Making SMART decisions

Background and rationale
Strong decision-making skills are critical when young people find themselves in potentially risky situations. This lesson introduces the SMART Decision-Making Model, with steps to help students reach thoughtful, reasonable and healthy decisions to avoid negative consequences. Students practice making decisions using this model. Then, responding to a range of scenarios, students practice communicating their decisions using the assertive communication skills first introduced in lesson 6.
Parts of this lesson are adapted from:
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Before you go into the classroom

Objectives

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

- Recognize situations requiring a thoughtful decision-making process.
- Identify factors that can have an impact on decision making.
- Recognize healthy options when deciding about becoming sexually involved.
- List healthy and unhealthy options in sexuality-related situations.
- Practice a decision-making process to make healthy choices about sexual involvement.
- Practice communicating decisions assertively.
1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.6.1 – Analyze the relationship between healthy behaviors and personal health.

2: Students will analyze the influence of family, peers, culture, media, technology and other factors in health behaviors.

2.6.15 – Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.6.1 – Describe effective verbal and nonverbal communication skills to enhance health and promote pro-social behavior and relationships.

4.6.3 – Explain refusal and negotiation skills that avoid or reduce health risks.

4.6.6 – Explain communication skills that foster healthy relationships.
4.6.7 – Explain effective ways to communicate personal boundaries and show respect for the boundaries of others.

4.6.9 – Explain effective communication skills about the use of contraception including abstinence, condoms and other safer sex practices. *Partially addressed.*

4.6.11 – Explain the use of effective communication skills to reduce or eliminate risk for STDs, including HIV.

4.6.12 – Explain effective skills to negotiate agreements about the use of technology in relationships.

5: Students will demonstrate the ability to use decision-making skills to enhance health.

5.6.1 – Recognize when health-related situations require the application of a thoughtful decision-making process.

5.6.2 – Identify protective factors and barriers that can affect health decision making.

5.6.3 – Analyze when assistance is needed in making a health-related decision.
Oregon Health Education Standards

5.6.4 – Recognize healthy options when deciding about health-related issues or problems.

5.6.8 – List healthy and unhealthy options to health-related issues or problems.

5.6.9 – Describe how the decision-making process can be used to enhance or establish healthy relationships.

5.6.10 – Practice a decision-making process to make healthy choices around sexual health.

5.6.11 - Practice a decision-making process to give or receive consent.

7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.6.1 – Recognize the importance of assuming responsibility for personal health behaviors.
This lesson takes 50-55 minutes as written. It can vary depending on the length of discussions.
Classroom setup and preparation

- Organize small mixed-gender groups. Do so, before class starts.

- Display ground rules and keep them up for the duration of all lessons.

- Handouts are at the end of the lesson.

- Copy one per student:
  - “Home Learning Opportunity 8” worksheet

- Copy one per group:
  - “Making SMART Decisions Scenario”
  - Role-play situation scenarios 1–5
    (each group gets a different scenario)

- Create a Making SMART Decisions Model poster on the board or on large poster paper with the following text:
  - SMART DECISIONS
    ◊ **Slow down.**
    You have the right to take as much time as you need to make a good decision that is right for you.

    ◊ **Make a list of your options.**
    Looking at every possible choice will help you know that you’ve really thought through everything.

    ◊ **Analyze your choices.**
    Be honest with yourself and think about the pros and cons of each option. Make sure to weigh your options because not all will have equal value.
◊ **Classroom setup and preparation**

◊ **Reach a decision.**
Pick the best option and consider what will help you stick to your decision.

◊ **Think and evaluate.**
Depending on the choice you make, you may need to check in from time to time and see how things are going.

• Gather the following materials:
  » Ground rules copied onto poster paper or white board
  » Poster paper
  » Markers
  » Tape
  » “Making SMART Decisions Model” poster
  » Blank pieces of paper for question box
  » Question box
Hi. Great to see you all again!

Today we are going to practice making healthy decisions about sexual involvement.

