

UNIT

2

**Responsible
Behaviour:
Delaying Sex**

Unit 2: Responsible behaviour – delaying sex

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Reasons to say NO

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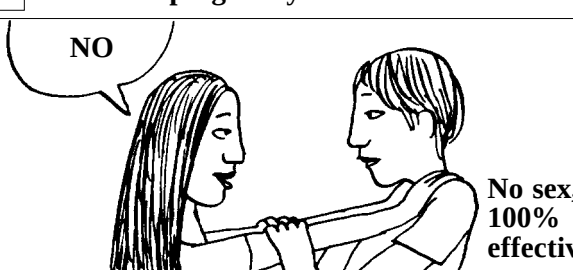
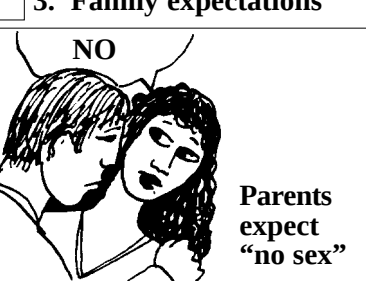
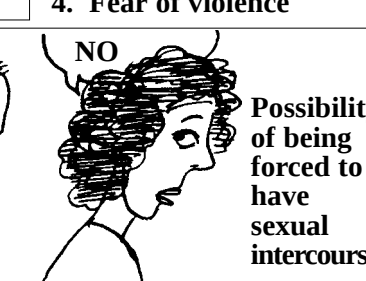
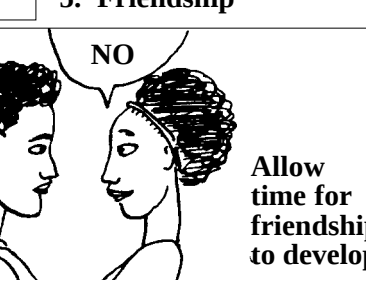
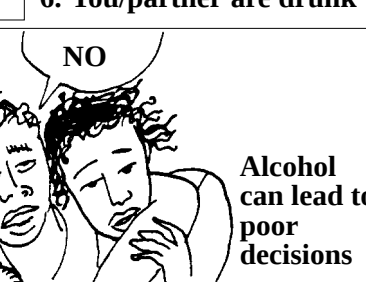
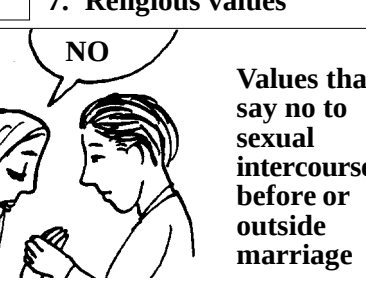
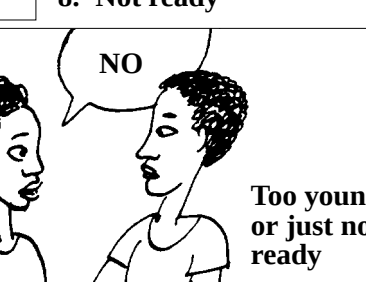
Delaying sexual intercourse until: more responsible • older •
in a sure relationship with one person • married

Why?

There are many good reasons for delaying sex until you are older. These are listed in the pictures below.

How?

Pick 4 reasons young people usually have for abstaining from or delaying sexual intercourse, and place a (✓) in these boxes.

☐ 1. Fear of pregnancy 	☐ 2. Fear of STD 	
☐ 3. Family expectations 	☐ 4. Fear of violence 	☐ 5. Friendship 
☐ 6. You/partner are drunk 	☐ 7. Religious values 	☐ 8. Not ready 
☐ 9. Not with right person 	 Remember, there are other ways of expressing affection than sexual intercourse	☐ 10. Wait until marriage 

To delay or not to delay (a)

Why?

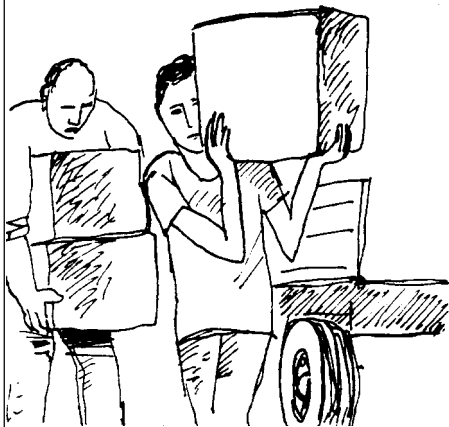
Decisions about sex are often made in a hurry and sometimes under the influence of alcohol. Decisions about sex should be well thought out. A decision made when calm and not pressured is more likely to result in behaviours that avoid pregnancy and/or HIV/STD.

How?

1. Read the story of Stoli and Yarmella. From the list of reasons in part 1 (next page) for saying “yes” to sex, check those that might be used by Stoli and Yarmella and then evaluate each reason as poor (0) or good (1). Discuss your choice with the rest of the class.
2. From the list of reasons for saying “no” in part 2 (next page), choose three that might be important for Stoli and three for Yarmella. Mark (Y) for Yarmella’s reasons to say “no” and (S) for Stoli’s.
3. Answer the questions at the end of the activity.

A story of Stoli and Yarmella

Stoli is 17 years old and helps his uncle in his shop.



His parents are hard-working and hold traditional values. They believe that young people should not have sex before marriage.



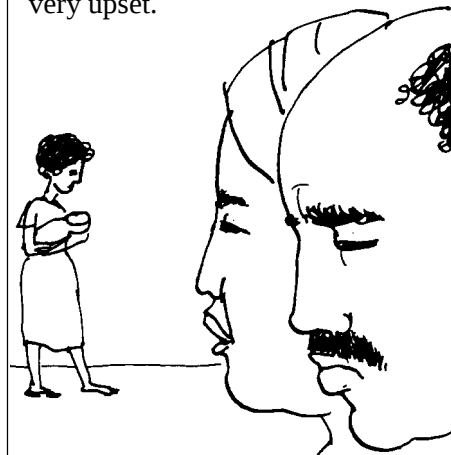
He is quite shy but would like to have sex because most of his friends say that it is great.



Yarmella is 14 but appears and acts older.



Her sister became pregnant when she was 15 and her parents were very upset.



She hasn't known Stoli very long. She has just finished three classes on AIDS and really doesn't want to get HIV. She is afraid, however, that she might lose Stoli if she doesn't have sex with him.



Yes or no? See next page

To delay or not to delay (b)



1. Reasons for saying YES

(0 = poor reason; 1 = good reason)

- | | |
|--|--|
| ☐ 1. To prove their love to each other | ☐ 7. Because they are not afraid of becoming pregnant or getting an STD |
| ☐ 2. Fear that the relationship will break up | ☐ 8. Because both are comfortable with the decision |
| ☐ 3. Curiosity about sex | ☐ 9. Money or presents |
| ☐ 4. Belief that everyone is having sex | ☐ 10. Fear of being "beaten up" |
| ☐ 5. Because it "feels right" | ☐ 11. Because the partner convinces them that there will be no problems |
| ☐ 6. To be more popular | |

2. Reasons for saying NO

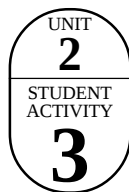
(Mark Y for Yarmela's reasons and S for Stoli's).

