B Careful When U Txt: The Dangers of Texting and Sexting

LESSON PLAN

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Teaching Point: B Careful When U Txt

Subject Area: Health Education

Grade Level: 5-9

Time Frame: One class period

 Relevant Standards

(National Health Education Standards, Grades 6-8)
Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.

1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.

1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.

1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.8.3 Describe how peers influence healthy and unhealthy behaviors.

2.8.6 Analyze the influence of technology on personal and family health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.

4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.
Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.8.1 Explain the importance of assuming responsibility for personal health behaviors.

7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

8.8.2 Demonstrate how to influence and support others to make positive health choices.

(National Health Education Standards, Grades 9-12)

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health.

1.12.5 Propose ways to reduce or prevent injuries and health problems.

1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.

1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.12.3 Analyze how peers influence healthy and unhealthy behaviors.

2.12.6 Evaluate the impact of technology on personal, family, and community health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.

4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

5.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations.
5.12.6 Defend the healthy choice when making decisions.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.12.1 Analyze the role of individual responsibility for enhancing health.
7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

8.12.2 Demonstrate how to influence and support others to make positive health choices.

Learning Objectives

Students will be able to…

- name three things they can do to protect themselves and their personal information when texting
- recognize the dangers of texting while driving or crossing the street
- describe the potential consequences of sending gossip or sexual content through texts
- exercise good judgment when texting by stopping to think before sending a message
- respond effectively to harassing messages from a boyfriend or girlfriend
- explain the importance of “unplugging” from cell phones before bed and while socializing
Materials

- *B Careful When U Txt* 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 10 - 11 for template)
- 2 copies of the pre/post assessment rubric (see page 9 for template)
- Optional homework: copy of student Activity 11 per student (see Teacher’s Resource Book page 20 for template)

Advance Preparation

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

How dangerous is texting while driving?

How problematic is gossiping and bullying through texts?

How serious are the consequences of sexting (texting sexually explicit messages, photos, or videos)?

Is texting as a primary means of communicating with friends acceptable to you?

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Leave enough space on each chart between the question and the scale for students to place their sticky notes (see the example at right). Post the charts around the classroom where students can reach them.
**Vocabulary:**
criminal prosecution  
communicate  
confirm  
consequences  
gadget  
gossip  
harass  
identities  
mobile  
peer pressure  
posed  
reachable  
rotary phone  
rumor  
safeguarding  
sensible  
sexting  
text  
unplug

**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.

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**Procedure**

**Motivation**

- Tell 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 to 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 with a strong adhesive or reinforce the adhesive with a piece of tape.

- As students finish, have them return to their seats and look at their classmates’ responses. If time permits, ask a student who chose high number, a student who chose a medium number, and a student who chose a low number 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 the first 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 the question before you read the next one. Continue in this way until students have responded to all of the questions. If you prefer to have students stay in their seats, they can write their ratings on their sticky notes and pass them up to you to place on the chart.

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**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 the motivation activity.
Vocabulary

Students will come across several terms relating to technology as they watch the video. If any of the terms below are unfamiliar to your students, explain their meanings before you show the video.

- **cell phone** (short for *cellular phone*): a portable, wireless telephone that transmits sound as radio waves through radio towers
- **rotary phone**: an early version of the telephone that had a rotary dial and transmitted sound through a wire as electrical energy
- **online chat identity**: a virtual identity created by the user that acts as an interface between the physical person and the virtual person other users see on their screens
- **texting**: sending text, photo, or video messages through a mobile device
- **sexting**: sending sexually explicit texts, photos, or videos through a mobile device

Show the Video

- Tell students that they will be watching a video called *B Careful When U Txt*. 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 back 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 have them 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 on next page as a guide.
Discussion Questions

- Should there be an age restriction on texting like there is on driving or watching R-rated movies?

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

- Should students be allowed to text while they are at school? If so, when and where should texting be allowed in schools?