Before we get started, let’s review the ground rules:

- Respect each other’s ideas and opinions.
- Do not tell personal stories or ask personal questions.
- Everyone should participate as much as possible.
- It’s OK to pass.
- Clapping pattern = stop and listen.
Decisions, decisions

Activity

Have two Teen Leaders demonstrate the following role play. If Teen Leaders will not be demonstrating this, you can ask two student volunteers to read the Decisions, Decisions role-play (page 49).

CF

Our Teen Leaders are going to do a role-play for you. We are going to use this situation to figure out how to reach a healthy decision.

Imagine this couple is home alone watching TV.

Ready, action!

TL-1

I know when we first started going out we both agreed that we wanted to wait until we’re older to be sexually involved, but it’s been six months now. It feels like that conversation was so long ago.

TL-2

Yeah, I know. Six months feels like a long time.
I really like you.

I really like you, too.

Maybe we should go further.

What do you mean?

Some of our friends have been thinking about being sexually involved. Maybe we should too. We wouldn’t be the only ones. Aren’t you curious what it’s like?

Yeah, I’ve heard some of our friends talking about it. I guess I’m curious.

Cut!
Now that you have seen the role-play situation, what are ALL the different things our teens can POSSIBLY do in this situation?

There are lots of options!

Don’t worry if they sound unrealistic or might not be what you would do.

Paraphrase and record student responses on the board or poster paper, using as many sheets as you need.

This is a brainstorm, so all answers are acceptable. Feel free to contribute any of the responses listed if the class does not come up with them.

Ask whether they feel the responses should be added to the list.

Possible answers:

• Leave the room.

• Think about why they chose to wait in the first place.

• Talk about what they can do, other than having sex.

• Decide to talk with other people about the pros and cons of having sex.

• Decide to have sex.

• Decide the relationship is going too fast so maybe they need to take a break.

• Go home so they can think about it separately.

• Get mad.
As we can see, there are so many ways of reacting in this situation. Some can lead to healthy outcomes. Others can lead us to unhealthy ones.

We are now going to talk about steps we can take that can guide us in making difficult decisions. We will also talk about how we can follow through with those decisions.
Whenever we have a decision to make, we need to think before we act, if we want to make a SMART decision. In this model, each letter in the word “SMART” stands for one step toward making smart decisions.

Let’s go over the SMART Decisions Model.

Who would like to read the first letter and what it stands for?
Have student read S and what it stands for from the poster:

*Slow down. You have the right to take as much time as you need to make a good decision that is right for you.*

Nice job! When you have a big decision to make it’s important to *slow down*. Pay attention to how you are feeling. You have the right to take as much time as you need to be sure you are making a good decision.

Have another student read M and what it stands for from the poster:

*Make a list of your options. Looking at every possible choice will help you know that you’ve really thought through everything.*

That’s right! When you *make* a list of all your options it will help you know that you’ve really thought through everything. Talk about your options with people in your life who you trust.

Have another student read A and what it stands for from the poster:

*Analyze your choices. Be honest with yourself and think about the pros and cons of each option. Make sure to weigh your options because not all will have equal value.*
Yes! You are going to analyze your options. Thinking about the pros and cons of each option is important. If your choice leads to healthy behaviors, is consistent with your values, and will help you meet your future goals, it’s a SMART choice for you.

Have another student read $R$ and what it stands for from the poster:

Reach a decision. Pick the best choice and consider what will help you stick to your decision.

Exactly! After analyzing all your options, reach the decision that is right for you. Make sure your decision feels like a healthy and SMART choice.

Have another student read $T$ and what it stands for from the poster:

Think and evaluate. Depending on the choice you make, you may need to check in from time to time and see how things are going.

Right! You need to think about your decision from time to time. Reevaluate whether it is still the best decision for you.
Now that we have learned how to make a well-thought-out decision, let’s put the SMART Decisions Model into practice. Let’s think about the role-play scenario we went over earlier.