- | | |
|---|---|
| ☐ 1. Fear of pregnancy | ☐ 6. There are other forms of affection |
| ☐ 2. Fear of an STD (like HIV) | ☐ 7. Religious values (don't approve of sex) |
| ☐ 3. Family expectations (not to have sex) | ☐ 8. Not ready (perhaps too young) |
| ☐ 4. Fear of cancer (of the cervix) | ☐ 9. Not with the right person |
| ☐ 5. Friendship (to allow to grow) | ☐ 10. Wait until marriage |



Teacher asks

- How many of your reasons in part 1 were good (1)? How many were poor (0)? How did the rest of the class feel about the reasons for saying "yes"?
- Did the reasons for Stoli and Yarmella differ in part 2? If yes, why?
- In part 2 what do you think the one most important reason to delay sex would be for Stoli and for Yarmella?
- What would be two reasons for returning to abstinence if you were already having sex?



“Lines” and more “lines”

Why?

For every reason to say “no”, someone has found a way to persuade you to say “yes”. In this activity you learn various ways of replying to these “lines”.

How?

1. Read each of the lines to persuade you to say “yes”.
2. Using the “Possible responses to Lines and more lines”, select the best reply and write the letter in the answer “bubble”.

1. Fear of pregnancy You can't get pregnant the first time 	2. Fear of STD You don't think I have a disease, do you? 	3. Family expectations Come on, you're not a kid anymore 	
4. Fear of violence I know you want to, you're just afraid 	5. Friendship We're more than friends, I love you 	6. You/partner are drunk Come on, have a drink, it will get you in the mood 	7. Religious values No one will know about it
8. Not ready Look, I'm excited. You'd better do something about it 	9. Not with right person You might not get another chance like this 	10. Wait until marriage Everyone else is doing it 	

Possible responses to “Lines and more lines”

- | | |
|---|--|
| A. Once is all it takes. | H. I have no idea, but I'm not taking the risk. |
| B. This isn't a joke. I don't want to get pregnant or get an STD. | I. I don't feel good when pressured, so I'm leaving. |
| C. Maybe we're not ready for sex. | J. No, but I'll know about it. |
| D. I really don't want sex just now. | K. I feel OK about myself without sex. |
| E. Look, I'm not having sex until I'm older. | L. I do too, but I'd like to wait. |
| F. Maybe we could just hug and kiss. | M. I don't need a drink, I just don't want sex. |
| G. I know that everyone is not having sex. | N. I trust <i>me</i> , and <i>me</i> doesn't want sex. |

Guidelines: Help to delay sex

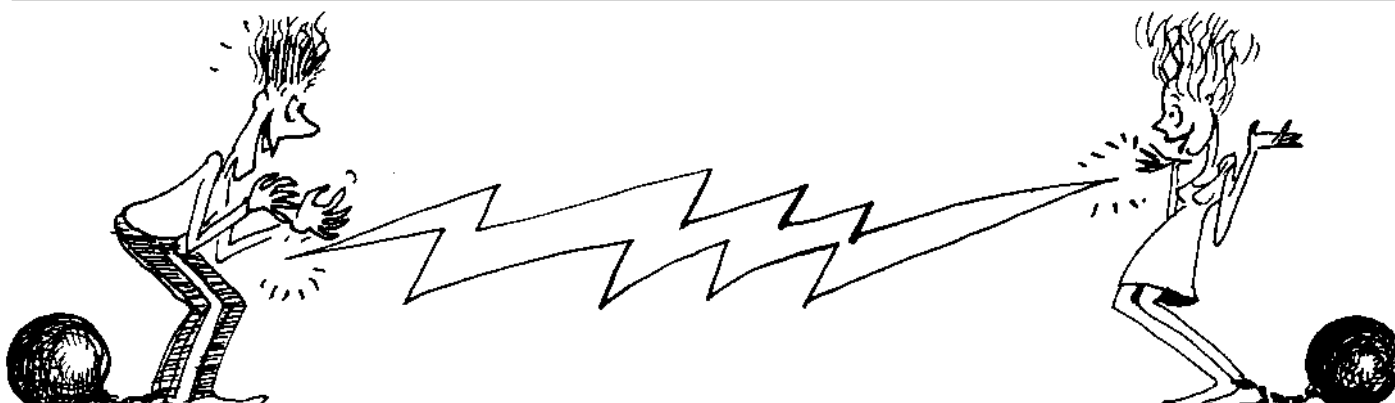
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Why?

Sometimes it is difficult to say “no” to sex or to delay sex. The guidelines below may help you with these decisions.

How?

Write in the boxes (E) for those things you would find easy to do, and (D) for those things you would find difficult to do.



- ☐ 1. Go to parties and other events with friends.
- ☐ 2. Decide how far you want to “go” (your sexual limits) before being in a pressure situation.
- ☐ 3. Decide your alcohol/drug limits before being in a pressure situation.
- ☐ 4. Avoid falling for romantic words and arguments.
- ☐ 5. Be clear about your limits – don’t give mixed messages, e.g. by acting sexy when you do not want sex.
- ☐ 6. Pay attention to your feelings; when a situation becomes uncomfortable, leave.
- ☐ 7. Get involved in activities (e.g. sports, clubs, hobbies).
- ☐ 8. Avoid “hanging out” with people who might pressure you to have sex.
- ☐ 9. Be honest from the beginning, by saying you do not want to have sex.
- ☐ 10. Avoid going out with people you cannot trust.
- ☐ 11. Avoid secluded places where you could not get help.
- ☐ 12. Do not accept rides from those you do not know or cannot trust.
- ☐ 13. Do not accept presents and money from people whom you don’t know very well.
- ☐ 14. Avoid going to someone’s room when there is no one else there.
- ☐ 15. Explore ways of showing affection other than sexual intercourse.



What to do?

Why?

Delaying sexual intercourse is not always easy. But there are things that a person can do which will help delay sex.

How?

1. Read the situations below. From the list under “Help for delaying sex,” select three actions that would help each person to delay sex. Write your selections in the spaces provided below each situation.

Help for delaying sex

1. Go to parties and other events with friends.
2. Decide how far you want to “go” (your sexual limits) before being in a pressure situation.
3. Decide your alcohol/drug limits before being in a pressure situation.
4. Avoid falling for romantic words and arguments.
5. Be clear about your limits – don’t give mixed messages, e.g. by acting sexy when you do not want sex.
6. Pay attention to your feelings; when a situation becomes uncomfortable, leave.
7. Get involved in activities (e.g. sports, clubs, hobbies).
8. Avoid “hanging out” with people who might pressure you to have sex.
9. Be honest from the beginning, by saying you do not want to have sex.
10. Avoid going out with people you cannot trust.
11. Avoid secluded places where you could not get help.
12. Do not accept rides from those you do not know or cannot trust.
13. Do not accept presents and money from people whom you don’t know very well.
14. Avoid going to someone’s room when there is no one else there.
15. Explore other ways of showing affection than sexual intercourse.

