

**UNIT 6:** Family Life**LESSON TITLE:** Reducing the Risks through Effective Communication (Sexting)**Health Literacy Skill:**

- Interpersonal Communication

**MSDE Performance Indicator:**

**1c.7.18:** Summarize the negative consequences of sending sexually explicit pictures or messages by e-mail or cell phone or posting sexually explicit pictures on social media sites

**4.MS.a:** Apply effective verbal and nonverbal communication skills to enhance health

**4.MS.b:** Demonstrate refusal and negotiation skills to avoid or reduce health risks

**OBJECTIVE:** Students will be able to explain the negative consequences of sending sexually explicit pictures or messages through different digital platforms and how to use effective communication skills to reduce the risks to one's health.

**Teacher Notes : Please use each of the following listed below before beginning the lesson:**

1. Teachers are to use best practices when presenting information to students
2. Before beginning the lesson, please review the following pieces of information listed below. This information will help set the guidelines and expectations for the lesson and to help students feel comfortable while discussing a sensitive topic:
  - a. Share a **Disclosure Statement** with students to inform students of the content that will be taught in today's class
  - b. **"Before We Get Started "** resource slide in PowerPoint.
  - c. **"Window of Tolerance "** resource slide in the PowerPoint.
3. **Teacher should review the following resources prior to teaching lesson:**
  - a. Teaching Sensitive Topics in Health Education

**MATERIALS:**

Reducing the Risks with Effective Communication (Sexting) PPT

Benefits of Effective Communication Student Worksheet- Day 1

Scenario Resource- Day 1-2

Reducing the Risks Student Worksheet- Day 2

**VOCABULARY:**

Sexting

**MOTIVATION: Warm-Up:**

- Provide students with a sticky note on their desk. Tell students that this will be an anonymous activity and to not write their name on the note.
- Once students answer the questions, they are to put the sticky note on the corner of their desk for you to collect.
- Hold onto the sticky notes as this will be a form of collecting data
- **Encourage students to be vulnerable and honest in their responses when answering the following questions:**
  - a. How do you define the term sexting?
  - b. What might influence a person to send a sext?

**Lesson Procedures:****1. Warm-Up Discussion:**

- a. **How would you define the term sexting?** After you share student responses, provide students with the correct definition along with examples of sexting.
  - i. Teachers are to **verbally** share the following examples of sexting with students:
    - a. Being partly or completely naked, or in your underwear
    - b. Sending 'nudes'
    - c. Talking about sexual acts
    - d. Streaming of sexual acts
- b. **"What might influence a person to send a sext ?"** After you share student responses, review external and internal influences with students. Have students connect responses to either an external or internal influence.
- c. **Guided Question for Discussion:** In your opinion, do you believe the external or internal influences to send a sext is stronger? Support your response.

**The remainder of the lesson part should be done with the option as partner work or individually to create a safe environment while discussing a sensitive topic.**

**2. Partner Activity: Have students take out their Communication Skill Cues**

- a. Ask students the following questions to build connections between consent, boundaries, and effective communication skills:
  - i. How does using effective communication skills help uphold boundaries?
  - ii. Which communication skill cues do you think would be most effective in upholding boundaries? Support your response with an example
  - iii. What can a breakdown in effective communication cause?

**3. Closure: Partner Activity: Scenario Practice**

- a. This activity is part of the Benefits of Effective Communication Student Worksheet

**Sexting Lesson: Day 2**

**Teachers:** Please review the following with students prior to beginning the lessons:

- a. **Disclosure Statement to inform students of the content being covered**
- b. **"Before We Get Started " slide in PPT**
- c. **Window of Tolerance slide in PPT.**

**MOTIVATION: Warm-Up:**

- How does effective communication reduce health risks to yourself and others? Make connections to wellness components in your response

**Lesson Procedures:**

1. **Communication Skill Cues:** Have students take out their Communication Skill Cues Resource as this will be used throughout the lesson. Provide students with a quick review of the skill cues and the benefits of effective communication.
2. **Partner Activity: Reducing the Risks: Part 1**

- a. Students will work with a partner to analyze one of the scenarios and cooperatively work to answer the questions on the worksheet. Students should be prepared to share their thoughts for class discussion.
- b. Teachers can show each scenario on the board during class discussion
  - i. **Guiding Question: The Influence:**
    - a. Can you think of another situation where this type of manipulation might be presented?
    - b. The connection is for students to share adult to child which will lead into the conversation about risks and consequences

### 3. Risk & Consequences: Brainstorming: Part 2

- a. Students will work with their partners to brainstorm possible risks and consequences in each of the categories. Encourage students to connect the possible risks and consequences to wellness components. Have students share their thoughts and build connections on how effective communication skills can reduce the risks.

**Teachers:** This slide is an option to write students answers on the board and use their responses to guide the conversation into the information presented below:

#### b. Guided Questions for Discussion: Ask students the following questions:

- i. Compare the risks in each of the categories. What are some possible differences in the consequences depending on the relationship of the individuals involved?  
(Ex: Child to Child and/or Child to Adult/Adult to Child)

#### c. Teachers: When discussing the consequences surrounding school and/or legality, please reference the following:

##### ii. Possible Consequences:

- a. Suspension is possible if the sexting disrupts the learning environment of the school day
- b. Law Enforcement can be sent to the school and/or your home to view the image to see if there is the possibility of legal consequences
- c. Mandated education programs involving the risks of sexting can be enforced through the Department of Juvenile Services.
- d. If either party has been pressured, threatened, or coerced into sending an image, and one party is above the age of 18 this is considered child pornography and there will be legal consequences.

### Closure: Reducing the Risks Dialogue

- Students are to use the information discussed about Risks and Consequences and the Communication skill cues to create a dialogue between the two characters that demonstrate how effective communication skills can reduce the risk to self and others

**\*\* Ground Activity:** Please choose one of the following that you believe best suits your class. These activities are to give students time to process and guide themselves to the middle range of the Window of Tolerance to continue their day in a positive way.

1. **The Name Game:** 3 things you listen to that bring you calmness, 2 things in your life that bring you joy, 1 scent that brings you calmness
2. **Stillness exercise:** Focus on one item that brings you comfort

3. **Breathing Exercise:** **4-7-8:** breathing in for 4 seconds, holding the breath for 7 seconds, and exhaling for 8 seconds.