

The Oakland County Prosecutor's Office in partnership with Oakland Schools

presents



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February 2, 2004

Dear Educator,

The Oakland County Prosecutor's Office is pleased to have collaborated with Oakland Schools to produce this educational video and teachers' guide identifying the legal consequences of underage consensual sex. In Oakland County alone, several hundred individuals face felony criminal charges each year after engaging in sexual activity with a "consenting" partner under the age of 16, commonly referred to as "statutory rape." Serious ramifications can arise upon conviction including incarceration in jail, having to register on the Sex Offender Registry, undergoing testing for sexually transmitted diseases and disclosing a conviction on college entrance, employment and military applications.

As Oakland County Prosecutor, it became clear to me that many teens and parents are unaware of the serious legal consequences that occur with a conviction involving underage sex. The "Let's Get Real About Teen Sex & the Law" video reinforces the message that engaging in sex with someone under the age of 16, regardless of the fact that the minor is a willing participant, is against the law. We intentionally chose teen actors to re-enact typical discussion scenarios among high school friends to convey this message in a way our teen target audience could easily relate to. The video explains the straight facts and severe legal consequences concerning underage sex in an interesting format designed to hold the attention of teen viewers.

I am grateful for Oakland Schools' partnership in this venture and hope this video and training manual become useful tools in your health education curriculum.

Sincerely,

A handwritten signature in black ink that reads "David G. Gorcyca".

David G. Gorcyca
Prosecuting Attorney
County of Oakland

**Let's Get Real About
Teen Sex & the Law
What You Don't Know CAN Hurt You.**

Video Resource Guide

**Developed by Oakland County
Office of the Prosecuting Attorney
and
Oakland Schools**



2004



<p>Let's Get Real About Teen Sex & the Law What You Don't Know CAN Hurt You</p>
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Foreword

In the teenage community there are many myths and misperceptions about the legal consequences of teenage sexual behavior. The purpose of this instructional tool is to inform students of Michigan's criminal sexual conduct laws, clarify the issues about the legal age of consent, and define the possible legal consequences.

The video and resource guide were developed to be part of a comprehensive school health and sexuality education program. It is important to recognize that this resource does not advocate sexual behavior among students. It supports the belief that young people should be making the choice to abstain from sexual intercourse by expanding their perceptions of the consequences to include legal repercussions.

Three classroom activities have been designed for use in high school sexuality education classes:

Let's Get Real About Teen Sex & the Law reviews the myths perpetuated by young people and engages the students in a fact-finding mission to identify the realities behind the myths.

Real Life, Real Consequences examines the possible consequences of breaking the law through small group discussions of individual case studies.

Real Talk-Project Inform, the culminating activity, assigns the task of sharing the information collected throughout the unit with the other students in school. Working in small groups, the students will create projects to educate the other members of the student body about the realities of teenage sexual behavior and the possible legal consequences.

Preface

The Michigan School Code and State Aid Act have specific mandates regarding sex education in Michigan public schools. It is important that users of this guide are familiar with those guidelines before they use the materials in this resource.

In October, 2003, the Michigan State Aid Act was amended to state “that sex education instruction includes information clearly informing pupils that having sexual or sexual contact with an individual under the age of 16 is a crime punishable by imprisonment, and that one of the other results of being convicted of this crime is to be listed on the sex offender registry on the internet for at least 25 years.” (MCLA 388.1766a(c). Schools who teach sex education classes are now required to add this information to the curriculum.

Michigan public schools are not required to teach sex education. The schools that chose to teach sex education classes are required to comply with Sections 1506 and 1507 of the Michigan School Code and Section 1666a of the Michigan School Aid Act. Under that legislation, all sex education materials and methods of instruction must be periodically reviewed by an advisory board and two public hearings must be held before adoption by the local school board. If this resource is to be part of a sex education program in a Michigan public school, it must be approved through this process.

In addition, parents must be given advanced notification of their child’s participation in a sex education program. They must be informed of the content of instruction, the right to opt their child out of such instruction, the right to preview the materials to be used in the instruction, and the right to observe that instruction. Students who have been opted out of such instruction are not to be penalized for non-participation. Parents may also file a “continuing written notice” which is a permanent exclusion from all district sex education classes for the entire time the child is enrolled within the district. Those students may not participate in any sex education classes in the district unless the parent issues a written release from the original notice.

Failure to properly notify parents can result in a loss of 5% of the district’s school aid allocation.

Section 1666a, Michigan State Aid Act

It is very important that instructors follow the above guidelines and work with the district sex education supervisor to be certain that the use of these materials is consistent with the district’s approved sex education curriculum and that the correct parent notification processes have been followed.

