

SEXTING: Empowering Students to Engage in Positive Communication

Secondary Lesson 1

Lesson Title: Can Texting Become Sexting?

Description: This lesson will focus on texting vs. “sexting.” It will also help with understanding the consequences of “sexting.”

Objectives: The students will be able to:

- Learn the differences between texting and “sexting”
- Learn the consequence of texting especially when it is sexually explicit text and/or photographs

Standards-Based Student Development Program Benchmark(s):

Benchmark PS 1.2

Describe the consequences of personal behavior.

Benchmark PS 4.1

Develop effective personal communication skills.

Springboard Activity:

Using a poster board and markers, brainstorm the advantages of texting. Record student responses.

FCAT Benchmarks:

- LA.A.1.4.2 Selects and uses strategies to understand words and text.
- LA.A.1.4.1 Selects and uses pre-reading strategies that are appropriate to text.
- LA.C.1.4.3 Uses effective strategies for informal and formal discussions.
- LA.A.2.2.7 Compares and contrasts
- LA.A.2.4.4 Locates, gathers, analyzes, and evaluates written information.

Accommodations: Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students’ IEP. General accommodations and best practices are listed in the introduction.

Instructional Time: One class period

Instructional Materials

- Poster board, markers, or overhead/acetate to record responses.
- **Handout 1.1: Compare and Contrast Texting vs. “Sexting”**
- **Handout 1.2: “Sexting”**

Instructional Lesson:

1. Review the springboard responses that students have shared.
2. Introduce the word sexting and ask what do they think when they hear the word Sexting.
3. Distribute **Handout: 1.1 Compare and Contrast**, list the differences between Texting and "Sexting."
4. Circle the responses that relate to sexting and ask students to raise their hands if they understand the consequences of sending explicit pictures or messages over the internet.
5. Concentrate on the fear of exposing yourself to others.
6. Ask and discuss: Have you observed sexting in school? Do you fear that you might be a victim of sexting? Do you think there should be stricter laws concerning sexting? Do you know someone who has had problems concerning this?
7. Distribute **Handout 1.2: Sexting**.
8. Allow students to answer the three questions on their own.
9. Ask volunteers to share their answers with the class. This will usually generate much discussion and reveal many ideas and opinions about the proper ways of dealing with such situations.

Assessment: Completion of Handouts 1.1 and 1.2. Classroom participation.

Follow-up Activities/Home Learning/Parent: Students will discuss with their parents the issue of sexting. Students will write a one page essay on how they feel about the subject and any experiences they may have had dealing with sexting.

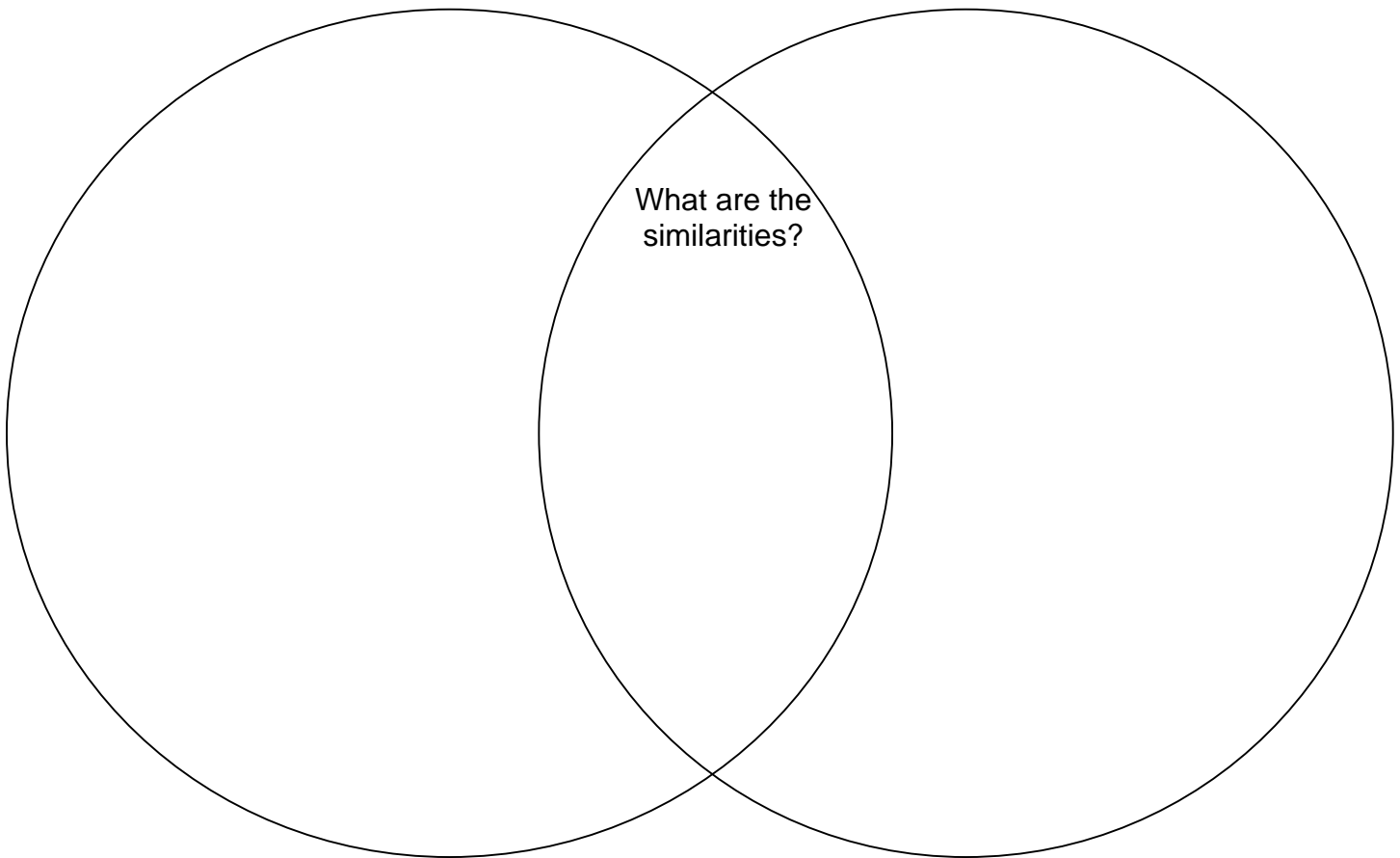
Handout 1.1: Venn Diagram on Contrasting Texting and Sexting

Name: _____ Date: _____

Identify the similarities and differences as it relates to Positive and Negative Communication on the computer and on the cell phone. List examples.

Texting Communication

Sexting Communication



What are the similarities?

List the consequences of sexting?

Handout 1.2: Sexting

Read the following and think carefully before you write down your responses.
Remember to write in complete sentences.

1. What is sexting? How would you feel if you sent a picture of yourself to a friend and he or she posted it live on the internet? Explain.

2. Have you or any of your friends ever been a victim of sexting? How did it make you or your friends feel? Explain

3. Have you ever witnessed someone being a victim of sexting? How did it make you feel? How could you have prevented the situation? Explain.