Situation 1

Jeline and Maho have been seeing each other for six months now. They have not had sex yet but find it difficult to control their sexual feelings for each other.

 A black and white line drawing of a young woman (Jeline) and a young man (Maho) embracing. Jeline is on the left, leaning her head against Maho's chest. Maho is on the right, looking down at her.

Jeline has promised herself not to have sex until she is older, and so far Maho has respected that wish. Jeline has been thinking about how much she likes Maho.

 A black and white line drawing of Jeline lying in bed, looking up at the ceiling. A window is visible in the background.

One of their friends, who lives on his own, is going to have a party and they are invited. Maho says he will bring some beer and that maybe they could stay all night. Jeline thinks about her promise to herself but also thinks it would be great fun to be alone with Maho.

 A black and white line drawing of Jeline's face. She has a thoughtful expression, with her hand near her chin.

Help for Jeline

1. _____
2. _____
3. _____

What to do?

Situation 2

Romain and Selina are very serious about their relationship and would like to get married in a few years.



Selina has invited Romain over to her house for the afternoon. He knows that Selina's parents will not get back from work until evening. This could be a good time for sex for the first time.



Romain has been learning about pregnancy, HIV/AIDS and STD and he's not sure he wants to have sex yet. However, he feels Selina would like to have sex and will probably tease him or tell her girlfriends if he doesn't.

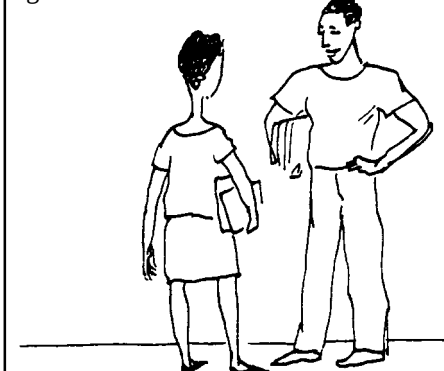


Help for Romain

1. _____
2. _____
3. _____

Situation 3

Nadino met a young man, Sergo, at school. She had been attracted to him because he was good looking and a good athlete.



He said hello to her after school and gave her a small, beautiful present – for future friendship, he said.



He invited her to go for a walk to see the moon rise. Nadino is attracted to him but feels uncomfortable about the situation. However, she must give him an answer about their walk in the country.



Help for Nadino

1. _____
2. _____
3. _____



Affection without sex?

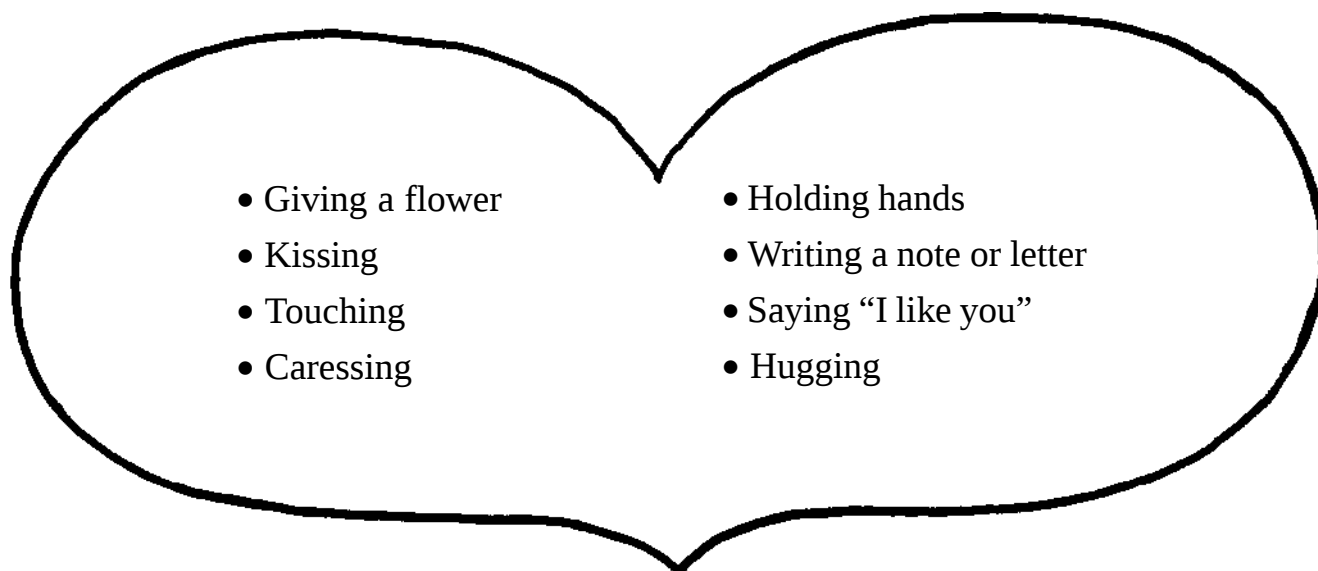
Why?

There are a number of ways of showing affection without having sex. These ways avoid the risk of HIV/STD and unplanned pregnancy.

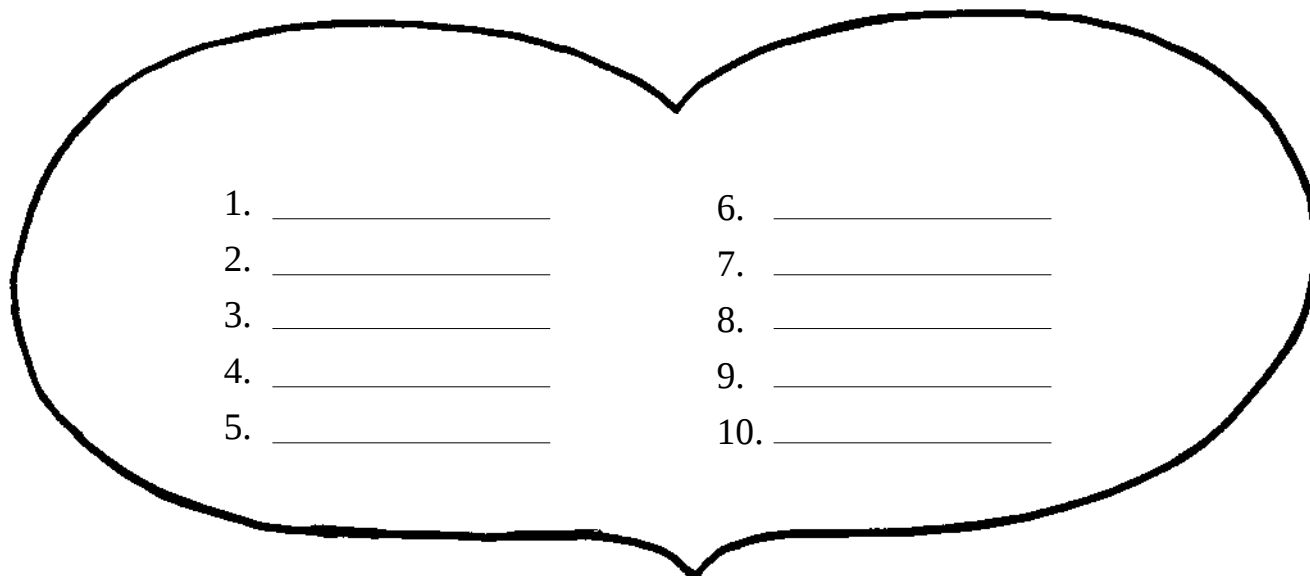
How?