Unit of Study

Lesson 1

Let's Get Real About Teen Sex & the Law Video Presentation

Health Education Standard 1 – Applied Health Concepts

All students will apply health promotion and disease prevention concepts and principles to personal, family, and community health issues.

Benchmark:

Students will analyze the role of public health policies and laws in the prevention and control of disease and other health problems.

Performance Tasks:

After viewing the video, **Let's Get Real About Teen Sex & the Law, What You Don't Know CAN Hurt You,**

Individually, the students will:

- Identify three reasons why it is important to inform young people about Michigan's statutory rape laws.

In small groups, the students will:

- Identify important facts that young people need to know to dispel the myths surrounding the prosecution of third degree criminal sexual conduct.

Preparation:

Conduct a discussion with the building administrator about the possibility of conducting a building wide peer education project, **Project Inform**. The purpose of the project (s) is to educate the student body about the Michigan Criminal Sexual Conduct Laws and the consequences of breaking those laws.

To prepare for the video and the subsequent student questions, review the **Frequently Asked Questions** Teacher Reference.

Materials:

Video: **Let's Get Real About Teen Sex & the Law**

Markers

Chart Paper

AV Equipment:

VCR and Monitor

Teacher References

- Reality Check
- Frequently Asked Questions

Student Worksheet

- Reality Check

Lesson Procedure:

1. Introduction: (5 minutes)

Introduce topic to class by discussing the following local story of statutory rape.

In a Detroit suburb in 1998, four teenage boys ages 18 and 19 were charged with statutory rape for having sex with three 14-year-old girls. The boys had sex with the girls in their homes, after giving the girls alcohol to drink. The story made national headlines and changed the lives of all of the young people involved forever. The girls were ostracized by their peers for telling. One family was forced to move to avoid the attention.

The boys also faced serious consequences. After pleaded guilty to a lesser charge of contributing to the delinquency of a minor, three of the boys were sentenced to serve 2 months in prison and were required to perform 125 hours of community service. One of the boys, the alleged leader, pled guilty to the same lesser charge. He agreed to serve a 90 to 180-day jail term and was denied admission into the college of his choice.

Unfortunately the young people involved in this story weren't aware of Michigan law and the consequences of their behaviors. It is important that all young people know the law so that they can be protected. We are going to look at a video that will explain the key points of the Michigan Criminal Sexual Conduct Laws and will identify some of the consequences of disobeying it.

Before we begin, it needs to be clear that no one is advocating sexual behavior among students your age. As we have discussed in your sex education classes, young people should be making the choice to abstain from sexual intercourse and other forms of sexual contact whether it be oral, anal, or vaginal. Many of you are aware of the consequences of engaging in unprotected sexual intercourse, including pregnancy, sexually transmitted infections, and even HIV/AIDS. But there are other consequences that you may not have considered and this video will explain them to you.

2. Video (20 minute)

Pass out the student worksheets, **Reality Check** and tell the students:

In this video, six myths that young people have about criminal sexual conduct will be discussed. On your worksheets, the myths are listed. As the each myth is given a "reality check" in the video, take notes on what the real facts are in the column next to each myth. At the end of video I will ask you to answer the last portion of your worksheets.

Show the video, **Let's Get Real About Teen Sex & the Law: What You Don't Know CAN Hurt You** (16 minutes)

3. Reflection:

After the video is finished, say to the students:

At the end of the video you heard from a young man who was convicted under this law. He told you how it changed his life. Let's go back to the worksheets that you were completing during the video. Based on the facts in the video and the statements from this young man, list three reasons why you think it is important to educate young people about these laws. Allow 5 minutes to complete this.

Then ask,

Why do you think our legislators created this law? (Look for the answer "to protect minors" among others.)

4. Class Discussion (10 minutes)

Ask the students what new facts they learned in this video. In the discussion, encourage the class to refer to the notes that they took about the realities of the myths presented.

Review the six myths:

1. He won't get into trouble because she lied about her age.
2. He can't get into trouble because he didn't force her; she really wanted to do it.
3. There isn't any crime if there wasn't penetration.
4. They can't charge him because he's under the age of 16 too.
5. You can't charge a girl with statutory rape.
6. You can't punish him if he was intoxicated and she was asking for it.

After the students have discussed each of the myths, say:

At the end of the video I asked you to list three reasons why young people should be educated about these laws. What are some of those reasons?

List the reasons on the board (Look for consequences that impact lives as conviction, prison, sex offender's registry, hurting another person, etc.) Discuss why laws are written to protect both the victim and potential perpetrator and why it is important that we, as Michigan residents, be aware of those laws.

