

Communicating About A Sensitive Topic

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering respect and responsibility through age-appropriate sexuality education.

ADVANCE PREPARATION FOR LESSON:

Prepare three sheets of newsprint, each of which should have one of the following terms and their definitions:

aggressive when

when one person communicates about their wants and

LEARNING OBJECTIVES:

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

- 1.

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(3 minutes)

STEP 2:

one of t

do not quite get it, provide the following examples:

Point out the passive aspects of the responses. Emphasize that, in the end, what the passive person wants is not being equally considered along with the other person.

le someone asks you

supplement with these examples:

Point out the aggressive aspects of the responses. Emphasize that, while an aggressive

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BE ASSERTIVE!

Worksheet

to do. The following statements are possible responses to that pressure. Circle if the

BE ASSERTIVE!

PART 2 Instructions: Pretend that someone is pushing you to have sex with them, and you want to wait. The following statements are possible responses to that pressure.

assertive, write a response that is.

PASSIVE, AGGRESSIVE, or ASSERTIVE?

ASSERTIVE: _____

2. Listen, having sex means taking risks
my health and my future like this.

PASSIVE, AGGRESSIVE, or ASSERTIVE?

ASSERTIVE: _____

PASSIVE, AGGRESSIVE, or ASSERTIVE?

ASSERTIVE: _____

when we kiss a lot.

PASSIVE, AGGRESSIVE, or ASSERTIVE?

ASSERTIVE: _____

5. I guess we could hang out at your place

PASSIVE, AGGRESSIVE, or ASSERTIVE?

ASSERTIVE: _____

BE ASSERTIVE!

one else is home. Want to come to my place instead?

Adapted from an activity in Goldfarb, E. and Schroeder, E. (2004), Making SMART Choices about Sex: A Curriculum for Young People. Rochester, NY: Metrix Marketing