Two teens have been in a relationship for six months. They had both decided to wait until they were older to be sexually involved. Last night when they were alone watching TV, one teen said they’d like to go further.

Refer to the Making SMART Decisions Model poster.

Let’s use the SMART Decisions Model to help these two teens reach a decision.

Let’s go through the first part of the model together.

The first letter is S which means slowing down and stopping for a minute because this is a big decision to make.

The second letter is M. Make a list of all the possible options. We already did that after the role-play.

*Are there other options you’d like to add to this list?*

Refer to the list of options created by the class. Paraphrase or repeat any additional choices to add to the list.
Now let’s look at the next step, which is A, to analyze our choices. Let’s review the list we wrote earlier.

Read the list to the class.

To analyze our options, we need you to put your thumbs-up if you think the option I’m reading to the class is a healthy choice. Give me a thumbs-down if you think it’s an unhealthy choice. I may ask you to clarify why you think that option should be crossed off.

Let’s cross off options that are less realistic, not likely to turn out well, or might end up going against our values or limits.

Let’s start with the first one.

*Do you think this is a healthy choice for the teens in this situation?*

I need to see a thumbs-up or thumbs-down.

Read each option on the list. As students suggest options to cross off, have them explain why. If most of the students put their thumb down, have the CF cross this option off the list. Work with students to get down to the option(s) that makes the most sense to them. If students want to choose more than one option, that is OK.
Cross off the choices students decide they wouldn’t want to do in this situation. Once students have identified the choice(s) they like best, circle the option(s).

Nice job! We analyzed our options and ended with the one(s) that we circled.

Read the circled option(s) to the class.

We reached a decision which is what the next letter, R stands for in the model.

The last letter, T, stands for think and evaluate. It comes after you’ve made your decision and you’ve had time to think about it. You need to check in with yourself from time to time to see if you still think it was a good decision.

You may determine later that it wasn’t the right decision for you. Remember, you don’t have to make the same decision again. You can use this model to help you make a different decision next time.
Activity

Now, you will all practice using the SMART Decisions Model in your own scenarios. In your groups, go ahead and pick a recorder. Recorders raise your hand until you receive a worksheet.

Hand out the “Making SMART Decisions Scenario” to each group (page 35). Everyone will have the same scenario to work on.

Making SMART Decisions Scenario

Directions: Read the following scenario. You will then complete the SMART Decisions Model to help reach a thoughtful decision. Some of the letters have already been filled out for you. Focus on completing the M, A and R with your group.

The person you are dating invites you and two other couples over on a night when their parents are out. The two couples are in the same room and each couple is kissing. At some point, you hear someone say, “I think we all need some more privacy.” Soon the other couples disappear into other rooms. The person you are dating looks at you and says, “Maybe we should go to my bedroom for more privacy, too.”

S: Slow down.

M: Make a list of options.
   Option 1: 
   Option 2: 
   Option 3: 
   Option 4: 

A: Analyze your options.
   Option 1: 
   Option 2: 
   Option 3: 
   Option 4: 

R: Reach a decision. The decision we chose was:

T: Think and evaluate.
For this next activity, you and your group are going to imagine you are a person who wishes to wait to be sexually involved and must decide what to do. Go through the Making SMART Decisions Model to reach a decision as if you were the person in the scenario. Feel free to refer to the SMART poster in the room. You will have seven minutes to go through the model and come to a decision.

After students are done with the worksheet, make clapping call. Listen for students to repeat the pattern.

Time’s up!
Which group would like to share their response first?

Read the scenario out loud before having speaker share group’s response. Paraphrase responses.

**How did the SMART model work in helping you to reach a good decision?**

Paraphrase responses.
Sometimes after you’ve made a decision it can be hard to stick with it.

