The Dangers of Sexting: What Teens Need to Know

LESSON PLAN

By Leanne Arnow
B.A. Vassar College
M.A. New York University, Steinhardt School
Teaching Point: The Dangers of Sexting: What Teens Need to Know

Subject Area: Guidance/Technology Education

Grade Level: 7-College

Time Frame: One class period

Relevant Standards

(National Education Technology Standards)
Standard 5: Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

a. Advocate and practice safe, legal, and responsible use of information and technology

(National Sexuality Education Standards, Grades 6-8)
Healthy Relationships

8.CC.5 Describe the advantages and disadvantages of communicating using technology and social media.

8.INF.2 Analyze the impact of technology and social media on friendships and relationships

8.IC.3 Demonstrate effective skills to negotiate agreements about the use of technology in relationships

8.GS.1 Develop a plan to stay safe when using social media

8.SM.2 Describe strategies to use social media safely, legally and respectfully

Personal Safety

8.CC.1 Describe situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence

(National Sexuality Education Standards, Grades 9-12)
Healthy Relationships

12.CC.4 Evaluate the potentially positive and negative roles of technology and social media in relationships

12.SM.2 Describe strategies to use social media safely, legally and respectfully
Personal Safety

12.CC.2 Analyze the laws related to bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence

Learning Objectives

Students will be able to…

- define the term sexting
- recognize the different forms of sexting
- explain the social, emotional, and legal consequences of sexting
- name three reasons why teenagers participate in sexting
- demonstrate the understanding that material posted online or sent via text message is permanent, traceable, and accessible to anyone
- summarize the steps they should take to protect themselves if they have participated in sexting

Materials

- The Dangers of Sexting: What Teens Need to Know video and Teacher’s Resource Book
- 4 pieces of chart paper
- 4 sticky notes per student
- 2 copies of the pre/post-test per student (see pages 9 – 10 for template)
- 2 copies of the pre/post assessment rubric (see page 8 for template)
- Optional homework: copy of student Activity 6 per student (See Teacher’s Resource Book page 19 for template. Please note this activity is designed for two students to work cooperatively.)
Advance Preparation

- Prepare four opinion poll charts by copying one of the following questions and the scale below onto each chart.

How common is sexting amongst teenagers?

How risky is it to send sexually explicit texts, photos, or videos to a friend?

How serious are the consequences of sexting?

How well can you control who sees the things you text or post online?

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Vocabulary:

- betrayed
- compromising
- confiscated
- consequences
- convicted
- explicit
- peer pressure
- pornography
- possessing
- register
- reputation
- revenge
- sex offender
- sexting
- social networking
- tarnish
- texts
- viral

Leave enough space on each chart between the question and the scale for students to place their sticky notes (see the example at right). Then post the charts around the classroom where students can reach them.

- Optional: Give students the pre-test and fill in the pre-assessment rubric before teaching the lesson. Use the data to help you differentiate the lesson for your students.
Procedure

Motivation

- Tell your students that they will get to participate in an opinion poll today. Point out the four charts you posted around the room (see “Advance Preparation”), read the question on each chart, and explain the rating scale. Tell students that they will respond to each question by placing a sticky note above the number that best expresses their opinion.

- If more than one student chooses the same number, have students stack their sticky notes vertically above the number, as they would on a bar graph.

- Give students four sticky notes each and about five minutes to complete the activity.

**Teacher Note:** If you plan to keep the charts after the lesson, use sticky notes that have a strong adhesive or reinforce them with tape.

- As students finish responding to the poll, ask them to return to their seats and look at their classmates’ responses. If time permits, ask students who chose high and low numbers to explain their thinking.

Adaptation for students with special needs:

If you anticipate that your students will have trouble managing this activity, have them respond to only one question at a time. Read a question aloud and have students come up two or three at a time to place their sticky notes on the chart. Have all students respond to one question before you read the next. If you prefer to have students stay at their seats, they can write their ratings on their sticky notes and pass them up to you to be placed on the chart.

Adaptation for English Language Learners:

Give English Language Learners a list of the vocabulary words ahead of time, if possible, and make sure they have access to a translation dictionary during the lesson. You may want to pair English Language Learners with students who are proficient in English for this activity.

Adaptation for gifted students:

Before allowing a student to move his or her sticky note on the opinion poll, ask him or her to make a case for the new rating by:

1. Making a convincing argument for his or her change of opinion
2. Allowing other students to disagree and voice their counterarguments
3. Refuting the counterarguments and supporting the new rating with facts from the video

Adaptation for English Language Learners:

Give English Language Learners a list of the vocabulary words ahead of time, if possible, and make sure they have access to a translation dictionary during the lesson. You may want to pair English Language Learners with students who are proficient in English for this activity.
Vocabulary

Several terms relating to digital technology are used in the video. If any of your students have limited experience with cell phones or the Internet, make sure they are familiar with the following terms:

- **block**: to set a device to filter out incoming calls or messages from a sender
- **social networking**: the use of websites or other online technologies to communicate with people and share information, resources, etc.
- **texting**: sending text, photo, or video messages through a mobile device
- **sexting**: sending sexually explicit texts, photos, or videos through a mobile device
- **going viral**: becoming very popular by circulating quickly from person to person through the Internet

Show the Video

- Tell students that they will be watching a video called *The Dangers of Sexting: What Teens Need to Know*. Ask them to keep their responses to the opinion poll in mind as they watch the video.

