

SEXTING: Empowering Students to Engage in Positive Communication

Secondary Lesson 4

Lesson Title: Peer Pressure and Sexting

Description: This lesson will empower students to understand how peer pressure may play a major role in sexting.

Objectives: The students will be able to:

- Identify situations that my lead to experimenting with “sexting”
- Understand the difference between healthy and unhealthy relationships

Standards-Based Student Development Program Benchmark(s):

Benchmark PS 3.0

Students understand the importance of developing a positive self-concept.

Benchmark PS 4.0

Students begin to develop positive interpersonal skills.

Springboard Activity: Using a poster board and markers, have students brainstorm how peer pressure may bring about reckless behavior on the computer and on the cell phone.

FCAT Benchmarks:

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 period

Instructional Materials

- Pen, pencil, paper
- **Handout 4.1: Peer Pressure and Personal Relationships**
- **Handout 4.2: Characteristics of an Unhealthy Relationship**

Teacher’s Note: Share with the students the importance of being able to identify between a loving/healthy relationship and a possessive/controlling relationship. Discuss peer pressure and how it sometimes contributes to delinquent behavior.

Instructional Lesson:

1. Use the springboard responses to complete **Handout 4.1: Peer Pressure and Personal Relationships**.
2. Review the handout with them, generating answers from the students.
3. Use **Handout 4.2: Characteristics of an Unhealthy Relationship**.
4. Review the handout with them, generating answers from the students.
5. Explain to the group that there are clear differences between love and ownership. How would people know they are in a possessive relationship? Discuss with the students the following terms:
 - a. Jealousy, isolation, and possessiveness
 - b. Threats, anger, and intimidation
 - c. Physical abuse
 - d. Psychological/emotional/verbal/sexual/physical abuse
 - e. Immature peer pressure and/or practical jokes
6. Explain to the students that sometimes aspects of power and control are made out to be behaviors that take place when someone takes advantage of the emotions and feelings of other people. Explain to the group that these behaviors set the stage for unhealthy relationships.
7. Ask the group for volunteers that would like to share if they have ever experienced any power and control issues in a relationship. Discuss with them how they felt during these experiences.
8. Discuss with the group how they can build healthy relationships:
 - Communicate clearly
 - Avoid dangerous situations
 - Be in control
 - Be selective
 - Trust your instincts

Assessment: Classroom participation, completion of springboard activity.

Follow-up Activities/Home Learning/Parent: Students will research on the internet the meaning of unhealthy relationships.

Handout 4.1: Peer Pressure and Personal Relations

Name: _____ Date: _____ Period: _____

1. If someone said, it was cool to receive and forward nude pictures of other kids on the cell phone. How would you react?

2. How can you be a positive influence on your friends concerning “sexting”?

3. If a friend of yours explained that he/she felt belittled or bullied by someone else over a sexting issue, how could you help them?

4. Who can you access to help stop a situation that may develop into a serious “sexting” problem?

5. Explain how you would react if someone you loved tried to persuade you to do something that you considered shameful or revealing.

Handout 4.2: Characteristics of an Unhealthy Relationship

Name: _____ Date: _____ Period: _____

Directions: List different aspects of an unhealthy relationship.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____