# ADVOCACY FOR HEALTHY RELATIONSHIPS & SEXUAL HEALTH

Lesson 2: Healthy Relationships, Consent, and Sexually Explicit Media
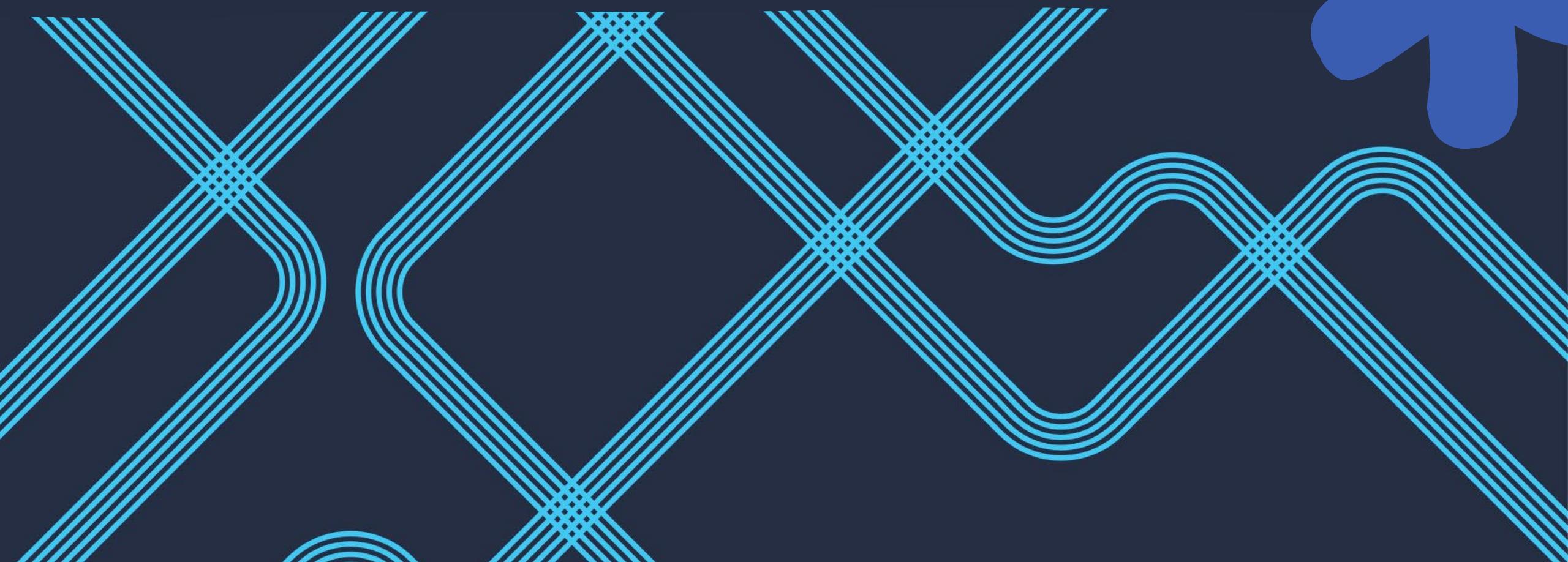
Family Life Classroom Norms

- **Respect -** Respect the feelings and privacy of everyone in class, including the teacher.

- **Communication:**
  a. Use correct vocabulary (no slang words) on all assignments and in communication during class.
  b. Do not discuss information in a crude or joking manner.

- **Questions:**
  a. Do not ask questions to show off or embarrass others.
  b. Use phrases like, "I know someone who…" or "Someone I know…"
  c. If you are unsure if your question is appropriate, please email your teacher or use the class anonymous question procedure.
  d. During class time, please raise your hand if you are comfortable asking your question in front of the class.
  e. Anonymous question procedures can be used anytime throughout the unit. (ex. anonymous question Padlet, in class question box, etc.)

- Mandated Reporters, such as myself, are here to protect and keep you safe

Objectives:

- Evaluate the impact of technology, social media, and sexting on relationships.
- Formulate health enhancing messages in relation to healthy technology use in relationships.
- Explain the Maryland law related to age of consent and sexting.

Warm-Up:

1. How often do you chat or text with your friends or significant other through technology?

2. How is messaging your friends/significant other different from speaking in person?

3. Are conversations different through technology vs. in person?

Setting Boundaries for Communication Through Technology

When the statement is read, share whether you agree, disagree, or are neutral to the statement. Be prepared to share your ideas and discuss each question:

1. Communicating through technology is beneficial for relationships

2. It is easier to have serious conversations through technology than face-to-face

3. It is easy to set personal boundaries for communication through technology

4. If a person gives consent in communication through technology, the consent is still present during face-to-face interactions

5. Social media has more of a positive, rather than negative, impact on relationships

Technology & Relationships

- What impact could technology have on a person's perceptions of or expectations for a healthy relationship?

- How could technology impact pressures in relationships?

Sexting

In your own words, define the term "sexting."

Sexting:

- Sending or receiving sexually explicit or sexually suggestive images, messages, or videos electronically
  - Includes texts, emails, and instant messages

Health Risks of Sexting:

What health risks could result if a person chooses to send nude photos?

As you brainstorm ideas, think about ALL areas of wellness:
- Wellness Components: Mental/Emotional, Social, Financial, Physical, Intellectual, Spiritual, Occupational, Environmental

Saying No

Telling Someone "No":

- Be clear in communicating boundaries

- Use assertive (direct) communication

- Leave the conversation if pressures continue

When Someone Says "No":

- If the person says "no," or does not clearly say "yes," consent is not given

- Respect their boundary

- Acknowledge appreciation for their honesty

- Give yourself time/space
  - Use healthy coping skills if you feel rejected
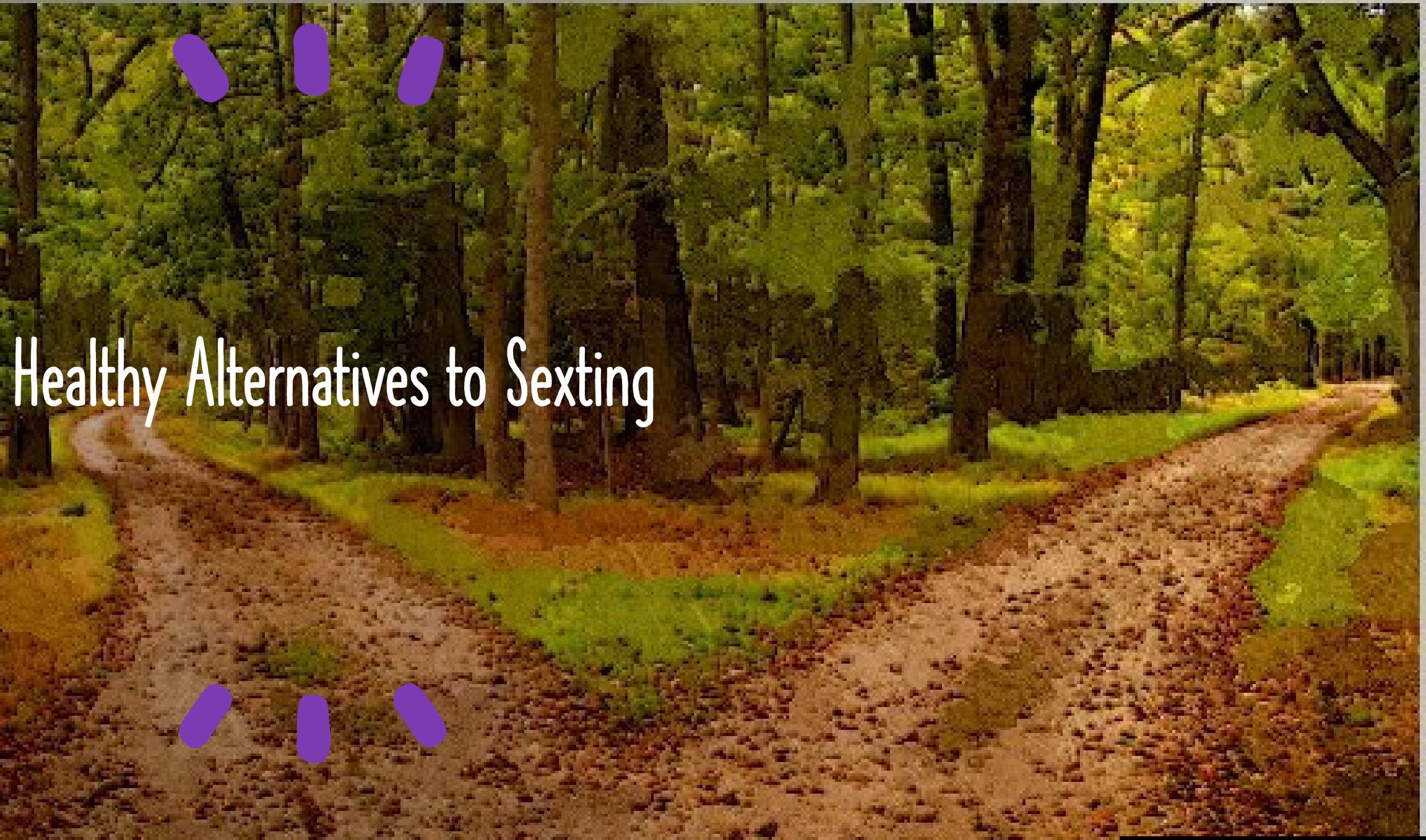
Healthy Alternatives to Sexting