Students from other schools have come up with a list of ways of showing affection without having sexual intercourse (see the first heart). In pairs or in a small group discuss other ways of showing affection without having sexual intercourse, and write them in the empty lines of the second heart.

Human beings – babies, small children, young people and adults – all need the comfort of touch; it feels good to be touched by someone we like.



When we are close to someone and attracted to them, we like to show our affection by touching them.



What's next?

Why?

Physical affection can be very sexually arousing. The more sexually arousing the activity is, the more likely it will eventually lead to sexual intercourse. If you want to delay sex, it is important for you and your partner to know your limits...

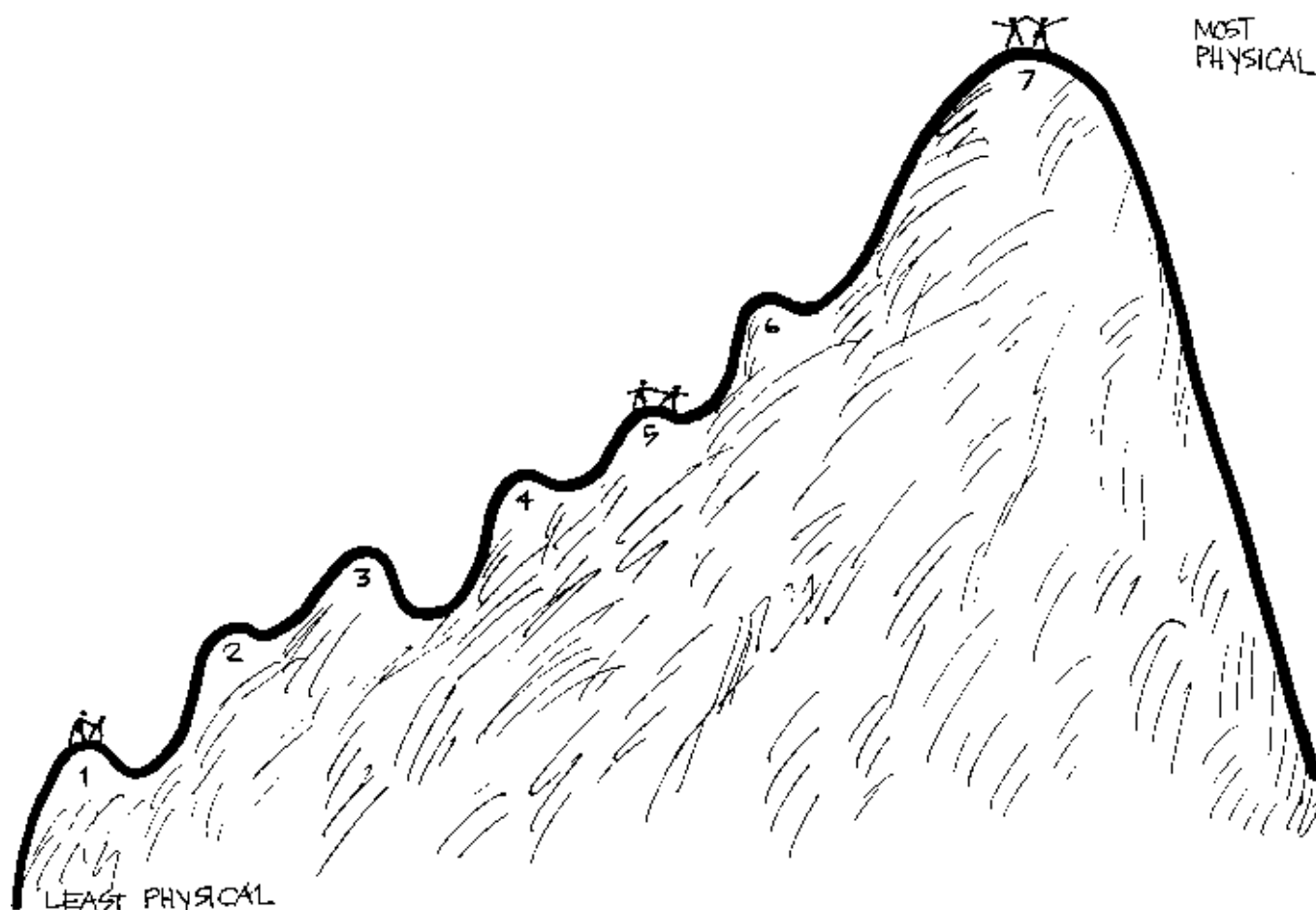
Where should you stop before it leads to sex?

How?

1. Place each of the sexual behaviours from the list of "Physical affection activities" in the appropriate level, from the one that is least physical (1) to the one that is most physical next to sexual intercourse (7).
2. Then answer the questions in "Teacher asks".

Physical affection activities:

Hugging • Touching breasts and/or genitals on top of clothes • Dry kissing • Holding hands • Touching breasts and/or genitals under clothes • Deep (wet) kissing • Body rubbing with no clothes



Teacher asks

1. Why is it hard to stop as you get closer physically?
2. Would it be easy to go back to a safer activity? Why or why not?
3. Where do you think the **limit** is?
4. Who should decide where the limit is? When should this limit be decided?

Am I assertive?

Why?

You are assertive when you stand up for your personal rights without putting down the rights of others. If you can do this you will be able to: 1) Say “no” without feeling guilty; 2) Disagree without becoming angry; 3) Ask for help when you need it. As a result you will feel better about yourself and have more honest friends and relationships.

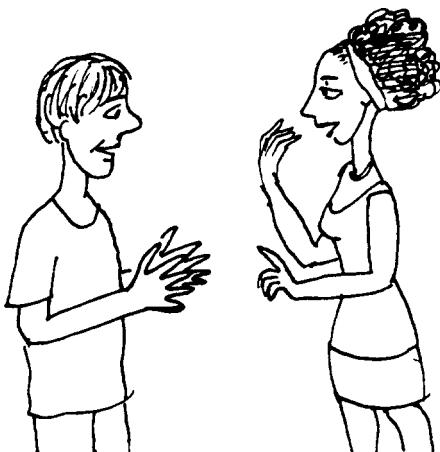
How?

Your teacher will help you to understand these three types of behaviour.