\textbf{What might make it difficult to stick to your decision?}

\textbf{Paraphrase responses.}

\textit{Possible answers:}

- \textit{Drinking alcohol or taking drugs.}
- \textit{Being together when no one is home.}
- \textit{Hanging out with people who are doing things you decided you don’t want to do.}

\textbf{What are some things you could do or strategies you could use to help follow through with your decision?}

\textbf{Paraphrase responses.}

\textit{Possible answers:}

- \textit{Remind yourself of the reasons for your decision.}
- \textit{Spend time with other people with similar views as you.}
- \textit{Don’t put yourself in a position where you will feel pressure to change your mind.}
Once you reach a decision, it’s important to be able to communicate it clearly to other people. This includes your friend, boyfriend, girlfriend or partner.

We are going to talk about assertive communication.

*Who remembers what assertive communication is?*

Paraphrase responses.

Good job.

Being **assertive** is when we clearly say what we want or how we feel without being hurtful to the other person.

Remember we said your response should be firm but respectful and your body language should match your words.

It is important to face the other person, look them in the eyes, and use a clear, firm voice, but don’t yell.

A few lessons ago, we practiced communicating our limits assertively. But there are times, when saying it once is not enough. Especially, if the other person keeps asking or using pressure.
What are some suggestions for how to stick to your decision?

Paraphrase responses.

How can you communicate assertively if someone keeps pressuring you after you were clear the first time about your limits?

Paraphrase responses.

If students have trouble responding, suggest some of the answers below:

- Repeat your limits again clearly.
- Refuse to talk about it again. Suggest doing something else.
- Change the subject.
- Walk away, if you need to.

Write down students’ responses. Don’t erase these until the end of the lesson.
This is a great list. Now we are going to practice using assertive communication with role-plays. In your group, pick another recorder. Recorders, raise your hand until you receive a worksheet.

Distribute one role-play situation worksheet per group. There are five different role-play situations. Your Classroom Facilitator may choose to hand out fewer scenarios if you are short on time.

Role-play Situation #1

Directions: Read the following scenario. Come up with assertive responses.

Lucas is football star at his school. Lucas has been dating Reese for about six months. Reese is also a very popular girl at their school. A few months ago, Lucas and Reese had protected sex. Since then, Lucas decided it is too risky and wants to be abstinent. He is worried that if they continue, Reese might get pregnant. Lucas is looking at the possibility of a football scholarship and doesn’t want to jeopardize his plans for the future.

Reese met Drew online. They’ve been chatting on Facebook for about a month. Recently Drew asked Reese to send a naked picture. Reese is thinking about it, but is worried about who else might see the picture, especially if they don’t know the person asking for it.

Role-play Situation #2

Directions: Read the following scenario. Come up with assertive responses.

Sofia recently transferred to a new school and is eager to meet new friends. She gets along great with two white girls in her biology class. Sofia has been hanging out with a new friend named Lindsay. They are spending Saturday afternoon with another of Lindsay’s friends, Tori, at the local convenience store.

The group of new friends is going to a convenience store for snacks. Before they go in, they decide they are going to try the same games and snacks. They are deciding who will take the items and who will be the lookout. Sofia does not want to shoplift.

Role-play Situation #3

Directions: Read the following scenario. Come up with assertive responses.

Jade and Tori go to the movies. As soon as the lights dim, Tori starts pressuring Jade to make out with her. However, Jade is uncomfortable with making out. Tori stops whenever Jade resists.

Role-play Situation #4

Directions: Read the following scenario. Come up with assertive responses.

Jade and Tori go to the movies. As soon as the lights dim, Tori starts pressuring Jade to make out with her. However, Jade is uncomfortable with making out. Tori stops whenever Jade resists.

Role-play Situation #5

Directions: Read the following scenario. Come up with assertive responses.

Erica and Lucas are alone at Erica’s house one evening and the discussion begins. Erica, however, seems to want to continue to be sexually involved. She puts the pressure on every time they are alone. It makes it very difficult for Lucas, even though he has told her how he feels.

Lucas could state to Erica to resist the pressure.

Directions:

Read the following scenario. Come up with assertive responses.

Tori and Jade have been hanging out for about two months. They have a lot in common. They really like each other and would much rather be alone together than with other people.

