

SEXTING: Empowering Students to Engage in Positive Communication

Secondary Lesson 12

Lesson Title: Sexting Over the Net! STOP IT NOW Part 2

Description: This lesson will help students gain an insight into the perspective of the “victim” of sexting as well as helping those affected stop being victimized.

Objectives: The students will be able to:

- Practice asserting themselves in interpersonal situations
- Empower students to stop “sexting”
- Develop strategies for resisting peer pressure and communicating in a positive way

Standards-Based Student Development Program Benchmark(s):

Benchmark PS 1.4

Identifying situations in which peer pressure might affect adherence to or violation of acceptable norms

Benchmark PS 1.0

Student accepts responsibility for personal behavior

Springboard Activity: Remind students of Linda’s story. Brainstorm ideas relevant to the story.

FCAT Benchmarks:

- LA.A.2.4.7 Analyzes the validity and reliability of primary source information
LA.C.1.4.3 Uses effective strategies for informal and formal discussions.

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

- Dry erase board and markers
- **Handout 12.1: “Rights and Responsibilities”**
- **Handout 12.2: “Being Assertive”**
- **Handout 12.3: “Expressing Anger”**

Instructional Lesson:

1. Explain to the students that each of us has personal rights and responsibilities.
2. Have them turn to the **Handout 12.1: “Rights and Responsibilities”**.
3. Review the handout with them, generating answers from the students to add to the list.
4. Explain to them that if we want our rights to be met we need to respect the rights of others by following through with our responsibilities.
5. Tell them that, for example, you are going to act out a situation in which you refuse a request.
6. Ask one of the students to help you with the demonstration by playing the role of the employee.
7. Read the following situation to the class:

John makes an indecent proposition by asking Linda for a picture. Role play Linda's part by saying no in a non assertive way, showing a lack of confidence, poor posture, no eye contact, nervousness, and a soft voice.

8. Discuss with the students the demonstration:
 - Did Linda look and sound convincing when John asked for a naked picture? Why /Why not?
 - Did it look like she could be talked into giving him the picture?
 - How could she have been more convincing?
9. Explain to the students that you have demonstrated a passive response. Discuss with the students what is BEING PASSIVE:
 - Not being able to stand up for yourself
 - Sounding like you don't mean what you are saying
 - Often do what others want you to do, not what you want to do
 - Have a difficult time standing up for yourself
10. Repeat the demonstration with the help of another student. Request the student to role-play Linda's role in an assertive way (standing up straight, good eye contact, speaking clearly and sounding confident).
11. Discuss with the students what is being ASSERTIVE

Standing up for yourself without hurting others. You are able to express your rights without stepping on the rights of others. By being assertive, you can express your rights in such a way that you are more likely to have them met.

12. Review **Handout 12.2: “Being Assertive”**

13. Ask the group to list situations in which they would like to be assertive. At this time, you may want to suggest a situation that they are encountering with another student over a boy in order to make the connection to the lesson.
14. Tell the students that part of being assertive is letting the person know that you are angry with them without making them feel bad.
15. Tell the group that now they will learn how to express anger assertively, especially in situations that they find themselves leading up to fighting about boys.
16. Discuss with the students what are some of the nonverbal and verbal language , which describes a person when angry.
17. Ask the female students to recall a situation in which they were angry with another female student about a boy. At this time, ask for volunteers to participate in another role-play, using inappropriate ways to express anger.
18. Discuss the role-play and describe how each student felt during the role-play.
19. Discuss with them that people and things do not make them mad, but it is WHAT A PERSON DOES that makes them mad.
20. Explain that it is important to express anger appropriately in order to help solve problems and keep problems from escalating.
21. Tell the students that there are several ways to express anger so the person who is the object of their anger does not feel defensive.
22. Explain that one of the best ways to do this is to use “I” statements.
23. Start your comment with the word “I” instead of “you”. For example: “ I am really upset at you...” rather than “ You make me upset when...”
24. Explain to the group that there are three steps they can follow to express their anger in a positive and assertive way.
25. Have the students turn to the **Handout 12.3: “Expressing Anger”**
26. Review the steps with the group and have them fill out the statements using a personal situation if they would like or they may work on a situation collectively.

27. Discuss alternate ways of expressing statement #3. For Example: I would like you to, next time I wish you would, etc.

28. Discuss with the group the importance of appropriate timing when expressing anger. It is important to think about what the other person is doing and feeling.

Assessment: Teacher observation, class participation and completion of activity.

Follow-up Activities/Home Learning/Parent: Ask the students to imagine themselves in a situation that they are upset with another student. Ask them to compose a short essay using the following questions.

- How would this response help solve the problem?
- Would this type of response keep the other person from getting angry?
- How would this be an example of being assertive?

Handout 12.1: RIGHTS AND RESPONSIBILITIES

Your Rights

1. To be yourself (act, say, and believe as you feel comfortable)
2. To say “no” to others requests or when you don’t want to do something
3. To express your opinion
4. To ask a favor
5. To accept only decent behavior
6. To tell adults
7. To protect your body
8. To have personal value
9. To express your feelings
10. To be respected as a unique individual

Your Responsibilities

1. To accept individual differences and beliefs
2. To allow others to say “no”
3. To listen to the opinions of others
4. To understand that others could have the right to stop liking you
5. To accept a refusal
6. To be aware of other people’s feelings
7. To respect others individuality

Handout 12.2: BEING ASSERTIVE

What does it mean to be ASSERTIVE?

- You stand up for yourself
- You tell others how you feel without hurting or putting them down
- You tell others what you think

How do ASSERTIVE people look and sound?

- They have good posture
- They have good eye contact
- They speak clearly
- They sound confident

What do ASSERTIVE people consider when they are communicating with others?

- They consider the overall situation
- They remember their manners
- They have a pleasant tone of voice

Handout 12.3: EXPRESSING ANGER

When you want to assertively tell someone that you are angry with them, follow these steps: Using "I" statements:

Example: " I am really upset that you posted my pictures."

Three steps to expressing anger:

1. How are you feeling?
2. What he/she is doing that makes me feel that way.
3. How would you expect others to express themselves differently?

Example:

1. I feel _____
2. Because _____
3. I would appreciate it if _____
