**TOLERANCE AND ACCEPTANCE**

**TODAY’S GOALS:**

-Examine the influence of societal stereotypes on interpersonal relationships.

-Appreciate diversity in others

-Express pride, confidence and health self-esteem without denying the value and dignity of diversity

-Identify advantages/disadvantages of each gender.

-Examine the influence of gender roles on interpersonal relationships.

**National Standards:**

10.1.12 Evaluate factors that impact growth and development

during adulthood and late adulthood. (Relationships)

**MCj02906790000[1]**

**Stereotype:**

**Sexism:**

**Sex Role:**

Advantages & Disadvantages

MALE

Advantages Disadvantages

When thinking of advantages and disadvantages, consider the following areas: dating, friendships, family responsibilities, child care, employment, appearance (hair, make-up, clothing), education, sports, feelings, etc. Be specific.

Advantages & Disadvantages

FEMALE

Advantages Disadvantages

When thinking of advantages and disadvantages, consider the following areas: dating, friendships, family responsibilities, child care, employment, appearance (hair, make-up, clothing), education, sports, feelings, etc. Be specific.

**DIRECTIONS: For each scenario, answer each question, writing at least 3 complete sentences.**

1. Travis is about to ask Michelle out for the first time when she walks over to him and says, “Travis, there’s a new movie in town and I really want to see it. I was hoping you would go with me. Are you busy Saturday night?” Travis has no plans, and *he* was hoping to take Michelle to the movie, but he wants to do the asking. He thinks he’ll say he’s busy. What can Travis say or do?

2. Charlene has been offered a special grant to apprentice with a master plumber after graduation. She’s excited, and she rushes to tell John. They’ve been planning to get married in the fall, and this way, she’ll be able to start earning good money. John is very quiet after Charlene tells him. Finally he says, “I don’t think I can marry a plumber, Charlene. You’re going to have to make a choice – me or being a plumber.” What might Charlene do? What are your thoughts about what John said?

3. Sam wants to buy a doll for his nephew’s birthday, but his friend, Jose says, “No way!” Sam explains that dolls help teach little boys to take care of someone and be loving, but Jose argues that they just teach boys to be sissies. Sam knows *he* is right, but he’s concerned about what Jose might say to their friends. What might Sam do?

1. Serena and Fernando have been going out for months and things have been good between them. Her parents approve of him and the word is out around school that she is his girl. However, lately Fernando has been putting a lot of pressure on Serena for more than she is ready for. When she says, “No,” he says that it’s her place as a woman to please him. What can Serena say to him?
2. Shaundra and Malcolm are arguing about their sister, Patricia, and her husband, Robert. Shaundra has noticed lots of bruises on Patricia’s arms and shoulders recently, and this weekend she had a black eye. Malcolm says Patricia has been too “uppity” lately and their brother-in-law is trying to show her who’s boss. Shaundra looks at Malcolm and shakes her head. She doesn’t think violence is ever an answer. What might Shaundra say?
3. Keisha has decided to have sexual intercourse with her boyfriend Tony. She says they really love each other. She stops at the drugstore to buy condoms, and her friend, Tanya, says, “Girls can’t buy condoms! That’s a guys business to do.” What might Keisha say and do?
4. Susan and Michael have been going together for almost a year. Michael always pays for everything and makes most of the decisions about where to go and what to do. In Susan’s health class they talked about girls paying for dates and having some say about a couple’s plans. Both Susan and Michael have part-time jobs and earn very little money, so pooling their funds seems to make sense to Susan; but Michael is furious at the idea. What might Susan say to Michael?

**DATING AND RELATIONSHIPS**

**TODAY’S GOALS:**

٠ List some things you can learn about a person by dating

٠Describe some strategies for dealing with dating concerns.

**National Standards:**

10.1.12 Evaluate factors that impact growth and development

during adulthood and late adulthood. (Relationships)

**MCj02906790000[1]**

**Infatuation:**

**QUICK QUIZ- Which of these do you value most in a romantic partner?**

**Explain why you selected the answer that you did.**

* 1. Someone who is physically attractive?

2. Someone who is outgoing?

1. Someone who is intelligent?
2. Someone who is honest and reliable?
3. Someone who shares my values.

**٠Dating practices vary with individuals, families and cultures.**

In the chart below, fill in expectations you find in society about dating.

|  |  |  |  |
| --- | --- | --- | --- |
| **Family** | **Friends** | **Cultural** | **Media** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Four things you can learn about someone when dating

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |

|  |
| --- |
| **List the advantages of going out as a group** |
| **When do you know that you are ready to date as a couple?** |
| **What are the drawbacks to steady dating? Should HS kids date just one person, why or why not?** |

The dating experience can be very stressful, list the ways you can decrease the stress

|  |  |
| --- | --- |
| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **It is hard to put on an act and harder to keep it up over time.**  **If shyness or insecurity keeps you from dating\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Honestly**  **Be honest**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Know what to expect** |
| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Don’t let \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ keep you from asking.**  **Don’t let a NO lead to self-doubt**  **One NO does not mean someone else won’t say yes** | **Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Adults fear dating will lead to risky behaviors.**  **Keep open communication**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

With three of your classmates, write a short skit that shows the importance of honest communication. Pick a situation when failing to ask questions, or telling a lie when answering questions causing a misunderstanding.

