students write a decision they made that they later regretted (related to anything) on the regret card and one decision they made that they felt very proud of on the pride card. Explain that these cards will be anonymous and no one will see them but yourself, the facilitator. [3 minutes]
3. Collect all of the index cards and put the regret cards in one pile and the pride cards in a separate pile. Shuffle the cards and select a few regret cards to read aloud to the class. Instruct the group to listen without comment or judgment as you read the sample regret decisions. [4 minutes]

4. When you've read a good sample of the regret decisions, brainstorm with the group common elements or themes they heard from the regret decisions. Make a list of these commonalities on the chalkboard or flipchart paper. [Facilitator's Note: The list might include themes such as; didn't think about it beforehand, felt pressured, was under the influence of drugs/alcohol, too young, etc. Make sure to capture all of these on a list and prompt students as needed to synthesize themes.] [5 minutes]

5. Introduce the film by explaining that Scenarios USA is an organization that invites teens to write scripts, which if they win the annual contest, are made professionally into films. The film you will show is called "Me, Myself and I" and is about a young teen and the choices she makes soon after starting high school. Play the video, which has a running time of 12 minutes. [13 minutes]

6. Once the video is over, ask the group the following questions:

- How many people thought this situation was realistic? If so, why?
- What did you think about the end to the video? Was it realistic? Why or why not?
- Do you think Ale (pronounced Ally) will make different choices in the future? Why or why not? [5 minutes]

7. "Pressure Lines". Divide the group into eight small groups. Explain that in this activity, each group will be given a worksheet that has a "pressure line" from Partner A written on it. After reading the line, they are to work together to create the next line in the dialogue for Partner B, who is refusing the pressure. Groups are to write the line for Partner B on their worksheet. When time is called, groups will pass their worksheet to the next group. Each group will create the next line of dialogue for the new worksheet all the lines have been filled in. In every scenario, Partner A is pressuring and Partner B is refusing that pressure. [2 minutes]

8. Explain that there are two special ground rules for this activity. The first is that the dialogue needs to be realistic for how teens would actually talk to each other and not artificial or what teens think adults want them to say. The second ground rule is that the conversations also must be appropriate to share in a school setting. That means no use of graphic slang words, curse words or threats of violence. Explain that you will be milling around the room helping any groups that need it and surveying the worksheets as they are filled in by groups. [1 minutes]

9. Hand out the "pressure lines" worksheets so that each group has a different worksheet and give the groups about three minutes to develop their first line. Then, have groups pass their worksheet clockwise so that each group ends up with a new worksheet. Instruct them to read the previous dialogue and now create a line for Partner A, who is putting the pressure back on Partner B. [Facilitator's Note: You will need to give groups slightly more time with each rotation because they will have to read the dialogue before they can create a new response. Also, the facilitator should mingle among groups making sure to keep

them on task and ensuring that the dialogue follows the ground rules.] [10 minutes]

10. When the worksheets are complete, having rotated five times, have two group members read the dialogue for Partner A and B to the whole group. After each worksheet is read, ask students to comment on what they thought was more or less effective about how the 'refuser' responded to the pressure. Ask students how realistic the dialogue sounded. Have each group read their worksheet to the entire group and repeat this process until all eight groups have gone. [10 minutes]

11. Read a sample of the pride decision cards and ask the group for common themes about the decisions that made people feel proud. Make a list of the common themes on the newsprint or chalkboard. Discuss the differences and similarities between the two lists the group has created. [2 minutes]

12. Distribute a blank index card and have each student answer the following question: "What is one thing I could do to help me feel proud of my decisions?" [2 minutes]

13. Distribute copies of ***Sex with Seniors: No Fairytale for Freshmen*** to each student and explain that this article is from a teen magazine called Sex, Etc. and will serve as a further resource for this topic. [1 minutes]

PRESSURE LINES, REFUSAL SKILLS

Instructions: Partner A wants to have sex, Partner B does not want to risk, pregnancy, or disease in any way and does not want to have sex. Work with your group to come up with an effective next line in this dialogue and then pass the sheet to the next group. **PLEASE WRITE CLEARLY SO OTHERS CAN READ YOUR HANDWRITING!!!**

Partner A: I love you baby. Don't you want to make me happy?

Partner B:

Partner A:

Partner B:

Partner A:

Partner B:

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Partner A: You owe me for not going to that party with me this past weekend. Besides, it feels good.

Partner B:

Partner A:

Partner B:

Partner A:

Partner B:

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Partner A: C'mon . . . it's not really sex and most girls like it.

Partner B:

Partner A:

Partner B:

Partner A:

Partner B:

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Partner A: Every other person I've been with has done this for me. Why not you?

Partner B:

Partner A:

Partner B:

Partner A:

Partner B:

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Partner A: I knew you were too young for me. You're just a kid if you're not willing to have sex with me.

Partner B:

Partner A:

Partner B:

Partner A:

Partner B:

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Partner A: I thought you loved me? If you love me, you'd be willing to do this with me.

Partner B:

Partner A:

Partner B:

Partner A:

Partner B:

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Partner A: Why are you saying, "No"? It's not like you're a virgin anymore.

Partner B:

Partner A:

Partner B:

Partner A:

Partner B:

PRESSURE LINES, REFUSAL SKILLS

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Partner A: What are you scared of? I promised you we would use protection.

Partner B:

Partner A:

Partner B:

Partner A:

Partner B: