

## *SEXTING: Empowering Students to Engage in Positive Communication*

### **Secondary Lesson 9**

#### **Lesson Title: The Value of Communication**

**Description:** This lesson will allow students to understand the value of communication.

**Objectives:** The students will be able to:

- Understand texting as a vehicle of communication
- Analyze positive vs. negative communication

#### **Standards-Based Student Development Program Benchmark(s):**

##### **Standard PS 4.3**

Understand and respect the feelings and beliefs of others

#### **FCAT Benchmarks:**

- LA.A.1.4.1 Selects and uses pre-reading strategies.
- LA.A.2.4.1 Determines the main idea and identifies relevant details
- LA.A.1.4.2 Selects and uses strategies to understand words and text.

**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.

**Springboard Activity:** On the board, overhead or chart paper, write the word “**communication**”. Ask the students to raise their hands and respond:

- What is communication?
- How do we communicate?

**Instructional Time:** One period

#### **Instructional Materials**

- Poster board, markers, or overhead/acetate to record responses.
- **Handout 9.1: Venn Diagram on Communication**
- **Handout 9.2: Create My Own Glossary**

#### **Teacher's Definitions:**

**Texting** is a way commonly used to communicate with others.

**Writing** communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.

**Listening** receives, attends to, interprets, and responds to verbal messages and other cues.

**Speaking** organizes ideas and communicates orally.

**Instructional Lesson:**

1. Distribute the **Handout 9.1: Venn Diagram on Communication**. Working in pairs, have the students write positive and negative ways of communication.
2. Share the results out loud.
3. Focus on the negative and discuss why it is not appropriate.
4. Engage in a group discussion: Why is sexting not appropriate and what can you do to stop offensive sexting?
5. Instruct students to complete **Handout 9.2: Create My Own Glossary**– students may work in groups or pairs. Ask them to create their own terms or list a term they use. Students cannot write offensive language, they can write the first letter and \*\*\* to denote the word. Discuss the consequences of using profanity over the net.

**Assessment:** Class participation and completion of handouts.

**Follow-up Activities/Home Learning/Parent:** Students will create a list of appropriate ways to communicate with others over the internet or cell phones.

## Handout 9.1: Venn Diagram on Communication

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.

**Positive Communication**

**Negative Communication**