Those are all very important reasons and some of those reasons have very serious consequences. Do you think most students are aware of these facts? Do you think that there are people in our school who believe the myths presented in the video? Are there any other misperceptions that students have about statutory rape? One of the goals of this unit is to educate the rest of the students in our school about this law. As a culminating activity, you will work in teams to create a peer education project. But before we can begin, we need to collect all the facts that young people need to know.

4. Chart Activity (15 minutes)

Divide the students into six groups and assign each group one of the myths. Give each group chart paper and markers. Tell the students:

*In your groups, I would like you to think back to what you learned in the video about the myth assigned to your group. At the top of the chart paper write the myth. Then as a group list the facts or realities that young people should know to dispel that myth. Record the responses on your chart paper. You may use your notes from the worksheet, **Reality Check**.*

You will have 10 minutes to complete this activity. At the end of 10 minutes, each group will be expected to present your responses to the myth to the class. Chose one person from your group to present your chart to the class.

5. Small Group Presentations (10 minutes)

Have the students present their responses to each of the myths and post the charts around the classroom. Leave the charts up for the following two days. Tell the students to review the information on the charts again and to begin thinking of ways that they could present this information to the other students in school.

Reality Check

Directions: In the video, **Let's Get Real About Teen Sex & the Law**, the students had some misperceptions about the Michigan Sexual Conduct Laws. What were the real stories behind these myths?

Myth	Reality Check
1. He won't get into trouble because she lied about her age.	
2. He can't get into trouble because she really wanted to do it.	
3. There isn't any crime if there wasn't penetration.	
4. They can't charge him because he's under the age of 16 too."	
5. You can't charge a girl with statutory rape.	
6. You can't punish him if they were both drinking and she was asking for it.	

List three reasons why it is important to educate young people about Michigan's criminal sexual conduct laws.

- 1.
- 2.
- 3.

Reality Check

Directions: In the video, **Let's Get Real About Teen Sex and the Laws**, the students had some misperceptions about the Michigan Sexual Conduct Laws. Based on what you heard in the video, explain what the real facts are about each statement.

Misperception	The Real Story
1. He won't get into trouble because she lied about her age.	A victim lying about his/her age is NOT a legal defense. The actual date of birth is the only reliable information that prosecutors take into account during the trial.
2. He can't get into trouble because she said she wanted to do it.	From a legal standpoint, an underage person CAN'T consent to sex. Her Willingness to participate is NOT a factor. Under Michigan law a person cannot legally consent if he/she is under the age of 16.
3. There isn't any crime if there wasn't sexual intercourse.	Complete penetration is not required in a statutory rape charge. And in the case of oral sex, mere contact of the genitals is considered penetration.
4. They can't charge him because he's under the age of 16 too."	In a situation where both parties are under age, the prosecutors' office determines whether one person was more vulnerable or defenseless than the other. In those cases, that person will be considered the victim and the other person will be the perpetrator and charged with the crime.
5. You can't charge a girl with statutory rape.	The law is gender neutral. It doesn't differentiate between males and females.
6. You can't punish him if they were both drinking and she was asking for it.	Voluntary intoxication is not a legal defense and if the victim was intoxicated, she would be considered more vulnerable. Even if she initiated the activity, she is still under age and legally not able to consent.

FREQUENTLY ASKED QUESTIONS

WHAT CONSTITUTES STATUTORY RAPE?

Statutory rape is defined as vaginal, oral, or anal penetration of a victim between the ages of 13 and 15 years of age. It is defined in the Michigan Penal Code as:

§750.520d. **Third Degree CSC:**

1. A person is guilty of criminal sexual conduct in the third degree if the person engages in sexual penetration with another person and if any of the following circumstances exists:
 - A. That other person is at least 13 years of age and under 16 years of age.
 - B. Force or coercion is used to accomplish the sexual penetration.
 - C. The actor (perpetrator) knows or has reason to know, that the victim is mentally incapable, mentally incapacitated, or physically helpless.
2. Criminal sexual conduct in the third degree is a felony punishable by imprisonment for not more than 15 years.

WHAT ARE THE LEGAL DEFINITIONS OF SEXUAL CONTACT AND SEXUAL PENETRATION?

1. “Sexual contact includes the intentional touching of the victim's or actor's (perpetrator's) intimate parts or the intentional touching of the clothing covering the immediate area of the victim's or actor's intimate parts, if that intentional touching can reasonably be construed as being for the purpose of sexual arousal or gratification.” §750.520a
2. “Sexual penetration means sexual intercourse, cunnilingus, fellatio, anal intercourse, or any other intrusion, however slight, of any part of a person's body or of any object into the genital or anal openings of another person's body, but emission of semen is not required.” §750.520a

WHAT IS THE AGE OF CONSENT IN MICHIGAN?

The age of consent varies from state to state. In Michigan, the age of consent is 16. Any one under the age of 16 is not legally able to consent. Even if the person under the age of 16 agrees to participate in the act, it is not recognized as legal consent.