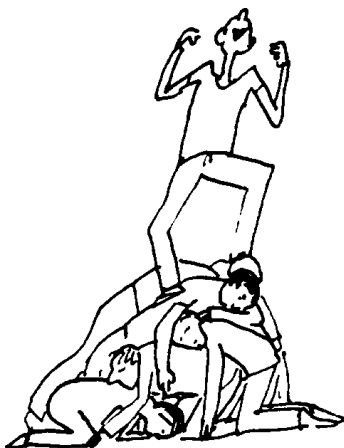
Passive

- Take no action to assert your own rights
- Put others first at your expense
- Give in to what others want
- Remain silent when something bothers you
- Apologize a lot



Assertive

- Stand up for your own rights without putting down the rights of others
- Respect yourself as well as the other person
- Listen and talk
- Express positive and negative feelings
- Be confident, but not “pushy”



Aggressive

- Stand up for your own rights with no thought about the other person
- Put yourself first at the expense of others
- Overpower others
- Get your own goals, but at the expense of others

Who's assertive?

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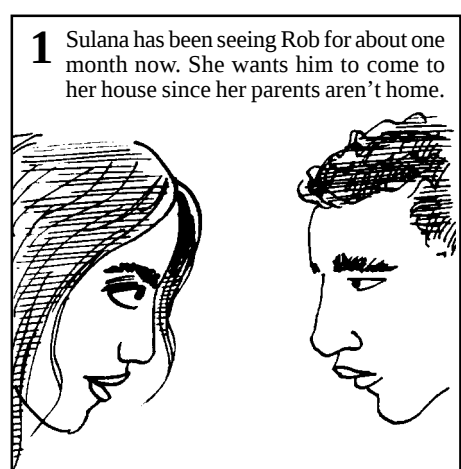
Why?

Since you now know the differences between being passive, aggressive and assertive, it is important to see if you can identify these differences in real-life stories.

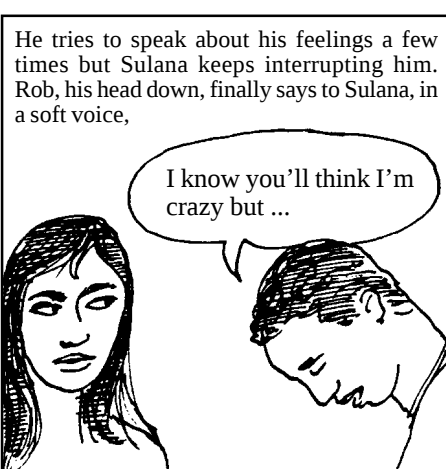
How?

1. Read the two stories below.
2. Identify the type of behaviour (passive, aggressive or assertive) of each person in the story.
3. Explain how you identified the type of behaviour by describing: the content of what they said; the way they spoke; their body position

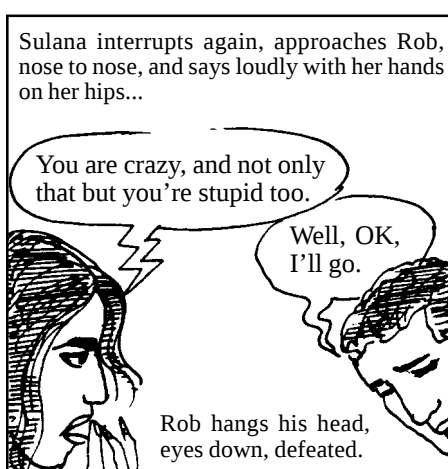
1 Sulana has been seeing Rob for about one month now. She wants him to come to her house since her parents aren't home.



He tries to speak about his feelings a few times but Sulana keeps interrupting him. Rob, his head down, finally says to Sulana, in a soft voice,



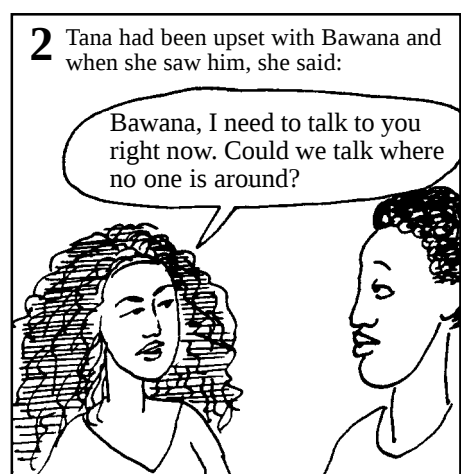
Sulana interrupts again, approaches Rob, nose to nose, and says loudly with her hands on her hips...



Rob's behaviour is _____
 Why? _____
 What said? _____
 How said? _____
 Body position? _____

Sulana's behaviour is _____
 Why? _____
 What said? _____
 How said? _____
 Body position? _____

2 Tana had been upset with Bawana and when she saw him, she said:



Moving to another room, Tana sits straight with her hands on the table and looks Bawana in the eye. She says in a calm but firm voice:



I think we need more time to be close friends before being alone. I really like you and I know you'd like us to be alone but I'm not ready for that yet. Is that OK with you?



Tana's behaviour is _____
 Why? _____
 What said? _____
 How said? _____
 Body position? _____

Assertive messages

Why?

To be assertive you must first learn the skills. The first time you do this, it will be difficult. As you practise, it will be easier and feel more natural. Here are the four steps in making an assertive message.

How?

Your teacher will explain the various steps in making an assertive message.

Money problems

Joccai and Mannu are good friends. Joccai has a part-time job after school and he has lent money to Mannu on previous occasions. Lately Joccai has noticed that Mannu is becoming slower to pay the money back. Joccai decides to discuss this matter with Mannu after school and to ask that Mannu pay the money back sooner.

Steps to deliver an assertive message

Steps	Description	Words you might say	Messages
1. Explain your feelings and the problem	State how you feel about the behaviour/problem. Describe the behaviour/problem that violates your rights or disturbs you.	- I feel frustrated when... - I feel unhappy when... - I feel... when - It hurts me when... - I don't like it when	I feel as if I'm being used when I lend you money and don't get it back right away. 
2. Make your request	State clearly what you would like to have happen.	- I would like it better if... - I would like you to ... - Could you please ... - Please don't - I wish you would	I would like it better if when you borrow money you would give it back as soon as possible. 
3. Ask how the other person feels about your request	Invite the other person to express his/her feelings or thoughts about your request.	- How do you feel about that? - Is that OK with you? - What do you think? - What are your thoughts on that? - Is that alright with you?	Is that OK with you? 
Answer	The other person indicates his/her feelings or thoughts about the request.	The other person responds.	Ya, I guess you're right. I'm not too good at getting money back right away, but I'll return it sooner next time. 
4. Accept with thanks	If the other person agrees with your request, saying "thanks" is a good way to end the discussion.	- Thanks - Great, I appreciate that - I'm happy that's OK with you - Great	Thanks for understanding. Let's go and listen to the music. 

Your assertive message

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Why?

Developing an assertive message as a class will help you understand the steps and prepare you to make your own message in the next activity.

How?

