




<p>State the law related to sexual activity.</p>	<p><i>We've been talking about infection with an STI or an unintended pregnancy as potential risks of sexual intercourse. Another risk to think about is the potential legal consequences.</i></p> <p><i>It is illegal for anyone under age 16 to have sex.¹ People who break this law may be imprisoned or have their names placed on the sex offender registry for 15 years, 25 years, or life, and be posted on the Internet. Imagine the impact of these consequences on your future. You might wonder who will know or tell. An angry sexual partner or his or her parents might possibly report you.</i></p> <p><i>Sexual intercourse isn't worth the many risks and serious consequences.</i></p>
<p>Describe the stages of physical intimacy. Distribute the student handout, "Setting Personal Boundaries for Physical Intimacy."</p> 	<p><i>Physical intimacy usually occurs in stages. Knowing the stages can help you set boundaries for yourself.</i></p> <p><i>This handout shows sample stages for one person. The stages are personal for each individual. Each individual expresses affection, caring, and physical intimacy in his or her own way. Knowing the stages you go through will help you know when to stop in order to abstain from sexual intercourse and/or stay within your personal limits.</i></p> <p><i>Setting your personal limits and knowing how physical intimacy can escalate will help you know how to act so that you can more easily avoid risky situations and "put the brakes on." Think carefully about what behaviors would be at each stage for you. Then, set your limits and choose how you will act with your partner so that you can avoid situations that could lead to risky behavior. You have the power to control your behavior. You have the ability to decide what is best for you and then act responsibly and respectfully.</i></p>  <p><i>Refer to the STI Fact Sheets in Lesson 5 for more specific information about the risks for behaviors at each stage.</i></p> <p><i>Your limits, or boundaries, and your partner's may be different. That's why communicating ahead of a heated moment is important. If you know your boundaries, you can use your communication skills to talk about your limits or to tell your partner when to stop. If your partner tells you to stop, you must always respect his or her request. If you persist, you risk being charged with sexual assault, or rape.</i></p> <p><i>You can also show respect for your partner by watching for nonverbal signals that he or she is uncomfortable. What might these signals be?</i></p> <p>Answer:</p> <ul style="list-style-type: none"> • Pulling away • Being unresponsive • Looking anxious or nervous • Avoiding eye contact
<p>If you conduct the Optional Activity, insert it here. Use the teacher reference, "Optional Activity: Taking a Stand."</p> 	<p>If you conduct the Optional Activity, insert it here. Then, continue with the small group work described in the next step.</p>

¹ Refer to appendix J, "Criminal Sexual Conduct" for more information.

Form six small groups. Identify characteristics of situations that could lead to risky sexual behavior. Distribute the student worksheet, "Romantic Situation 1: Safe or Sorry?" to three small groups and the student worksheet, "Romantic Situation 2: Safe or Sorry?" to the other three.



Form small groups and assign students in each small group to act as leaders, spokespersons, and recorders.

Each group has been given a scenario that involves a couple who is physically attracted to each other. In your groups, answer question 1 by describing what made the situation risky. You will have five minutes to list your ideas.



Use the rubric provided in the teacher reference, "Assessment Rubric for Skill Development: Identifying and Avoiding Risky Situations," if you want to assess students' skill development.



Gather ideas from the spokespersons of each group.

Include the following characteristics of risky situations from the scenarios:

- Being uncertain about the other person's expectations in a new relationship
- Not discussing abstaining from sex
- Being in an unsupervised area
- Alcohol being available
- The behavior of friends getting risky
- Not having a way to get help when in the situation
- Being in a car in an isolated area
- Being pressured by someone you are with
- Hanging out with older teens or young adults

Discuss additional risky situations.

I'd like to share a few other situations which are risky. What do you think might make these situations risky and why?

Select three or four of the following to encourage class discussion about anticipating risky situations.

- Going out with someone considerably older than you
- Going to parties where alcohol and other drugs are present
- Going to parties where you know the norm is to pair off and be alone with the person you came with or someone at the party
- Going out with someone who makes sexual propositions and suggestions verbally or nonverbally
- Going out alone with someone you have just met and/or don't know very well
- Going out on a date without any planned activities
- Being home alone with someone
- Being in a bedroom alone with someone
- Exchanging e-mails with strangers who make sexual propositions or who send inappropriate pictures
- Agreeing to meet with someone you met on the Internet