CAN MISTAKE OF AGE BE USED AS A DEFENSE?

No. Only chronological age is considered. There is no “reasonable mistake of age defense” in the state of Michigan.

DOES THE VICTIM NEED TO RESIST?

No.

ARE ANY TYPES OF CORROBORATING EVIDENSE, SUCH AS DNA WITNESSES, OR MEDICAL PROOF NEEDED FOR PROSECUTION?

NO.

WHAT IF BOTH PARTIES ARE UNDER THE AGE OF 16?

Theoretically, both individuals are considered both victims and defendants. However, certain factors can influence whether to charge a person under the age of 16.

WHAT FACTORS ARE CONSIDERED WHEN A TEEN IS CHARGED?

- Ages of the victim and the defendant
- Age difference between the victim and the defendant
- Dating relationship, if any
- Force/coercion/exploitation
- Use of alcohol or other drugs
- Developmental or learning disabilities of the victim
- Prior criminal record of defendant

WHAT ARE THE LEGAL CONSEQUENCES OF THIS ACT?

When the statutory rape law is violated, the offender is charged with a felony, Third Degree Criminal Sexual Conduct. The penalties for breaking the law are:

- Maximum incarceration for 15 years, mandatory incarceration for 3 years
- HIV/AIDS testing
- STD testing
- Sex Offender Registration for 25 years

IS THERE A MOVEMENT TO CHANGE THIS LAW?

Yes. Currently there is a movement to provide judges with the discretion to decide whether the defendant would be required to be placed on the sex offender registry if no force or coercion was involved.

WHAT IS THE SEX OFFENDER REGISTRY?

Michigan law requires that all convicted sex offenders who are permanent or temporary residents of the State of Michigan for more than 14 days register with the local law enforcement agency or sheriff's department. The individual must report his/her local address and maintain a current driver's license with the correct address as proof of his/her residency. The registration will include a summary of his/her offense, a photograph and physical description of the individual, a copy of his/her fingerprints, his/her blood type, and DNA profile if available. This procedure must be completed each time the individual moves within the state of Michigan. The individual must comply with this process for a period up to 25 years. The information is added to an electronic database available to law enforcement agencies and the general public. Information about sex offenders living in a specific geographic area can be searched by zip code. It is currently found on the Michigan State Police website, www.mipsor.state.mi.us

WHAT COMPONENTS ARE NEEDED TO PROVE AN OFFENSE OF CRIMINAL SEXUAL CONDUCT OF THE THIRD DEGREE?

- The sexual act must involve sexual penetration.
- Any penetration, no matter how slight, is enough to constitute a sexual act
- The sexual act does not need to be completed.
- The victim was 13, 14, or 15 years of age at the time of the sexual act.

WHAT IS THE STATUTE OF LIMITATIONS?

The Statute of Limitations is the set period of time a victim has to report a crime. For Third Degree Criminal Sexual Assault, the limitation is when the victim reaches the age of twenty-one. While it is best to report a crime immediately, a victim can decide to press charges at a later date within the time prescribed by the statute of limitations.

WHAT CAN STUDENTS DO TO PREVENT THIS TYPE OF ASSAULT?

- They can be assertive and outspoken about their rights over their own bodies and own personal space.
- They can learn to recognize what constitutes sexual harassment and inappropriate touching and not tolerate it.
- They should get to know the person they are spending time with and introduce them to both friends and family.
- They should think about where they are spending time with this person. Remember, isolated places can be dangerous.
- Alcohol and drugs often contribute to potential rape situations. Avoid them. Intoxication cannot be used as an excuse.

WHAT ARE A TEACHER'S REPORTING OBLIGATIONS UNDER THE LAW?

- Under the Statewide School Safety Information Policy (PA 102), a school district must report to law enforcement when one of several listed incidents, including statutory rape or other sexual assaults, occur at school, on school grounds or at a school related event. MCL 380.1308 (1999 PA 102).
- Under the Child Protection Law, a teacher, school counselor, social worker, or school administrator who has reasonable cause to suspect child abuse or neglect must make a report to the Family Independence Agency (FIA). MCL 722.623.
- The Oakland County Prosecutor recommends that a teacher report to FIA whenever the teacher reasonably suspects a child under the age of consent (16) has engaged in sexual activity (including oral, anal, vaginal or digital penetration).

Detailed information about Michigan Sexual Conduct Laws can be found online at:

Michigan Sexual Assault Benchbook

<http://courts.michigan.gov/miji/rsorces/sabb/sabb.htm>

Michigan Compiled Laws, Sex Offenders Registration Act, Michigan State Police,
www.mipsor.state.mi.us/mipsor/mipsorlw.htm

Lesson 2

Real Life, Real Consequence

Small Group Discussion of Individual Case Studies

Health Education Standard 3 - Health Behaviors

All students will practice health-enhancing behaviors and reduce health risks.

Benchmarks:

The students will develop strategies to improve personal health.

Performance Tasks:

Individually, the students will:

- Identify the legal, social, physical, and emotional consequences of teen sexual behavior on group charts.

In small groups, after examining individual case studies, the students will:

- Determine the possible consequences of teen sexual behavior.
- Identify important information students should know to protect them.
- Identify other behavioral choices.

Preparation:

Post the four Myths Charts from day one.

Title five sheets of chart paper:

- Legal Consequences
- Social Consequences
- Physical Consequences
- Emotional Consequences
- Other Consequences

Post the five Consequences Charts in different areas of the room.

Review the **Frequently Asked Questions** Teacher Resource Sheet

Duplicate the **Case Study Discussion Guides**, one case study per small group

Materials:

Chart paper

Teacher References

- Reality Check

Student Worksheet

- Reality Check
- 10 Case Study Discussion Guides

Lesson Procedure:

Activity 1. **Introduction** (15 minutes)

Introduce the next activity by saying:

Yesterday we saw a video about the misperceptions that young people have about statutory rape. We talked about the myths that many young people believe. Right now, I want you to think about the young couple everyone was talking about in the video and all of the consequences that they may face as a result of what happened. Posted around the room are five charts that are labeled “legal, social, physical, emotional, and other consequences.” In a few minutes, I am going to ask you to get up and go to each of the five charts. I would like you to list the consequences of teen sexual behavior that were mentioned in the video or others that you think are important. If a consequence is already listed when you go to the chart, please do not add it to the list again. After you have listed a consequence on the first chart, move to another until you have completed all four charts. When you are finished, return to your seat. You will have 10 minutes to complete this task. I would like you to take your pen now and go to one of the charts and write down a consequence that you think may affect the young couple in the video.

Allow 10 minutes for the completion of this task.

Some possible consequences may be:

Legal Consequences

- Mandatory Incarceration
- Parole
- Sex Offender Registry
- Sex Offender Therapy
- Mandatory HIV/STD Testing

Social Consequences

- Loss of parental trust
- End of the relationship
- Reputation tarnished
- Loss of future career
- Failure to join armed services
- Failure to attend chosen college
- Loss of friendships
- Possibility of missed school
- Delay of graduation
- Possibility of changing schools
- Possibility of missed school social events (proms, etc.)
- Time in court during trial
- High profile news story

Physical Consequences

- Pregnancy
- Sexually transmitted infection
- Physical harm

Emotional Consequences

- Depression
- Stress
- Loss of confidence

- Fear
- Anger
- Sadness
- Embarrassment

Other Consequences

- Immediate financial hardships
- Long-term financial impact

After the charts have been completed, process the students' comments and add any additional consequences that may have been missed. Keep the charts on the wall for tomorrow's activity. (5 minutes)

Say to the class:

As you can see, there are many legal, social, physical, and emotional consequences that need to be considered. We may be adding to this list as we work on this subject for the next few days. As you go about your daily activities today, think about how any of your activities might be impacted if you were in a situation like these two young people and we'll revisit the charts tomorrow to see if you have more consequences to add.

Activity 2. Small Group Review of Case Studies (20 minutes)

Tell the students:

We have been talking about the facts about teen sex and the law and the consequences involved. Now we will look at 10 individual cases and explore how those consequences impact these lives. We will divide into teams of four and each team will be assigned to an individual case. I would like your team to use the valuable resources that you have already created as you complete this task. Refer to the Myths and Consequences Charts that are posted around the room. With each case study you will have three questions to answer:

1. *What possible consequences could they face?*
2. *What information should they have known before this happened?*
3. *What were their other choices?*

You will have 10 minutes to complete this task. Then each group reporter will have one minute to summarize the case and provide the answers for the three questions asked.

Divide the class into small discussion groups of four members and give each group a case study discussion guide. Assign each person a group role:

- Facilitator - leads the discussion and keep the group on task
- Recorder - records their responses to the discussion questions
- Reporter - reports a summary of their discussion to the class
- Timekeeper - keeps the group aware of the allotted time.

Allow 10 minutes for discussion and then reassemble as a class. Ask each reporter to give a one-minute summary of the case study and answer the four questions asked. If any new consequences are suggested, add them to the consequences charts. Allow 10 minute to process the responses.

Activity 3. Closure: (5 minutes)

Yesterday's homework assignment asked you to think about how you would tell a friend important facts about statutory rape. Tomorrow we will begin a project that will give you an opportunity to do just that. This evening I would like you to pay attention to examples of how the media markets products or ideas to young people. Refer to magazines, the Internet, television, radio, or any other form of the media and see what techniques they use. Tomorrow we will discuss those approaches and create our own educational campaign.

