

## Respectful Sexuality & Resources – Day 3

### I. Objective

Today we will be talking about respectful sexuality and the pros and cons of sexual intimacy. Remind students about the established classroom norms and agreements. Also remind students that some of the topics can be difficult or complex for students and staff so it's critically important that we do our best to make sure our AG is committed to respect and sensitivity during the activities this week.

II. Review the schedule or timeline for the week as needed.

### III. Facts

Navigating sexuality and sexual intimacy is often fraught with insecurity and conflict. Teens get unhealthy messages about sexuality that equate it with power, and treat sexual interactions as transactions. This view leads teens and adults to see sexuality as a commodity to be exchanged. Ideally, sexuality is about sharing and enjoyment. Embracing one's own sexuality means respecting one's own body and desires. Healthy sexuality can be a wonderful addition to a fulfilling life. Sexuality is a normal, healthy part of the human experience. Human beings achieve optimum mental and emotional health when sex is a meaningful and significant experience.

### IV. Pros & Cons of Sexual Activity

Risks associated with sexual activity

- Physical Health:
  - Risk of contracting sexually transmitted infection that may or may not be treatable and can lead to more complicated health problems.
  - Pregnancy
- Emotional Health:
  - Sexual interactions affect one's feelings and emotions. May feel conflicted, confused, hurt, betrayed, or guilty after being sexual. These feelings can be better managed if expectations and boundaries are discussed and respected before, during, and after sexual intercourse.

V. Communication – People should communicate about sexuality early & often

- Listening: feel safe to communicate, pay attention to what other person is saying through their words and their body language, no retaliation.
- Asking: No one is a mind reader, and it is not safe to assume. Just ask!
- Educating: listen to your own feelings and make them known to your partner. Educate your partner on how you want to be treated.

### VI. Activity 1

Respectful Sexuality: Making Decisions About Sexuality – “Am I ready?”

- Pass out the “**Am I ready?**” Handout to each student.

- This is a personal self-assessment of sexual readiness. Have each student fill out the handout by themselves. Give students about 5 minutes but adjust time as needed.
- When students are done, lead a class discussion with the following questions
  - Were there any questions that surprised you or that you hadn't thought of before?
  - Were there any questions that confused you?
  - What about the questions about emotional risks? Can there be negative emotional consequences to sex?
  - What about the questions about being sober? How can drug and alcohol use negatively affect healthy sexuality?
  - How can you be sure your partner is sober?
  - What about the other questions about your partner's feelings? What are some ways you can know more about how your partner feels about sexual activity?
  - What does healthy communication look like in a sexual situation? What needs to be in place? (Remind students of the characteristics of the Wheel)

## VII. Activity 2

Unhealthy Sexuality: Who would you turn to for advice if you witnessed or were in an unhealthy relationship? It's important to think about these issues before you are in an unhealthy situation so you are aware of the many places you can go to for help.

- Pass out the **My Personal Resource Map** Handout to each student.
- Encourage students to think about friends, family, and other adults in their lives that they could turn to for help.
- Encourage students to think about community agencies, shelters, crisis lines, and other community resources available to them.
- Creating your own resource map empowers you to help yourself and advocate for others.

To find out more about healthy relationships or to get help, visit: <http://www.loveisrespect.org>

Source: *In touch with teens: Relationship Violence Prevention Curriculum, 2<sup>nd</sup> edition*

Closure:

- Add any information that you believe is important to the conversation. Be aware of the possible need to debrief students or refer (to the counseling center).
- Review the group agreement implementation and ask for any edits or updates to the agreement.
- Allow for down time/casual conversations as students prepare to exit AG.