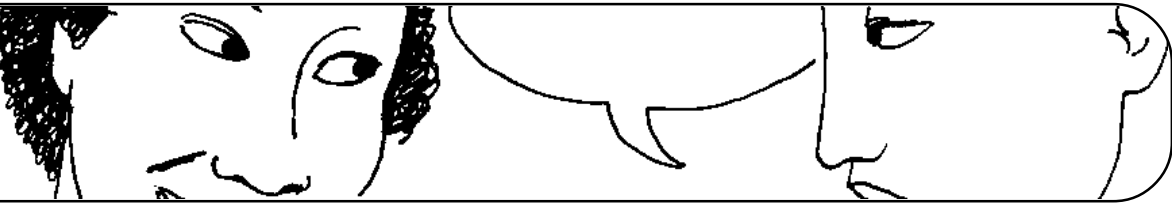
As a class, you will, in this activity, develop an assertive message for the situation described below. Your teacher will give instructions.

Dealing with gifts

You are 14 and this is your second date with Adula. He has given you a small gift and he wants to take you dancing. You do not want to have sex with Adula

but you think he will want to because of the gift. You decide to tell him that you don't want the gift and you don't want to go to the dance.

Steps to deliver your assertive message

Steps	Your messages
1. Explain your feelings and the problem	
2. Make your request	
3. Ask how the other person feels about your request	
Answer	
4. Accept with thanks	



Your assertive message

Why?

It is now time to try your own assertive message. Remember it may seem awkward at first but it will get better.

How?

1. You and your partner will pick one of the situations from the next page.
2. Using the message script below, write out the assertive message for your situation. One person reads it to the other.
3. Make any changes that you think are needed. Have the other person read the message once more.
4. Your teacher may then ask you to read your message to the class.

Steps to deliver an assertive message

Steps	Situation 1	Situation 2	Situation 3	Situation 4
1. Explain your feelings and the problem				
2. Make your request				
3. Ask how the other person feels about your request				
Answer				
4. Accept with thanks				

Your assertive message



Sample situations

Situation 1

You are talking to a number of your friends. Most of them have had sex and are teasing you about the fact that you have not. One of the group hurts you by what they have said. You decide to make an assertive reply.

Situation 2

A person of the other sex has asked you to go to a party with him/her. You don't know anyone who is going, which makes you feel a little uncomfortable. As well, you have heard that this person uses drugs and does not have a very good reputation at school. You decide to be assertive and say no to him/her.

Situation 3

You have decided to get a tattoo or your ears pierced. Your friend has told you that you can get it done at a place out of town. You arrive but it doesn't look very clean. You have heard about HIV/AIDS and unclean needles. You decide to ask the person if the needles are clean and to see the equipment they use for cleaning. When the person can't show you, you decide to say no assertively.

Situation 4

A friend of your family asks if you want a ride home after school. You don't feel very good about this person and you feel uncomfortable about the situation. You decide to be assertive and refuse the ride.

Responding to persuasion

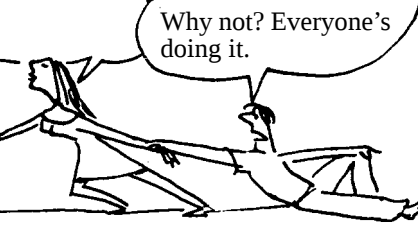
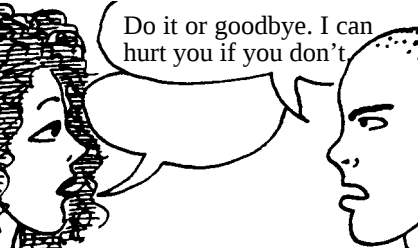
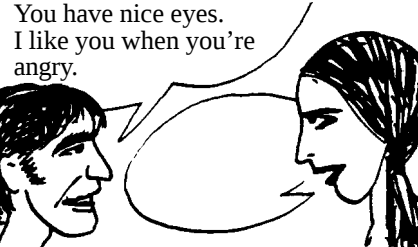
Why?

Other people will not always agree with you when you are assertive. In fact they may interrupt you, get you off the topic or try to persuade you to do something you don't want to do. Therefore, it is important for you to learn how to respond to these situations.

How?

Your teacher will help you to understand how to respond to people who try to get you off the topic or try to persuade you to do something you don't want to do.

Ways people get you off your message or do not accept it

1. Put you down 	2. Argue 	3. Threaten 
4. No problem 	5. Reasons 	6. Getting off the topic 

What you say when they...

... try to get you off the topic

In all cases when a person is trying to get you off your assertive message, get back on topic.

Some ways to do that:

- Please let me finish what I was saying
- Please don't stop me until I'm finished
- That's fine, but please listen to what I have to say
- I know you think ... but let me finish what I was saying

... try to persuade you

If the other person tries to persuade you to do something you do not want to do:

Refuse

Say no clearly, and if necessary, leave.

- No, no, I really mean no
- No thank you
- No, no and I'm leaving

Delay

Put off a decision until you can think about it.

- I'm not ready yet
- Maybe we can talk later
- I'd like to talk to a friend first

Bargain

Try to make a decision that both people like.

- Let's do ... instead
- I won't do that, but maybe we could do ...
- What would make us both happy?

Responding to persuasion

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Why?

Learning how to respond to a person who tries to distract you or persuade you to do something that you do not want to do, is an important skill.

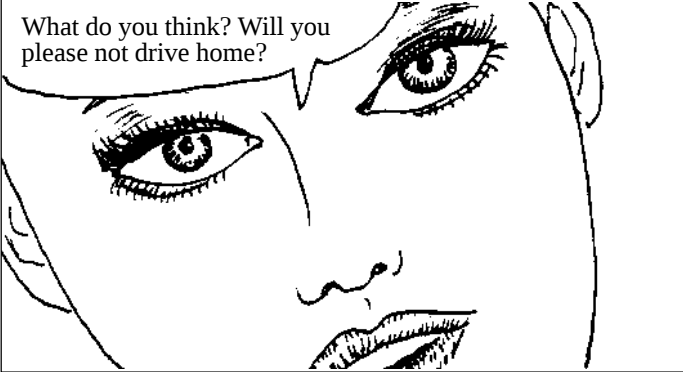
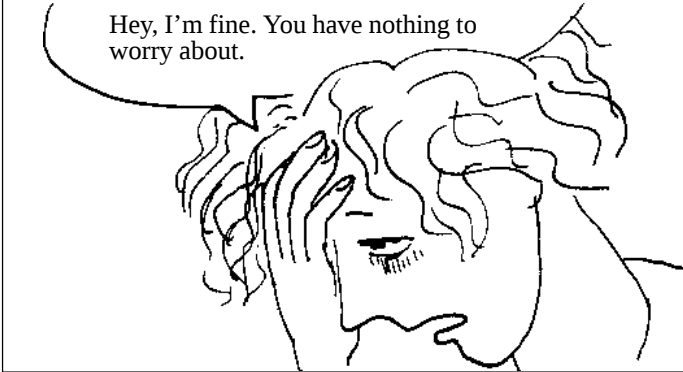
How?

Your teacher will explain the steps to take when a person distracts or persuades you.

Situation

Your older brother is supposed to give you a ride home after work. You meet him but he is staggering and slurring his words. You feel he has had too much to drink

and it would not be wise to drive with him. He tries to persuade you to go with him. So you refuse, delay or bargain.