Individual Case Studies

1. Morgan and Tom

Morgan is 15 and looks much older. She is spending the summer with her grandparents and has decided to tell everyone she is 17. She met a Tom, a 19-year-old neighbor and they have begun a sexual relationship. He thinks she is 17.

2. Derek and Candace

Derek, 13, met Candace on the Internet. He has been honest with her about his age. She says she is 17 years old. She knows how old Derek is but keeps telling him he acts more maturely and thinks that they are falling in love. The online relationship goes on for about a month and they decide to meet. They set up a meeting at the local mall and after the initial meeting, Candace suggests that they go back to her house for some fun. They begin a sexual relationship and this continues for several months until Derek's mother gets suspicious and follows them to Candace's house and catches them in the act.

3. Michael and Jennifer

Michael and Jennifer are both 14. They have been going together since middle school began. They have just starting having sex for the past year. They both agree to the relationship. They both believe it's ok because they are in love.

4. Carrie and Tim

Carrie, age 15, is cognitively impaired. She is very trusting. She wants a boyfriend very badly. Tim pretends to like Carrie and invites her over to his house after school when no adults will be there. When they get there he convinces her to perform oral sex on him by telling her "this is what girlfriends and boyfriends do." Carrie agrees, doesn't like it, but is happy that now she has a boyfriend. Tim feels he has a sure thing and has Carrie come over regularly.

5. Tisha and Tony

Tisha, 15, invited Tony, 17, to her house after school. They got drunk and had sex. It was a one time thing and they have no intention of starting a relationship.

Individual Case Studies

6. Maria and Tyrone and Thomas

Maria, 14, got drunk at a party. Tyrone convinced her to have sex with him. She agreed. Later she passed out and Thomas decided to also take advantage of the situation and had sex with her without her knowing.

7. Amanda and Ted

Amanda is 15 and really cares for Ted who is her own age. So far, he has not expressed an interest in her. She decides to go to a party where she knows Ted will be. They go the party and both Ted and Amanda get drunk. Amanda and Ted get together and have sex. Ted is very attentive that night but the next day he is embarrassed and wants nothing more to do with her. Amanda wants the relationship to continue so she spread rumors about their sexual experience. One of the counselors hears the rumor and calls them both to his office.

8. Zoe and Brad

Brad and Zoe are both 15 and have been seeing each other all school year. They really care about each other and Zoe wants to show Brad that she loves him more than anyone. Brad has been trying to go further each time they are alone but she doesn't want to have sex because she is afraid she will get pregnant. The other kids all say that oral sex is not sex and Zoe is thinking that this might be a choice.

9. Brian and Andréa

Brian and Andréa have been a couple since they were 12. They are both 15 and want to get married when they are out of college. They "fool around" a little by kissing and touching each other but have never had sexual intercourse.

10. Melissa and Mark

Melissa, 14, and Mark, 16, were seeing each other for a while but never had sexual intercourse. Mark met another girl and broke up with Melissa. Melissa is very angry and wants to get even. She is spreading a rumor that Mark forced her to have sex with him. The school counselor found out and is very concerned. She has asked them both to come to her office.

Case Study #1 Morgan and Tom Discussion Guide

Morgan is 15 and looks much older. She is spending the summer with her grandparents and has decided to tell everyone she is 17. She met a Tom, a 19-year-old neighbor and they have begun a sexual relationship. He thinks she is 17.

What possible consequences could they face?

What information should they have known before this happened?

What were their other choices?

CONSEQUENCES

Morgan

Tom

What information should they have known before this happened?

What were their other choices?

Case Study #2 Derek and Candace Discussion Guide

Derek, 13, met Candace on the Internet. She says she is 17 years old. She knows how old Derek is but keeps telling him he acts more maturely and thinks that they are falling in love. They set up a meeting at the local mall and Candace suggests that they go back to her house to talk. One thing leads to another and before long they are involved in a sexual relationship. This continues for several months until Derek's mother gets suspicious and follows them to Candace's house and catches them in the act.

What possible consequences could they face?

What information should they have known before this happened?

What were their other choices?

CONSEQUENCES

Derek

Candace

What information should they have known before this happened?

What were their other choices?

Case Study #3 Michael and Jennifer

Discussion Guide

Michael and Jennifer are both 14. They have been going together since middle school began. They have just starting having sex for the past year. They both agree to the relationship and both believe it's ok because they are in love.

What possible consequences could they face?

What information should they have known before this happened?

What were their other choices?

CONSEQUENCES

Michael

Jennifer

What information should they have known before this happened?