**CHOOSING ABSTINENCE**

**TODAY’S GOALS:**

٠Identify some risks of sexual intimacy

٠Explain why emotional intimacy is important in close relationships

٠List some skills that can help you choose abstinence.

**National Standards:**

10.1.12 Evaluate factors that impact growth and development

during adulthood and late adulthood. (Relationships)

**MCj02906790000[1]**

**Emotional Intimacy:**

**Abstinence:**

**MCj02906790000[1]**

**How do you show affection without going too far?**

**How do I know if my partner and I are ready for a sexual relationship?**

**In the chart below, list in rank order the top five people/things that you believe influence a teenager’s decisions about sex.**

|  |  |
| --- | --- |
| **INFLUENCE** | **RANK** |
|  | 1 |
|  | 2 |
|  | 3 |
|  | 4 |
|  | 5 |

**Using the names of people on the side, fill in who you think helps teens make healthy decisions**

4%%

3%%

**What would your percentages be?**

45%%

**Parents**

**Friends**

**Clergy**

**Teachers**

**Media**

**Other**

**Me**

6%%%

7%%

31%%%%

4%%

***Sexual intimacy is NOT RISK FREE***

|  |  |
| --- | --- |
| **Effects on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  Should be based on values you hold  Feelings of guilt and shame  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Snap decisions often = loss of respect  Lower self-esteem | **Effects on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  Changes relationships with friends  Can affect persons expectations  One person may become possessive  Complications of sexual intimacy  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Risk \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  Babies are often smaller/medical issues  Mother does not get medical care  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Mom’s drop out of school  Financial issues  Don’t think it will happen to them | **Risk of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Untreated may lead to serious health issues  Could shorten a person’s life |

**Emotional Intimacy:**

**With a partner discuss the following question**

**How can two people be intimate without being sexually involved?**

List examples below

***Relationships are hard to keep IF there is no emotional intimacy***

**Abstinence Skills you may need:**

**Match the correct skill to the box below, write the correct one in the box**

**ASSERTING YOURSELF SETTING CLEAR LIMITS COMMUNICATING YOUR LIMITS**

**AVOIDING HIGH PRESSURE SITUATIONS**

|  |  |
| --- | --- |
| Think ahead and set limits for expressing sexual feelings.  Important to set limits before you go out so you can avoid having to make a decision on the spot.  Consider important values that you hold and the possible consequences of your actions. | Once you decide limits, discuss them with your partner. Do not wait for a situation to arise.  Try to talk to your partner honestly and openly. You may be surprised about what your partner says.  If you have been sexually involved in the past does not mean you have to remain sexually involved |
| Sticking to the limits you set can be difficult.  Go to public places where there is less temptation to be alone.  Spend time with people who share the same values as you. | If you find yourself in a situation where you are not comfortable, don’t feel guilty about saying no.  State clearly and directly that you want to stop. “I’m just not ready to do that.”  Remember that you will respect yourself more for sticking to your limits than to giving in to pressure |

**How do you respond to the following?**

**If you loved me you would have sex with me?**

In the space below, write a persuasive e-mail to a fictional friend that uses information that you have learned in this section to encourage the friend to choose abstinence. Remember, persuasive means having the power to convince someone to believe or do something!!

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**UNHEALTHY RELATIONSHIPS**

**TODAY’S GOALS:**

٠Describe the cycle of violence.

٠Identify reasons why a person should report a rape.

٠Explain the effect of sexual abuse on a victim

٠Describe an effective way to reduce sexual harassment at school

**National Standards:**

10.1.12 Evaluate factors that impact growth and development

during adulthood and late adulthood. (Relationships)

**MCj02906790000[1]**

|  |  |
| --- | --- |
|  | A pattern of physical, emotional, or sexual abuse that occurs in a dating relationship |
|  | Intentionally causing physical harm to another person |
|  | The nonphysical mistreatment of a person |
|  | Forcing a person to engage in any unwanted sexual behavior |
|  | A type of assault in which one person forces another to have sexual relations |
|  | A rape that occurs during a date |
|  | Having sex with someone who is under the age of consent |
|  | Sex between people who are too closely related to marry legally |
|  | A mental disorder in which a person has a sexual attraction to children |
|  | Any uninvited and unwelcome sexual remark or sexual advance |
|  | Sharing private, sensitive or confidential information about oneself with others |
|  | The sending of sexually explicit photos, images, text messages, or e-mails by using a cell phone or other mobile device |
|  | The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature. |

**Tension Building Stage:** Victim tries to please the abuser or reason with the

abuser to prevent violence.