1. Explain your feelings and the problem 2. Distracting statements I feel scared about driving with you when you have been drinking. What do you know about drinking, anyway? 	3. Get back on topic 4. Make your request Please let me finish what I was saying. I don't want to drive home with you and I really don't think you should be driving. 	
5. Ask how the other person feels about your request What do you think? Will you please not drive home? 	6. Persuasive statement Hey, I'm fine. You have nothing to worry about. 	
7. Refuse... I don't agree and I'm not going with you. So goodbye. (You leave.) 	Delay... Let's go for a walk and talk about it. 	or Bargain Why don't you leave the car here and we'll walk home together. 



Responding to persuasion

Why?

Developing an assertive message as a class will help you understand the steps in responding to distracting or persuading statements.

How?

As a class you will, in this activity, develop an assertive message to use with someone who is trying to get you to do something you don't want to do. Use the situation on the next page. This will help you make your own message in the next activity.

Steps	Words you might say
1. Explain your feelings and the problem	• I feel frustrated when ... • I feel unhappy when ... • I feel ... when ... • It hurts me when ... • I don't like it when ...
2. Distracting statements	Other person tries to get you off topic.
3. Get back on topic	• Please let me finish what I was saying • I'd like you to listen to what I have to say...
4. Make your request	• I would like it better if ... • I would like you to ... • Could you please ... • Please don't ... • I wish you would ...
5. Ask how the other person feels about your request	• How do you feel about that? • Is that OK with you? • What do you think? • What are your thoughts on that? • Is that all right with you?
6. Persuasive statement	Other person tries to get you to change your mind.
7. Refuse	• No, no, I really mean no • No, no and I'm leaving • No, I'm not going to do that
Delay	• I'm not ready now – maybe later • Maybe we can talk later • I'd like to talk to a friend
Bargain	• Let's do ... instead • How about we try ... • What would make us both happy?

Situation

You are alone with your boyfriend at his house. It is night and he lives quite a distance from your home on a deserted road. He is usually very gentle but tonight he has been drink-

ing beer. He becomes quite aggressive with his demands for sex. He interrupts you and tries to talk you into having sex. You **refuse, delay or bargain**.

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1. Explain your feelings and the problem 2. Distracting statements



3. Get back on topic

4. Make your request



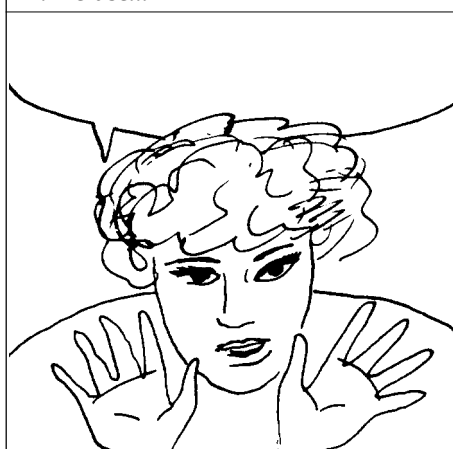
5. Ask how the other person feels about your request



6. Persuasive statement



7. Refuse...



Delay...



or Bargain



Question

Should you **refuse** and leave in this situation? You are far from home and it is dark. What else could you do?

Responding to persuasion

Why?

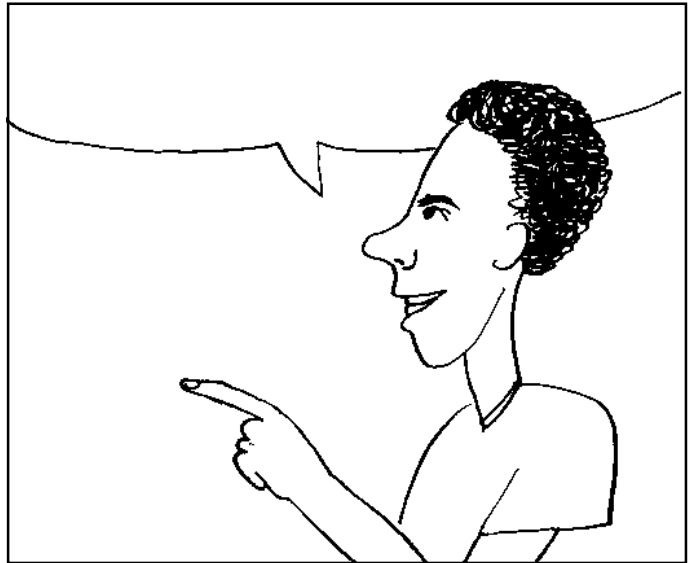
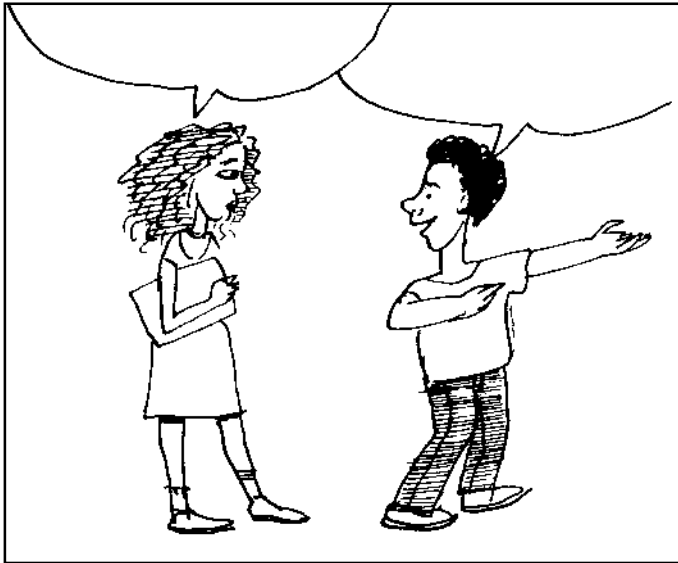
In this activity, you'll try to write an assertive message to someone who interrupts you and tries to get you to do something you don't want to do.

How?

1. With a partner, use the blank spaces to write an assertive message.
2. Select a statement that tries to get you to do something that you don't want to do.
3. Finally, write a "refuse", "delay" or "bargain" statement.

Situation 1

Your friend wants you to skip school and go to the river to drink beer. He tells you a whole group is going. He says, "You are afraid, aren't you". You got caught skipping school last month and don't want to get caught again. You decide to tell him you don't want to go.

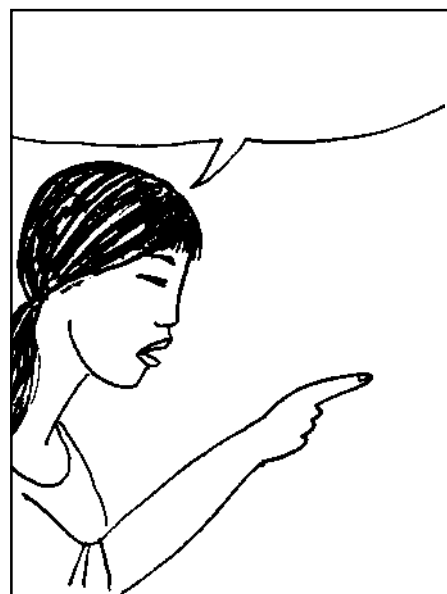


Responding to persuasion

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Situation 2

Your parents are at work and you invite a friend of the opposite sex over to study. After doing the homework he/she grabs you and tries to kiss you. You push him/her away but they say, "Come on, you didn't invite me over just to do homework." You take a firm stand so it won't happen again.