What were their other choices?

Case Study #4 Carrie and Tim

Discussion Guide

Carrie, age 15, is cognitively impaired. She is very trusting. The boys all know that she will do anything to have a boyfriend so Tim has decided to take advantage of the situation. He pretends to like Carrie and invites her over to his house after school when no adults will be there. When they get there he convinces her to perform oral sex on him because he says, "This is what girlfriends and boyfriends do." Carrie agrees, doesn't like it, but is happy that now she has a boyfriend. Tim feels he has a sure thing and has Carrie come over regularly.

What possible consequences could they face?

What information should they have known before this happened?

What were their other choices?

CONSEQUENCES

Carrie

Tim

What information should they have known before this happened?

What were their other choices?

Case Study #5 Tisha and Tony Discussion Guide

Tisha, 15, invited Tony, 17, to her house after school. They got drunk and had sex. It was a one-time thing and they have no intention of starting a relationship.

What possible consequences could they face?

What information should they have known before this happened?

What were their other choices?

CONSEQUENCES

Tisha

Tony

What information should they have known before this happened?

What were their other choices?

Case Study #6 Maria, Tyrone, and Thomas Discussion Guide

Maria, 14, got drunk at a party. Tyrone convinced her to have sex with him. She agreed. Later she passed out and Thomas decided to also take advantage of the situation and had sex with her without her knowing.

What possible consequences could they all face?

What information should they have known before this happened?

What were their other choices?

CONSEQUENCES

Maria

Tyrone

Thomas

What information should they have known before this happened?

What were their other choices?

Case Study #7 Amanda and Ted

Discussion Guide

Amanda is 15 and really cares for Ted who is her own age. So far, he has not expressed an interest in her. She decides to go to a party where she knows Ted will be. They go the party and both Ted and Amanda get drunk. Amanda and Ted get together and have sex. Ted is very attentive that night but the next day he is embarrassed and wants nothing more to do with her. Amanda wants the relationship to continue so she spread rumors about their sexual experience. One of the counselors hears the rumor and calls them both to his office.

What possible consequences could they face?

What information should they have known before this happened?

What were their other choices?

CONSEQUENCES

Amanda

Ted

What information should they have known before this happened?

What were their other choices?

Case Study #8 Zoe and Brad Discussion Guide

Brad and Zoe are both 15 and have been seeing each other all school year. They really care about each other and Zoe wants to show Brad that she loves him more than anyone. Brad has been trying to go further each time they are alone but she doesn't want to have sex because she is afraid she will get pregnant. The other kids all say that oral sex is not sex and Zoe is thinking that this might be a choice.

What possible consequences could they face?

What information should they have known before this happened?

What were their other choices?

CONSEQUENCES

Zoe

Brad

What information should they have known before this happened?

What were their other choices?

Case Study #9 Brian and Andréa Discussion Guide

Brian and Andréa have been a couple since they were 10. They are both fifteen and want to get married when they are out of college. They “fool around” a little by kissing and touching each other but have never had sexual intercourse.

What possible consequences could they face?

What information should they have known before this happened?

What were their other choices?

CONSEQUENCES

Brian

Andréa

What information should they have known before this happened?

What were their other choices?

Case Study #10 Melissa and Mark Discussion Guide

Melissa, 14, and Mark, 16, were seeing each other for a while but never had sexual intercourse. Mark met another girl and broke up with Melissa. Melissa is very angry and wants to get even. She is spreading a rumor that Mark forced her to have sex with him. The school counselor found out and is very concerned. She has asked them both to come to her office.

What possible consequences could they face?

What information should they have known before this happened?

What were their other choices?

CONSEQUENCES

Melissa

Mark

What information should they have known before this happened?

What were their other choices?

Lesson 3

Real Talk

Project Inform

Health Education Standard 7, Health Advocacy

All students will demonstrate advocacy skills for enhanced personal, family, and community health.

Benchmarks:

The students will:

- Demonstrate the ability to influence and support others in making positive health choices
- Demonstrate the ability to work cooperatively with others to advocate for healthy individuals, families, and communities
- Demonstrate the ability to adapt health messages and communication techniques to the characteristics of a particular audience.

Performance Tasks:

The students will create peer education projects to inform other students about Michigan's criminal sexual conduct laws and advocate for making safe choices about teen sexual behavior.

Preparation:

Create student teams of four members

Duplicate copies of the **Project Inform Guidelines** for each group

Duplicate copies of the **Project Inform Scoring Rubric** for each group or create you own rubric with the students.

Materials:

Gather the materials needed to complete the projects.