- Does texting help people connect, or does it make people disengage from meaningful relationships?

- Why do you think people who know that texting while driving is dangerous still do it?

- Suppose someone sends a text message to a person who they know is driving at the time. If the driver has a car accident while reading the text message, should the person who sent it be held partially responsible for the accident?

- Do you think it is safe for a driver to respond to a text message while stopped at a red light? Why or why not?

- According to the U.S. Department of Transportation, in 2010 alone, over 3,000 people were killed in distracted driving crashes. Why do you think texting while driving is not illegal in every state?

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 11, Sally and Ted, can be given as a homework assignment. Give each student a copy of the activity (see Teacher’s Resource Book page 20 for template) and explain the assignment: Create a silly but effective cartoon showing the plight of Cell Phone Sally and Texting Ted, two cell phone addicts who end up in all kinds of trouble when they don’t follow the safety rules outlined in the video. Set aside some time for students to share their cartoons during the next class session.
### 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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<th>Name three things they can do to protect themselves and their personal information when texting</th>
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Pre/Post Test

Name: _______________________________________________

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

1. A good time and place to text is…
   a. in a car while driving
   b. in bed late at night
   c. while taking a break on a park bench
   d. while walking in a crosswalk

2. Cell phones have improved lives by…
   a. allowing people to be reachable at all times
   b. giving people access to help if they are lost or stranded
   c. making it easier for people to keep in touch with loved ones
   d. all of the above

3. What should you do if you are in a car with a driver who starts texting?
   a. call the police
   b. offer to finish the text for the driver
   c. jump out of the car
   d. steer for the driver until he or she is finished texting

4. Before you send an angry text message, it is important to stop and ask yourself…
   a. why you are sending the message
   b. whether you checked your spelling
   c. whether you have an unlimited texting plan
   d. how much you dislike the person you are texting

5. Why is it a bad idea to text right before bed?
   a. texting in the dark can cause temporary blindness
   b. texting late at night can make it difficult to fall asleep
   c. most texting plans charge by the text at night
   d. you might wake the person who you are texting
6. How many teens say that their boyfriend or girlfriend has harassed them through texts?
   a. 1 in 4
   b. 1 in 10
   c. 2 in 4
   d. 2 in 10

7. Which of the following activities is illegal in some states?
   a. texting while driving
   b. texting while walking in a crosswalk
   c. sexting
   d. both a and c

8. Which of the following is NOT a safety precaution you should take when texting?
   a. always confirm plans in person or with a phone call
   b. if someone you don’t know texts you, ask a lot of questions to find out who they are
   c. never send personal information like your address or password in a text
   d. do not loan your phone to someone you don’t know

9. Which of the following is NOT an example of sexting?
   a. texting someone a nude photo of yourself
   b. texting someone a sexually explicit video of a friend
   c. texting a friend to ask him or her out on a date
   d. requesting a sexual favor from someone through a text

10. What is the FIRST thing you should do if a person you are dating sends you harassing text messages?
    a. break up with the person
    b. block the person’s number
    c. get an adult involved
    d. make it clear that you want the person to stop
Post-Test Answer Key

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

- Think Before You Click: Playing It Safe Online
- Cliques: Where Do You Fit In?
- Making the Most of Middle School
- Caution: Teenager Under Construction
- Becoming an Organized Student
- Developing Self-Confidence
- Curriculum in a Box: Succeeding in Middle School
- Standing Tall: Learning Assertiveness Skills
- Five Life Strategies for Successful Teens
- Drama Queens and Tough Guys: Helping Teens Handle Emotions
- Making Good Choices: Keys to Good Decisions
- Coping with an Emotional Crisis
- That’s So Rude! 10 Rules of Common Courtesy
- Power Trip: Bullying in School
- Connect the Dots: How School Skills Become Work Skills
- In Search of Character (10-part series)
- Real Character/Real People Series (7-part series)
- Surviving Peer Pressure: You Can Do It

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