Lately, Jade has been trying to get more physical. Tori wants Jade to understand how she feels and is uncomfortable with cuddling. However, Jade is uncomfortable with talking about it. For this reason, Jade resists when Tori asks, but keeps trying to get Jade to go further.

Jade and Tori are alone in the house. As soon as the lights are on, Jade is pressuring Tori to make out.

Jade could state to Tori to resist the pressure.

Directions:

Read the following scenario. Come up with assertive responses.

Tori is walking into a new school and eager to meet new friends. She gets along with two white girls in her biology class. Sofia has been hanging out with a new friend named Lindsay. They are spending Saturday afternoon with another of Lindsay’s friends, Tori, at the local convenience store.

The group of new friends is going to a convenience store for snacks. Before they go in, they decide they are going to try the same games and snacks. They are deciding who will take the items and who will be the lookout. Sofia does not want to shoplift.

Role-play Situation #6

Directions: Read the following scenario. Come up with assertive responses.

Lucas and Erica had protected sex. Since then, Lucas decided it is too risky and wants to be abstinent. He is worried that if they continue, Erica might get pregnant. Lucas is looking at the possibility of a football scholarship and doesn’t want to jeopardize his plans for the future.

Erica, however, seems to want to continue to be sexually involved. She puts the pressure on every time they are alone. It makes it very difficult for Lucas, even though he has told her how he feels.

Lucas could state to Erica to resist the pressure.
Role-play Situation #5

Directions: Read the following scenario. Come up with assertive responses.

Caleb and Emily are good friends. They are in the same math class. While they were in class, their teacher announced a big test coming up. Caleb is worried he will be in big trouble with his mother if he doesn’t get a good grade.

Emily offers to study together with Caleb. But then she says, “Don’t worry about the test. Just wait until I find a cheat sheet that I got ahold of. It’ll guarantee we ace it.”

Caleb doesn’t want to cheat. He did it once and felt terrible about it afterward. He tells Emily he won’t cheat but will study hard. He then tells Emily he doesn’t want to cheat on the test.

The role-play begins when Emily says:

“Look, you don’t have to use it if you don’t want to. But take it just in case.”

Caleb’s response:

Emily: “You know, the other class that took the test said it was really hard and totally unfair. Don’t you want to give yourself a chance to do well?”

Caleb: “I don’t want to cheat. I don’t want to put my grade at risk.”

Emily: “Everyone else is going to use the cheat sheet. You’ll be practically the only one not trying to take the test on your own.”

End of role-play.

What are the possible consequences for Caleb just giving in?

In your group, read the situation on the front of the worksheet. Then write your own assertive responses to the pressure lines. If you are stuck, just look at the list we made for suggestions.

Each group can choose two people to read the group’s role-play and responses to the class.

You will have five minutes to complete your role-play responses.

Ready? Go!
After worksheets are complete, make clapping call.

Time’s up!

*Who would like to read their role-play?*

Read the group scenario before having groups share their role-play. Allow as many volunteers to read as time allows.

Great job everyone!
When you are feeling pressured by someone, it’s important to try to be as firm as possible. At the same time, try to be respectful of your relationship with that person.

Keep in mind that if someone is threatening you, or trying to force you to do something, respond in whatever way will keep you safe. Don’t worry about keeping that relationship! You want to get as far away from them as possible.

Assertive communication can be hard, especially when we like the person. That is why it is good to keep practicing.
For the “Learning Outside the Classroom 8” worksheet, you are going to work with a parent, guardian or trusted adult. You will think of some pressure lines you have heard from school or among your friends, teammates or classmates. Together think of good responses to the pressure lines. Practicing how to handle pressure ahead of time can make it easier if you find yourself in that situation.

Hand out “Learning Outside the Classroom 8” worksheet.

Dear Parent, Guardian or Trusted Adult,

Please work with your student to complete the following worksheet assignment. These concepts are part of the My Future-My Choice program. Today in class we talked about making smart decisions. We also talked about communicating those decisions clearly to other people. Here’s an activity you can try:

1. (Student) What are some pressure lines you have heard from friends, teammates, coworkers, etc., to get people to do things?
   A. 
   B. 
   C. 