Situation 3

Your boyfriend/girlfriend thinks it is time to have sex. You love him/her but you feel that sex before you are ready is wrong. Your friend says, "You're just scared. If you really loved me, you'd show it." Although you are afraid it will end the relationship, you decide to tell him/her that you are just not ready.



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You decide

Why?

Boys/men often have different ideas about sex from girls/women. Most of these are old ideas and need to be changed. In this activity you get a chance to change the old ideas to new ones.

How?

1. Circle A (agree) if you think the statement is correct or right for you.
2. Circle D (disagree) if you think the statement is incorrect or wrong for you or is not the right way to think.

1	A	The success of an evening out with a young woman/young man can be judged by how sexual it was.
	D	
2	A	When someone says “No” to sex, it means that he/she does not like the other person.
	D	
3	A	If a lot of money is spent on a date, sex should be given in return.
	D	
4	A	When a girl/young woman says “no” to sex, it really means “maybe”, and “maybe” really means “yes”.
	D	
5	A	A real man is one who has had sex with a woman.
	D	
6	A	Someone who dresses in a sexy way wants to have sex.
	D	
7	A	If a girl/boy accepts an invitation to go to somebody’s house alone, she/he would be expected to have sex.
	D	
8	A	It is the woman’s responsibility to decide how sexual a relationship becomes.
	D	

You decide



New statement

3. Finally, write a new statement that you think would be better for both boys/men and girls/women.

The success of an evening out should be judged on...

When a person says no to sex, it means...

If a lot of money is spent on a date it does not mean...

No to sex really means...

You are a real man if...

If someone dresses or acts in a sexy way...

If a person wants to go to someone else's house when there is no one else home...

It is...

...responsibility to set sexual limits

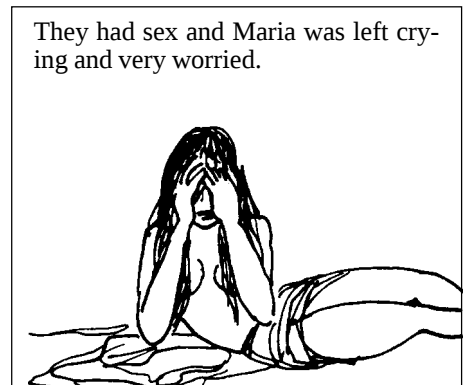
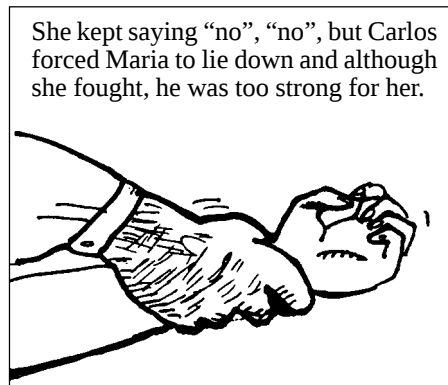
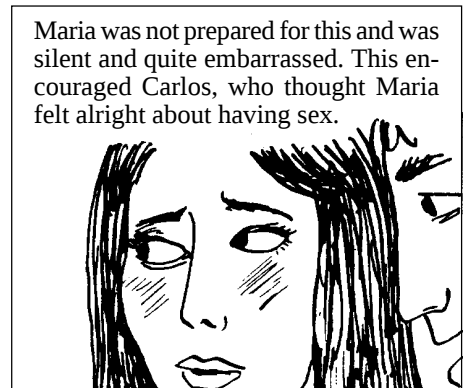
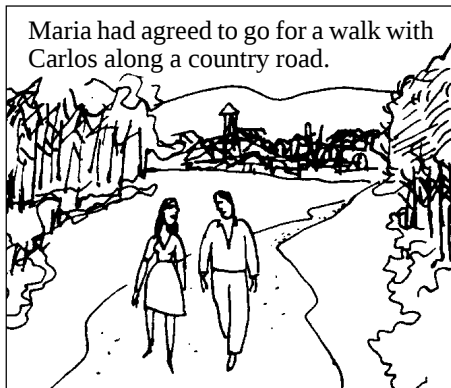
Dealing with Threats and violence

Why?

Women need to be aware of situations that may lead to violent sex, and people who may put them in those situations. It is important for you to learn ways of avoiding or dealing with pressures and threats to have sex.

How?

1. Read the story of Maria
2. Discuss the questions under "Teacher asks"



Teacher asks

1. Do you think that Maria could have been aware of what was going to happen? What were the clues that could have told her?
2. Maria was silent and embarrassed when Carlos started talking about sex. What could she have done instead of being silent and embarrassed?
3. What should she do now? Keep it a secret? Tell someone she trusts (parents, teachers, religious leader)? Should she talk to Carlos about the matter? What might happen if she doesn't tell anyone about the situation?
4. List things you can do to help prevent violence and threats:
 - a) When you're with someone who suggests having sex and you don't want to.
 - b) When someone becomes physical and tries to force you to have sex.
5. What do you think about Carlos? Are there other men like Carlos? What should he have done in this situation? Why did he do what he did?

Being assertive every day



Why?

This activity will help you to become assertive in your everyday life. To do this you must decide on one specific situation in which you want to be more assertive. For example, you may want to say “no” to those who pressure you to do things you really don’t want to do. To help you in this activity you should set out a plan and then write a short summary of how your plan worked.

How?

1. Complete the action plan below. Select an assertive goal from the list “Possible assertive goals” below, or make up your own.
2. Try your assertive goal for one week and at the end write a short summary of how successful you were at being assertive.

Action	Description	My personal plan
Set a specific assertive goal.	Select from the list below or make up your own (e.g. to say “no” when I am pressured to do something).	The assertive goal I have for myself is to:
When will I practise?	Set a date when you will start and another when you will complete the goal (e.g. Nov. 8 to Nov. 15).	I will start my assertive goal on: and I will finish on:
How will I benefit?	How do you think you will feel about yourself when you have completed your goal (e.g. I will feel better about myself)?	I will probably feel:
How will I reward myself?	When you have finished your week, you should plan to give yourself something nice (e.g. go to a movie).	I will celebrate my goal by:
Contract with myself.	By signing a contract with yourself you are more likely to do what you plan.	I will: (put in assertive goal) for one week and will reward myself at the end of the week. Signature: _____ Date: _____

Possible assertive goals

- To ask someone to do something with me
- To ask people to listen to me when they ignore me
- To tell my friends, brother or sister when they bother me - but in an assertive way
- To be more assertive with my boyfriend or girlfriend
- To say how I feel about things more often
- To express my feelings without putting someone down or criticizing them
- To say **no** when I don’t want to do something
- To say how I feel when people **put me down** or hurt me