Discussion

- Invite students to briefly share their thoughts and reactions to the video. Then direct their attention to the class opinion poll and ask them to reflect on their initial responses. Allow students to move their sticky notes if their opinions changed after watching the video, and ask them to explain why they changed their minds.
- Review important content from the video as students reflect on the opinion poll. Then lead a class discussion, using the questions below as a guide.
Discussion Questions

- Where would you draw the line between an appropriate text, photo, or video and an inappropriate one?

- Do you think parents should monitor their children’s texting? Why or why not?

- Do you think minors should be able to get convicted of possessing child pornography under any circumstances? If so, why? If not, under which circumstances should a minor NOT be charged with a crime?

- Is it safe to text someone a photo of . . . a 17-year couple kissing? . . . a photo of a 16-year old in a bikini at the beach? . . . a photo of your baby niece in the bathtub?

- Do you think a potential employer or college admissions officer should be allowed to look up an applicant’s online profile and reject him or her if inappropriate photos are posted? What if inappropriate photos come up on a Google search of his or her name?

Wrap Up/Assessment

- Pass out the post-test and give students about 5 minutes to complete it.

- As you grade the tests, fill out the post-assessment rubric.

Homework

Student Activity 6, The Myths of Sexting, can be given as a homework assignment. Give each student a copy of the activity (see Teacher’s Resource Book page 19) and explain the assignment: Read each myth and write a fact that challenges it on the lines. You may want to allow students to use the Sexting Myths fact page (see Teacher’s Resource Book page 23) to help them. Set aside some time during the next class session for students to share their responses.
**Pre/Post Assessment Rubric**

Record each student's performance by writing a 1, 2, or 3 in each box, or use your own grading scale.

**Key:**  
1 = not meeting expectations  
2 = approaching expectations  
3 = meets expectations

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<tr>
<th>Student:</th>
<th>Define the term sexting</th>
<th>Recognize the different forms of sexting</th>
<th>Explain the social, emotional, and legal consequences of sexting</th>
<th>Name three reasons why teenagers participate in sexting</th>
<th>Demonstrate the understanding that material posted online or sent via text message is permanent, traceable, and accessible to anyone</th>
<th>Summarize the steps they should take to protect themselves if they have participated in sexting</th>
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Pre/Post Test

Name: _______________________________________________

Directions: Answer each multiple choice question by circling the correct response.

1. Which of the following BEST defines sexting?
   a. the electronic sharing of sexually explicit texts
   b. the electronic sharing of sexually explicit photos and videos
   c. the electronic sharing of sexually explicit texts, photos, and videos
   d. the viewing of pornographic material online

2. About how many teens have participated in sexting?
   a. 5%
   b. 10%
   c. 30%
   d. 50%

3. In some states, a person can face criminal charges for _____ a nude photo of a minor.
   a. sending
   b. saving
   c. receiving
   d. all of the above

4. Which of the following is NOT a common reason why teens participate in sexting?
   a. to make money
   b. to get revenge on an ex-boyfriend or ex-girlfriend
   c. to gain social status
   d. because of peer pressure

5. What is the FIRST thing you should do if you receive a sexually explicit text message?
   a. call the police
   b. save it as evidence against the sender
   c. forward it to a trusted adult
   d. delete it immediately
Pre/Post Test continued

6. What can you do if you have already sent a sexually explicit image or text?
   a. ask anyone who received it to delete it
   b. throw out your cell phone to destroy the evidence
   c. keep quiet about it so no one finds out
   d. spread rumors that your friend sent it from your phone so you don't get in trouble

7. Which of the following is NOT considered a form of sexting?
   a. posting a sexually explicit image of yourself on the Internet
   b. forwarding a sexually explicit photo of someone else to a friend
   c. immediately deleting a sexually explicit photo that you received
   d. taking a sexually suggestive photo of your boyfriend or girlfriend on your cell

8. Photos that you post online or send to a friend . . .
   a. can be seen by anyone
   b. are under your control
   c. can become viral very quickly
   d. both a and c

9. Which is NOT a possible consequence of sexting?
   a. getting convicted as a sex offender
   b. getting a job offer from a modeling agency
   c. getting a tarnished reputation
   d. getting rejected from college

10. Which statement is NOT true?
    a. A student who is caught with a nude photo of a close friend can be charged with possession of child pornography.
    b. A minor cannot be charged with possession of child pornography.
    c. A person who is convicted of possessing child pornography must register as a sex offender.
    d. In some states, possessing child pornography results in a permanent criminal record.
Post-Test Answer Key

1.  c
2.  c
3.  d
4.  a
5.  d
6.  a
7.  c
8.  d
9.  b
10. b
Additional Titles for Grades 7 – College

- B Careful When U Txt: The Danger of Texting and Sexting
- Think Before You Click: Playing It Safe Online
- Am I Normal? Teens and Emotional Health
- Teen Truth: An Inside Look at Body Image
- Curriculum in a Box: Teen Challenges and Choices
- Curriculum in a Box: Conflicts and Connections
- Curriculum in a Box: Relationships
- Dating for Real: Building Safe and Healthy Relationships
- Test Your Fast Food Knowledge
- The Five Essential Habits of Healthy Teens
- Drowning in Ds: You Can Turn Your Grades Around
- Sexual Harassment folding display
- Coping with the Body Image Blues
- The Ten Signs of Relationship Abuse

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