



Discussion Guide

Adapted by Lesley Eicher, M. Ed., from an activity created by Dan Rice

For Professionals Working With Teens

Sexetc.org

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Lesson for Is Sexting OK?

LEARNING OBJECTIVES

By the end of this lesson, students will be able to

1. Comprehend the speed of digital communication among groups of people.
2. Compare and contrast the desired outcomes of a decision versus the unexpected outcomes.
3. Determine one's personal values related to sharing personal or intimate images using a cell phone or other electronic device.
4. Create a list of strategies for avoiding negative outcomes of decisions involving electronic communication.

NEW

NATIONAL HEALTH EDUCATION STANDARDS ADDRESSED

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 3: Students will demonstrate the ability to access valid information, products and services to enhance health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

TIME NEEDED

50 minutes

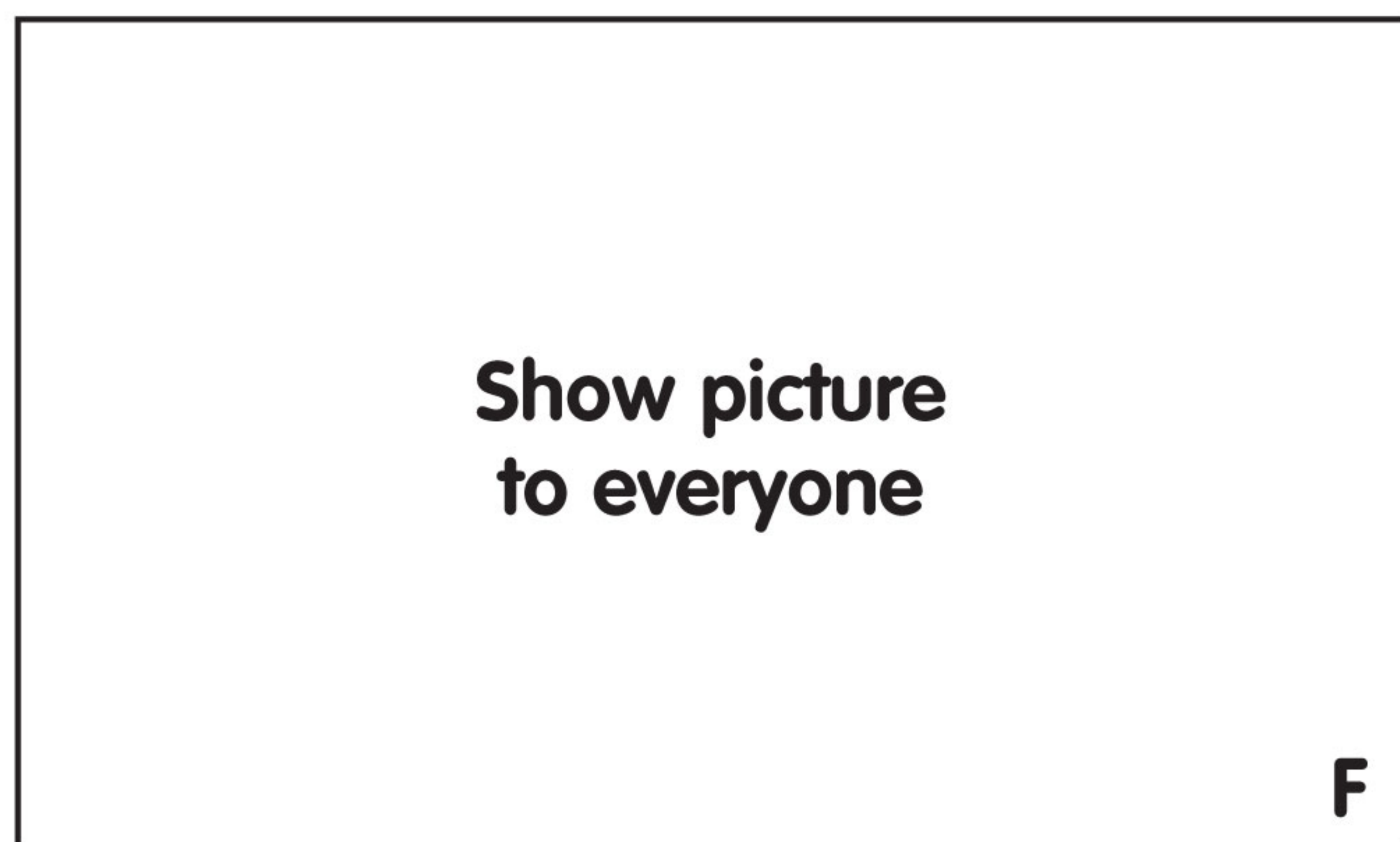
MATERIALS

- Copies of *Is Sexting OK?*
- Seven yellow index cards
- One green index card
- Enough pink index cards so that when added to the yellow and green cards you will have enough cards for each student to have one.
- One envelope
- One picture. This picture will be shared during the exercise, so be sure to select one that you are comfortable with your students seeing. It can be something goofy or something directly related to the content of the lesson.
 - Two 8-by-10-inch copies of the picture
 - 25 wallet-sized copies of the picture

PREPARATION

- Make enough copies of *Is Sexting OK?* so that each student has one.
- Write "Forward picture to (1, 2 or 3) people" on **7 yellow index cards**. You can decide how many yellow cards say "Forward picture to 1 person," "Forward picture to 2 people" or "Forward picture to 3 people." Write "S" in the bottom right corner of all seven cards.
- Write "Show picture to everyone" on the **green index card**. Write an "F" in the bottom right corner.

Sample green card:



- Write “Do not forward picture” on the pink index cards. There should be enough pink index cards such that when you add the yellow and green cards to the pink cards there are enough cards for each student to have one.
 - In the bottom right corner of one card, write “SP.”
 - In the bottom right corner of two cards, write “RP.”
 - In the bottom right corner of two cards, write “T.”
 - In the bottom right corner of one card, write “P.”
 - In the bottom right corner of one card, write “SBF.”
 - In the bottom right corner of one card, write “C.”
 - In the bottom right corner of the remainder of the cards, write “S.”
- Make two 8-by-10-inch copies of the picture. Make 25 wallet-sized copies of the picture. Put the 25 copies in the envelope.
- Before class begins, write the following on the board or on a piece of newsprint, and cover it before students enter the classroom. You will reveal it later in the lesson.
 - SP — Sender’s parent
 - RP — Receiver’s parent
 - T — Teacher
 - P — School principal
 - SBF — Sender’s best friend
 - C — Crush
 - F — Facebook page
 - S — Another student at school

PROCEDURE

- 1.** Review class ground rules with your students. Let students know that today’s class is going

to involve learning about how information can spread through networks of people very quickly. It will focus specifically on pictures sent using cell phones, a practice some people refer to as “sexting.” This lesson will give students an opportunity to think about the decision-making process as well as the impact sexting can have on a variety of relationships. [1 minute]

- 2.** Distribute a copy of *Is Sexting OK?* to each student. Ask students to alternate reading the article out loud to the group. [5 minutes]

- 3.** When students have finished reading, conduct a brief brainstorm session based on ideas in the article. Use the questions below to create a “Reasons” list and an “Outcomes” list on the board:

- What were some of the reasons given for why teens send sext messages? In other words, what are they hoping will happen when they send one?
- Are there other reasons you didn’t see in the article that you would add to this list?
- What are some of the outcomes, maybe unexpected, that teens might experience after sending sext messages?
- Are there other outcomes you didn’t see in the article that you would add to this list?
- When you look at these lists, how often do you think teens get the outcome they were hoping for when they send a sext? How often do you think the outcome is completely unexpected? [15 minutes]

- 4.** Now we’re going to do an activity to bring this article to life. Explain to students that they will each receive an index card that has instructions for how to participate in the activity. Ask students not to look at their cards until you tell them to.

- 5.** Pass out the yellow, green and pink index cards that you prepared for the lesson. Remind students not to look at their cards until you ask them to.

- 6.** Pick a volunteer and ask him or her to come to the front of the classroom. Now give the volunteer the two 8-by-10-inch pictures.

- 7.** Ask the students who have yellow cards to raise their hands. Ask the volunteer to select two

of those students and give each of them one of the 8-by-10-inch pictures. Tell the volunteer that they just—hypothetically—sent a picture to these students using a cell phone and that the students who received the picture will now learn what to do with the picture.

8. One at a time, ask each student who received a copy of the 8-by-10-inch picture to read the instructions on their yellow card out loud to the class. The instructions will indicate the number of people that they have to forward the picture to.

9. Once they read that number, hand them (out of the envelope) that same number of smaller copies of the picture so they can literally pass the picture along to classmates of their choosing. [**Facilitator's Note:** Have each student carry out their instructions before the next student goes.]

Continue this until the activity plays out. The activity will end when the picture gets to a person who does not pass it along.

10. Once the activity has ended, show students the list of codes that you have on the board, and ask them to go around the room, reading who they are in the activity. If they have a picture that they received during the activity, they should hold it up at this point. [Allow 10 minutes for steps 4 to 10]

11. Lead a discussion using the following questions as a guide:

- What was this exercise like for you?
- What feelings arose when you realized who had received the picture?
- How would a naked picture of you affect your relationship with the various people who now have it in this activity?
- Did you know that 30 percent of people who have received a nude or semi-nude image shared the picture with other people? What is your reaction to that? What do you think of that number? Would you have guessed it was higher or lower? Why?
- What could have happened differently in this exercise to reduce the number of people who got the picture? What would have increased the number?
- What are some of the social, emotional or legal

consequences of what just happened in this activity?

- What other kinds of messages might this exercise apply to?
- What are you taking away from this exercise?
- What is one piece of advice you would give to teens in terms of preventing unwanted outcomes of sexting? [18 minutes]

12. Close the lesson by explaining that the only way you can be 100-percent sure to not end up in this situation is to never take these types of pictures of yourself and if you receive these types of pictures from someone else, delete them immediately. [1 minute]

Adapted from The NEW Teaching Safer Sex, Brick, et. al., PPGNNJ.