Legal Risks of Consent & Sexting

Maryland Laws Related to Sexual Consent:

- MD Age of Consent for sexual activity is 16 years old

- "Age of Consent" – minimum age at which an individual is legally able to consent to sexual activity

- Charges may be less severe if:
  - Sexual activity was consensual
  - One partner is under 16, but the other partner is no more than 4 years older

Maryland Laws Related to Sexting:

- MD – no specific sexting legislation

- Sexting that involves minors falls under MD child pornography and related laws

- Naked photos of a person under age 18 is considered child pornography, which is illegal

Scenarios: What Should They Do?

- Read each scenario

- Discuss what your group believes the person should do in the situation

- Record your group's response on the handout

- Be prepared to share with the class

Advocacy
How does Advocacy support healthy decision-making regarding technology use within relationships?

Advocacy for Others

ADVOCACY

Students will demonstrate the ability to advocate for personal, family and community health.

SKILL CUES FOR BEING AN ADVOCATE

- **I** — **I**DENTIFY AND RESEARCH A RELEVANT AND MEANINGFUL HEALTH ISSUE
- **C** — **C**REATE A HEALTH ENHANCING POSITION OR MESSAGE SUPPORTED BY FACTS AND EVIDENCE AND GEARED TOWARDS THE AUDIENCE
- **A** — **A**CT PASSIONATELY AND WITH CONVICTION
- **R** — **R**ELAY YOUR HEALTH ENHANCING MESSAGE TO YOUR AUDIENCE
- **E** — **E**XAMINE THE EFFECTIVENESS OF THE ADVOCACY EFFORT
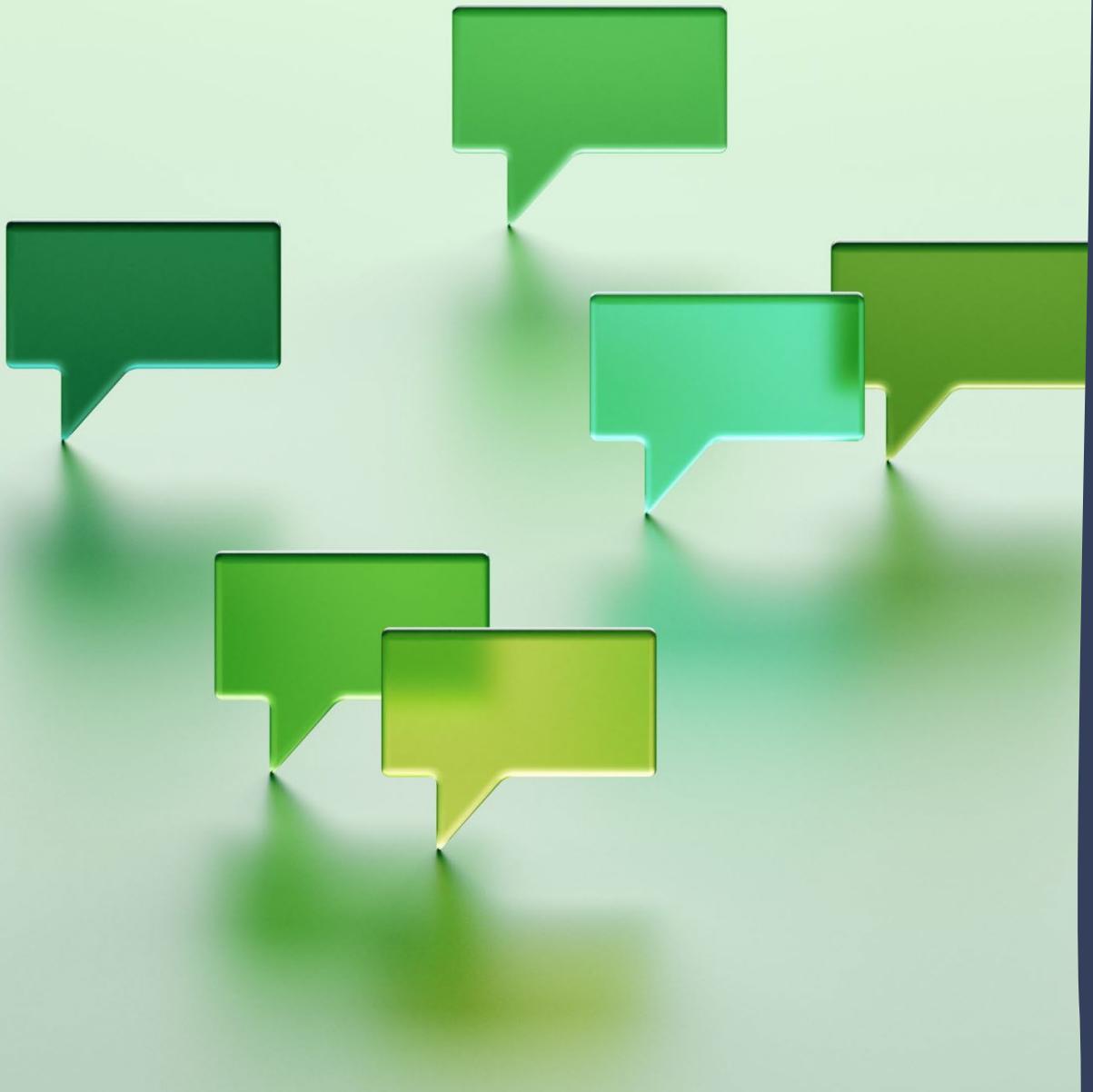
Advocacy for Self

ADVOCACY

Students will demonstrate the ability to advocate for personal, family and community health.

SKILL CUES FOR BEING AN ADVOCATE

- **1** — PROCESS THE SITUATION
- **2** — DETERMINE HOW TO APPROACH THE SITUATION
- **3** — ASK FOR WHAT I NEED
- **4** — REFLECT

Advocacy: Healthy Technology use in Relationships

What advocacy work or campaigns have you seen that encourage safe use of technology in relationships?

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Closure:

1. What message do you think teens should receive in relation to:

- Healthy Technology use in Relationships

- Sexting

2. Create a health-enhancing message that could be used as a part of an advocacy campaign to educate teens on healthy technology use in relationships.