2. Pick one of the pressure lines above. Work with a parent, guardian or trusted adult to come up with three possible assertive answers to that pressure line. Make sure that the answers help you to resist that pressure.
   A. 
   B. 
   C. 

Goodbye!

Collect questions for the question box.
Making SMART Decisions Scenario

**Directions:** Read the following scenario. You will then complete the SMART Decisions Model to help reach a thoughtful decision. Some of the letters have already been filled out for you! Focus on completing M, A and R with your group.

*The person you are dating invites you and two other couples over on a night when their parents are out. You are all in the same room and each couple is kissing. At some point, you hear someone say, “I think we all need some more privacy.” Soon the other couples disappear into other rooms. The person you are dating looks at you and says, “Maybe we should go to my bedroom for more privacy, too.”*

**S:** **Slow** down.

**M:** **Make** a list of options.

Option 1:
Option 2:
Option 3:
Option 4:

**A:** **Analyze** your options.

Option 1:
Option 2:
Option 3:
Option 4:

**R:** **Reach** a decision. The decision we chose was:

**T:** **Think** and evaluate.
Role-play Situation #1

**Directions:** Read the following scenario. Come up with assertive responses Jade could state to Tori to resist the pressure.

*Tori and Jade have been hanging out for about two months. They have a lot in common. They really like each other and text each other often.*

*Lately Tori has been trying to get more physical. That makes Jade uncomfortable. Jade likes holding hands and is comfortable with cuddling. However, Jade is uncomfortable with making out. Tori stops whenever Jade asks, but keeps trying to get Jade to go further.*

*Jade and Tori go to the movies. As soon as the lights dim, Tori starts pressuring Jane again.*

**The role-play begins when Tori says:**

“I don’t understand what the problem is?”

Jade’s first response:

__Tori: “Look, it’s not a big deal. It’s not like you’re going to get pregnant or something.”__

Jade:

__Tori: “Maybe this isn’t going to work out.”__

Jade’s final response:

**End of role-play**

What are the possible consequences for Jade just giving in?
Role-play Situation #2

**Directions:** Read the following scenario. Come up with assertive responses Sophia could state to Lindsay to resist the pressure.

Sofia recently transferred to a new school and is eager to meet new friends. She gets good grades and has definite plans for her future. Lately Sofia has been hanging out with a new friend named Lindsay. They are spending Saturday afternoon with a bunch of Lindsay’s friends. Lindsay introduces Sofia as her new friend and tells them, “Sofia is really cool. She’s definitely one of us.”

The group of new friends goes to a convenience store for snacks. Before they go in, they decide they are going to shoplift some gum and candy. They are deciding who will take the items and who will be the lookout. Sofia does not want to shoplift.

**The role-play begins when Lindsay says:**

“Come on Sofia. It’s only gum. It’s not a big deal.”

Sophia’s first response:

____________________

Lindsay: “You know I just told all my friends that you were cool. How is this going to look for me?”

Sophia:

____________________

Lindsay: “If you want to fit in with us, it would probably be a good idea to just do it, don’t you think?”

Sophia’s final response:

____________________

**End of role-play**

What are the possible consequences for Sofia just giving in?
**Role-play Situation #3**

**Directions:** Read the following scenario. Come up with assertive responses Lucas could state to Erica to resist the pressure.

Lucas is a football star at his school. Lucas has been dating Erica for about six months. Erica is also a very popular girl at their school. A few months ago, Lucas and Erica had protected sex. Since then, Lucas decided it is too risky and wants to be abstinent. He is worried that if they continue, Erica might get pregnant. Lucas is looking at the possibility of a football scholarship and doesn’t want to jeopardize his plans for the future.

Erica, however, seems to want to continue to be sexually involved. She puts the pressure on every time they are alone. It makes it very difficult for Lucas, even though he has told her how he feels.

