

SEXTING: Empowering Students to Engage in Positive Communication

Secondary Lesson 6

Lesson Title: Resolve Issues: Sexting Is Not Good

Description: This lesson will address “conflict resolution” as a tool that can be useful when dealing with “sexting”.

Objectives: The students will be able to:

- Examine different kinds of hurtful behavior associated with sexting
- Develop strategies for dealing with hurtful behavior as a result of sexting
- Work with their peers to create an environment in which students treat each other respectfully

Standards-Based Student Development Program Benchmark(s):

Benchmark PS 4.5

Develop and use effective conflict management skills

Benchmark PS 4.3

Understands and respects the feelings and beliefs of others

Springboard Activity:

Ask students to share a conflict they experienced, and how it was resolved, especially without violence.

FCAT Benchmarks:

LA.A.2.3.1 Determines the main idea and identifies relevant details

LA.A.1.3.1 Organize information before writing

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. This topic could be used over a two-day lesson

Instructional Materials

- Dry erase board and markers
- Index cards
- Paper and pencils
- Newsprint
- Computer with internet access (optional)

Vocabulary:

- **Mediation:** assisting in the development of a solution to a problem, usually a communication problem.
- **Negotiation:** finding solutions through compromise and conversation
- **Consensus:** when all involved parties agree on something

Teacher's Note: According to the "Conflict Resolution Education" report, the purposes of conflict resolution are to provide an environment in which "each learner can feel physically and psychologically free from threats and danger and can find opportunities to work and learn with others for the mutual achievement of all. The diversity of the school's population is respected and celebrated."

Information: Four basic approaches to conflict resolution education:

- **Process Curriculum.** This approach is characterized by teaching conflict resolution as a separate course, a distinct curriculum, or a daily lesson plan.
- **Mediation Program.** Selected individuals (adults and/or students) are trained in the principles of conflict resolution and mediation to provide neutral third-party input to assist others in reaching resolution to a conflict.
- **Peaceable Classroom.** This approach integrates conflict resolution education into the curriculum and classroom management strategy.
- **Peaceable Schools.** Built on the peaceable classroom approach, this strategy uses conflict resolution as a system for managing the school as well as the classroom. Every member of the school community, including parents, learns conflict resolution principles and processes.

Instructional Lesson:

1. Begin by asking students to take an index card and describe one hurtful incident that has happened to them.
2. Make sure students in the class do not identify or reveal themselves in the descriptions. Tell students to try to keep the descriptions as general as possible and not to include anyone's real name. It would be acceptable to substitute imaginary names.
3. Make sure that students do *not* put their names on their index cards. Collect the index cards and read the examples. While there will be much variation in the examples given, the types of behavior that students write about will probably include the following:
 - Verbal harassment, such as name-calling regarding a physical attribute (size, weight, wearing glasses) or taunting about a particular behavior (does not like sports or the perceived "teacher's pet")
 - Gossip, such as spreading rumors about a person
 - Exclusion from a desirable party, group, or activity
 - Unwanted physical contact

4. There may be examples that do not fit into these categories. Set them aside and see if there is a common thread among them.
5. Divide the students into four groups. Have each group focus on one category described. Give each group a card for its category. Ask students to pick one situation from the examples. Then have each group brainstorm ways to handle that situation.
6. If students need help coming up with ideas, suggest the following strategies:
 - a. **Verbal or physical aggression.** Avoid the person or persons who exhibit this behavior and inform a school student services professional or teacher.
 - b. **Gossip.** Consider confronting the person or persons who started the rumor. Bring an impartial person along to act as a moderator during the discussion. This technique is the basis of peer mediation.
 - c. **Unpleasant behaviors.** Consider forming a committee to confront those engaged in such behaviors. The committee could present guidelines for acceptable ways to behave in school.
 - d. **All categories.** Find a trusted adult with whom to discuss these issues. This adult could help students in a variety of ways. He or she could determine whether it is necessary to involve parents, serve as a sounding board to bounce off any hurt feelings, suggest ways to deal with a problem, or bring in the principal or other authorities to help resolve particularly difficult situations.
 - e. Another way to deal with hurt feelings due to exclusion is for students to write the person a letter explaining their feelings. Sometimes it is easier to start a dialogue on paper because the individual is not being confronted directly, and both parties can take time to think about their responses without dealing with the other person's immediate reaction, such as anger or defensiveness. NOTE: Consideration of the possible consequences of putting something on paper should be brought forth and whenever possible, have the sharing take place with a mediator.
7. After students have had a chance to brainstorm strategies, tell them to develop skits dramatizing the hurtful situation and ways to resolve it.
8. Give each group between 15 and 20 minutes to develop a skit.
9. During the next class period, have each group present its skit.
10. After all the groups have presented their skits, make a class list of strategies that students suggested.