**Violent Episode:** The tension is then broken by a violent episode

**Calm or “honeymoon stage”:** The abuser may apologize and promise to never abuse again.

**Warning Signs of Abuse:** A good way to avoid the Cycle of Violence is to recognize the warning signs that can lead to abuse.

* Your date is jealous when you talk to others
* Your date makes all the decisions and tries to control what you do
* Your date has a history of bad relationships
* You feel isolated from your friends and family
* You feel less self-confident when you are with your date
* You change how you behave to avoid an argument

**Some reasons a teen may remain in an abusive relationship or hide the abuse from others:**

* They view the possessiveness or jealousy as romantic
* They think the behavior is normal because friends are in a similar relationship
* Females feel it is a sign of masculinity
* Males may be ashamed to admit they are being abused
* The teen feels that they deserved to be abused
* They may fear being alone

**Steps to End the Abuse:**

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Realize that you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Seek support from family and friends
* Call an abuse hotline if you want to talk anonymously
* \_\_\_\_\_\_ to a counselor, teacher, doctor or social worker

**Answer the following in complete sentences.**

1. Would you define this situation as rape? Why or why not?
2. What could Mark have done to prevent this situation from occurring?
3. What could Diane have done to prevent this situation from occurring?
4. What should a person do when they want to be sexual but don’t want to have intercourse?

Do you think Diane/Mark planned to have sex with Mark/Diane from the beginning of the date? Why or why not?

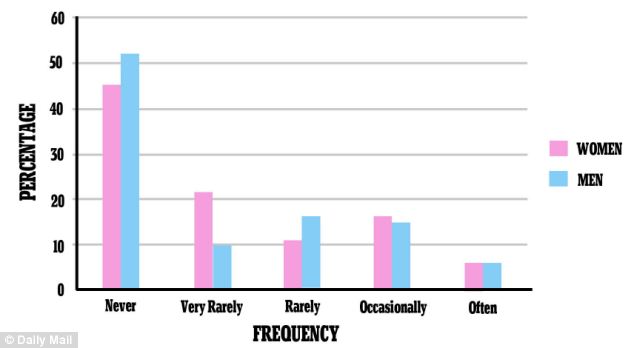
**Sexting**

* Nude or sexually explicit photo-sharing or text messages
* Usually via cellphones, but possible via other devices and web
* Illegal when involving minors
* Teens have been charged with production, possession and distribution of child pornography

**In the box below answer the question: Why do kids “sext”?**

* A form of flirting
* Signal they want to take the relationship to the next level
* Show the other person what they can get if they go out with them
* Peer pressure
* Revenge (revenge porn), see what you’re missing….
* Bored and wanted to do something exciting
* Signal of their sexuality

|  |  |
| --- | --- |
| **Possible Non-Legal Consequences** | **Possible Legal Consequences** |
| * Emotional or reputational damage * School discipline * Invisible viewership- can be forwarded to anyone * Searchable on web FOREVER | * Potential for child-porn charges for: production, distribution or possession * May have to register as a sex offender |

**Who is sexting?**

Pennsylvania’s Teen Sexting Law

In 2012, Pennsylvania enacted a law criminalizing the transmission of sexually explicit images by minors. Under the state’s sexting law, it is a crime for a minor (a person under the age of 18) to:

* transmit, distribute, or disseminate (share) an electronic communication (such as a text message or instant message) containing a nude image of him or herself or any other person age 12 or older, but younger than 18, or
* Possess a nude photo of another person between the ages of 12 and 17.

For example, both a teen who sends a photo of a nude classmate and one who receives the photo could be prosecuted under Pennsylvania law. Teen sexting is punished more severely if the defendant takes or shares a nude photo of another teen without the teen’s permission, and in order to harass that person or cause him or her emotional distress.

**Answer the following after watching the video clip about Ally**

[**https://www.commonsensemedia.org/video/modal/2102081**](https://www.commonsensemedia.org/video/modal/2102081)

|  |
| --- |
| Why did Ally share nude pictures of herself with her ex-boyfriend?  **It might rekindle her relationship** |
| Why did her ex-boyfriend forward the pictures to others?  **He was showing off to his friends, or wanted to humiliate or embarrass her** |
| How did Ally feel after they were sent?  **Embarrassed, humiliated and betrayed** |
| How has Ally’s perspective changed on what happened?  **Biggest mistake of her life, thought they would be together forever**  **Picture getting out never crossed her mind** |

After discussing Ally’s situation read the Pa State Law regarding Sexting and discuss in your groups the following:

**What would happen to the ex-boyfriend and Ally today?**