They are alone at Erica’s house one evening and the discussion begins.

**The role-play begins when Erica says:**

“What is the problem? Don’t you want to have sex?”

Lucas’ first response:

Erica: “I thought you loved me. I don’t understand.”

Lucas:

Erica: “I feel like you must not be attracted to me anymore.”

Lucas’ final response:

**End of role-play**

What are the possible consequences for Lucas just giving in?
Role-play Situation #4

Directions: Read the following scenario. Come up with assertive responses Reese could state to Drew to resist the pressure.

Reese met Drew online. They’ve been chatting on Facebook for about a month. Reese is really starting to like Drew a lot. Drew is super funny and seems to always know the right thing to say. Sometimes their messages get a little sexual, but Reese doesn’t see the harm in it since it’s just online and they don’t really mean it anyway.

Recently Drew asked Reese to send a naked picture. Reese is thinking about it, but is worried about who else might see the picture, especially if they stop talking.

They are talking online after dinner.

The role-play begins when Drew says:

“So, are you going to send me that picture?”

Reese’s first response:

Drew: “Don’t worry, I won’t show it to anyone, I promise.”
Reese:

Drew: “What’s the big deal? It’s only a picture. If you liked me, you’d send it to me.”
Reese’s final response:

End of role-play
What are the possible consequences for Reese just giving in?

Directions: Read the following scenario. Come up with assertive responses Caleb could state to Emily to resist the pressure.

Caleb and Emily are good friends. They are in the same math class. While they were in class, their teacher announced a big test coming up. Caleb is worried he will be in big trouble with his mother if he doesn’t get a good grade.

Emily offers to study together with Caleb, but then she says, “Don’t worry about the test. I got ahold of a cheat sheet that’s going around. That’ll guarantee we ace it.”

Caleb doesn’t want to cheat. He did it once and felt terrible about it afterward. He thinks he should just study hard and hope for the best. He then tells this to Emily. They are at the library after school studying and Emily tries to convince Caleb to cheat on the test.

The role-play begins when Emily says:

“Look, you don’t have to use it if you don’t want to, but take it just in case.”

Caleb’s first response:

Emily: “You know, the other class that took the test said it was really hard and totally unfair. Don’t you want to give yourself a chance to do well?”

Caleb:

Emily: “Everyone we know is going to use the cheat sheet. You’ll be practically the only one trying to take the test on your own.”

Caleb’s final response:

End of role-play

What are the possible consequences for Caleb just giving in?
Dear Parent, Guardian or Trusted Adult,

Please work with your student to complete the following worksheet assignment. These concepts are part of the My Future-My Choice program.

Today in class we talked about making smart decisions. We also talked about communicating those decisions clearly to other people. Have your student explain, in their own words, what assertive communication is.

1. (Student) What are some pressure lines you have heard from friends, classmates, teammates, etc., to get people to do things?
   A. 
   B. 
   C. 

2. Pick one of the pressure lines above. Work with a parent, guardian or trusted adult to come up with three possible assertive answers to that pressure line. Make sure that the answers help you to resist that pressure.
   A. 
   B. 
   C. 

Decisions, Decisions
Student-delivered Role-play

(Classroom Facilitator)
Jacob and Savannah are a couple and are alone at Jacob’s house watching TV.

(Jacob)
“Savannah, I know when we first started going out we both agreed that we wanted to wait until we’re older to be sexually involved, but it’s been six months now. It feels like that conversation was so long ago.”

(Savannah)
“Yeah, I know. Six months feels like a long time.”

(Jacob)
“I really like you.”

(Savannah)
“I really like you too.”

(Jacob)
“Maybe we should go further.”

(Savannah)
“What do you mean?”

(Jacob)
“Some of our friends have been thinking about being sexually involved. Maybe we should too. We wouldn’t be the only ones. Aren’t you curious what it’s like?”

(Savannah)
“Yeah, I’ve heard some of our friends talking about it. I guess I’m curious.”