Assessment:

Use a three-point rubric to evaluate students' skills in brainstorming creative ways to deal with problems and in presenting their ideas in an interesting and dramatic way, as well as their involvement in classroom discussions:

- **Three points:** demonstrated highly creative problem-solving strategies; gave a clear and persuasive presentation to the class; participated actively in developing a class contract.
- **Two points:** demonstrated somewhat creative problem-solving strategies; gave a persuasive presentation to the class; participated moderately in developing a class contract.
- **One point:** demonstrated weak problem-solving strategies; gave an accurate but mildly persuasive presentation to the class; participated minimally in developing a class contract.

Follow-up Activities/Home Learning/Parent: Completion of the springboard activity.

SEXTING: Empowering Students to Engage in Positive Communication

Secondary Lesson 7

Lesson Title: Texting and Communicating Safely with Friends

Description: This lesson will empower students to communicate via text and develop strategies that will build confidence as they confront new people and situations.

Objectives: The students will be able to:

- Learn the advantages of texting
- Discuss situations where bullying or harassment could occur after sexting
- Discuss text involving sexual connotation and analyze effective/non-effective ways of handling such behaviors

Standards-Based Student Development Program Benchmark(s):

Benchmark PS 4.1

Develop effective personal communication skills

Benchmark PS 1.2

Describe the consequences of personal behavior.

Benchmark PS 2.1

Demonstrate the use of effective problem-solving model.

Benchmark PS 3.0

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

Springboard Activity: Using a poster board and markers, brainstorm the meaning of the word “sexting”. Record student responses.

FCAT Benchmarks:

LA.A.2.2.7 Compares and contrasts

LA.E.2.2.1 Describes cause and effect relationships

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

- Poster board, markers, or smartboard, dryerase board/markers or overhead/acetate to record responses.
- **Handout 7.1: Strategies to Overcome Being a Victim of Sexting**
- **Handout 7.2: A Story On Sexting.**

Instructional Lesson:

1. Review the springboard responses that students have shared. Explain to students that the lesson today is about addressing texting and especially “sexting”.
2. 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.
3. Ask and discuss: Have you observed sexting in school? On the other hand, do you fear that you might be a victim of sexting?
4. Distribute **Handout 7.1: Strategies to Overcome Being a Victim of Sexting**
5. Have students complete the **Handout 7.1: Strategies to Overcome Being a Victim of Sexting**. **NOTE:** Please read a few of the positive strategies to diffuse sexting and deal with the consequences once it happens.
6. Ask for volunteers to share their answers with the class. This will usually generate much discussion and reveal many ideas and opinions about proper ways of dealing with such situations.
7. Discuss the importance of taking charge of our own behaviors and the consequences of our behaviors.
8. Place students in groups of 2-3 students. Instruct the students to write a creative short story about someone who had a negative consequence after Sexting. The characters in the story must have names. Allow 20-30 minutes to complete the writing assignment. Distribute the **Handout 7.2: A Story On Sexting**.
9. Ask volunteers to share their stories. Make sure that each student states his/her promise out loud. Review the strategies students incorporated into their stories.
10. Review the concepts of personal responsibility, adequate behaviors, and consequences.

Assessment: Students will write a short story.

Follow-up Activities/Home Learning/Parent: In order to understand the dangers of “sexting” the students will discuss with their parents the issue of sexting.