Student References:

- Project Inform Guidelines
- Project Inform Scoring Rubrics
- Project Inform Group Plan

Lesson Procedure:

Culminating Activity (45 minutes for planning)

State:

*Over the past two days we have learned many new things about Michigan's criminal sexual conduct laws. We have also discussed the fact that many other young people do not have this information. Yesterday we identified the consequences of teen sex and made these reference charts. Have any of you thought of any additional consequences? (If the students name any, add them to the charts.) On the first day of this unit you listed reasons why young people need to be educated about this law. Each of you could talk to your friends and share the messages that we have discussed. In fact, I would encourage you to do just that. But, that would not reach very many people. We have the power to educate more people than just our immediate friends through our next activity, **Project Inform**. Our goal is to create a project that will inform the entire*

student body about the facts about criminal sexual assault laws. We are now going to break into small working groups to create our project plans.

Break the class into groups of four and give each group a **Project Inform Scoring Rubric, Project Inform Guidelines and a Project Inform Group Plan.**

Look at the posters we have created over the past two days. They contain the facts that you think young people need to know. They are your best resources for this project. They will provide valuable information that students need to make safe choices. Use this information as you create your projects. I want your group to talk about what type of project you would like to create and what you need to include in that project.

Think about how the media markets products or ideas to young people. Refer to magazines, the Internet, television, radio, or any other form of the media and discuss the techniques they use. Think about which techniques are effective with young people. Then decide what type of approach would be best for this project.

At the end of today's class, I am going to ask your group for your project plan. You must get my approval before you get started. The scoring rubric will help you understand how your project will be graded. The qualities that your project must have are listed for each score.

At this point the teacher should explain the guidelines for completion based on time allowed, availability of materials, consistency with school policies, and the building administrator's position on the presentation of the projects. Allow the students the remainder of the class time to begin planning their projects and completing the **Project Inform Group Plan.**

Allow the students ample time to complete the projects, during class or after school.

When the projects are completed, have the students present their projects to the student body if the building administrator has approved this procedure.

After the projects have been presented, ask the students to rate their own effectiveness by using the scoring rubric. They should also be encouraged to provide reports of the feedback they received from other students.

Project Inform **Scoring Rubric**

Directions:

Use the following rubric to score *Project Inform*, or create one of your own with the students. The project is to be designed to share information about Michigan Criminal Sexual Conduct Laws with other students and encourage students to make safe choices.

Qualities	Score
<ul style="list-style-type: none"> • Provided a clear summary of the law • Indicated the penalties of the law • Encouraged students to make safe choices • Used an approach that other students would find appealing 	4
<ul style="list-style-type: none"> • Provided a clear summary of the law • Indicated the penalties of the law • Encouraged students to make safe choices 	3
<ul style="list-style-type: none"> • Provided a clear summary of the law • Demonstrated one of the following: <ol style="list-style-type: none"> 1. Indicated the penalties of the law 2. Encouraged students to make safe choices 	2
<ul style="list-style-type: none"> • Vaguely summarized the law • Vaguely demonstrated one of the following: <ol style="list-style-type: none"> 1. Indicated the penalties of the law 2. Encouraged students to make safe choices 	1

Project Inform **Guidelines**

The focus of Project Inform is to get the word out about Michigan's Criminal Sexual Conduct Laws to other students and to encourage students to make safe choices.

Project Requirements:

- Provide a clear summary of the law
- Indicate the penalties of the law
- Encourage students to make safe choices
- Use an approach that other students would find appealing

Project Choices:

- A poster with a unique logo for the school hallways
- A series of 5 - 60 second public service announcements to be read over the school PA, student radio, or TV station with the school announcements
- A five minute skit for a school assembly
- A five minute radio talk show with a local law enforcement officer discussing the consequences of underage sexual behavior
- A newspaper article for the student newspaper
- A letter to the editor for the student newspaper
- A PowerPoint presentation to educate other classes
- An educational brochure
- A comic book telling the story of a young couple involved in a statutory rape scenario
- A five minute educational video for students
- Or your own idea, with teacher approval

Group Plan

Team Members:

Project Type:

Description of the Project:

Materials Needed:

Completion Timeline:

Teacher Approval _____

References

1. Michigan Child Protection Act, PA 238 of 1975, MCL 722.622 - 722.624
2. Michigan Criminal Sexual Conduct Laws, PA 328 of 1931, MCL 750.520a - 750.520l
3. Michigan Revised School Code, PA 451 of 1976, Section 1506, MCL 380.1506
4. Michigan Revised School Code, PA 451 of 1976, Section 1506, MCL 380.1507
5. Michigan Sex Offenders Registration Act, PA 295 of 1994, MCL 28.721- 28.732
6. Michigan State School Aid Act of 1979, MCL 388.1766a (2003)
7. Michigan Statewide School Safety Information Policy, PA 102 of 1999, MCL 380.1308