Day 1
Sexting

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.

Before we get started…

1. Respect the feelings and opinions of everyone in class
2. Mandated Reporters, such as myself, are here to protect and keep you safe
3. Be mindful in our communication as this is a sensitive topic
4. Remember the Window of Tolerance and strategies to reset
5. Respect the privacy of self and others. Always say "I know someone who…"

Do you think we should have any other guidelines before we begin our lesson?

Before we get started...

The window of tolera

Warm-up

Please do not put your name on the st

1. How would you define the term sex

2. What might influence a person to se

What is sexting?

Sexting is:

Sending a sexual message, photo or video to someone else.

It could be a picture of you, but sometimes people send pictures and videos of other people.

Analyzing Influences

Influences

Anything that impacts an outcome, on our health and well-being

External Influences

Outside sources such as people, places or things that impact our decision-making process

Internal Influences

Thoughts, feelings, values and beliefs that impact our decision-making process

The benefits of effective communica
Consent and Boundaries

- How does using effective communication skills help uphold boundaries?
- Which communication skill cues do you think would be most effective in upholding boundaries? Support your response with an example
- What can a break down in effective communication cause?

Communication Skill Cues

VERBAL

- **I** — IDENTIFY FEELINGS, THOUGHTS, IDEAS
- **T** — TELL FEELINGS, THOUGHTS, IDEAS
- **E** — EXPRESS USING "I" STATEMENTS
- **L** — LOOK AT THE PERSON
- **L** — LISTEN TO THE RESPONSE
- **Y** — YOUR BODY LANGUAGE IS APPROPRIATE
- **O** — OPEN MIND
- **U** — USE ASSERTIVE COMMUNICATION STYLE

NON-VERBAL

- **F** — FACIAL EXPRESSIONS AND BODY LANGUAGE
- **A** — ATTENTIVE
- **C** — COMFORTABLE AND CONFIDENT
- **E** — EYES ON SPEAKER

REFUSAL SKILLS

- **I** — I-STATEMENT
- **S** — STATE A REASON
- **A** — ASSERTIVE VOICE
- **Y** — YOU ARE IN CONTROL
- **N** — THE NO IS CLEAR
- **O** — OPTIONS

SKILL CUES FOR RESOLVING CONFLICT

- **C** — CALM ATTITUDE, MANAGE STRESS
- **O** — OPEN TO DISCUSS OPPOSING VIEWS
- **N** — NEVER MAKE ASSUMPTIONS
- **F** — FOCUS ON ACTION, NOT PERSON
- **L** — LOOK FOR OTHER OPTIONS
- **I** — I-STATEMENTS
- **C** — COMPROMISE
- **T** — TEAMWORK

Closure: SCENARIO PRACTICE

- Choose one of the following scenarios to analyze while using your communication skill cues.

The Picture

Kim & Tamika are hanging out after school. They're laughing & having an awesome time making funny faces at each other. They were taking pictures of each other but never discussed whether they would post these pictures on social media.

Kim posted a picture of a particularly embarrassing face that Tamika made. She thought it was funny, too, but she was not happy when she saw that Kim posted it for everyone in school to see.

The Relationship

Sammy and Alex have been going out for one year now. They have been next-door neighbors since they were little, so they know each other really well and really care for each other. They hold hands openly at school and around town. They like to kiss in private to show their affection for each other.

Recently, they have been talking about taking the next step past kissing. Even though it's uncomfortable, they openly discuss what is OK and what is not OK with each other.

Day 2
Sexting

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5. Respect the privacy of self and others. Always say "I know someone who…"

Do you think we should have any other guidelines before we begin our lesson?

Before we get started...

The window of tolera

Warm-up

How does effective communication reduce health risks to yourself and others?

Connect your response to a wellness c

Reducing the Risks: Part 1

- You will be assigned one of the following scenarios to analyze with your partner:
- *The Snap * The Influence *Your Turn

- Please use your Communication Skill Cues as a resource when answering the questions

- Please provide detail in your response when needed

REDUCING THE RISKS

The Snap

Nayai is hanging at her house and gets a snap from Alex. Nayai knows Alex through friends, yet they don't hang out or really talk at school.

Alex asks her what she is doing and says that he thinks that she is cute. Nayai likes the attention and tells him thanks 😊.

The next snap Nayai gets is a picture of Alex's face that says send me something fun.

The Influence

Steve and John became friends this year. Steve snaps John and says how surprised he is by what Chris did at school today. John tells Steve how he finds Chris more annoying this year and thinks acts out to be cool around everyone.

Steve snaps John a picture and says, "I'm going to tell Chris what you said about him unless you send me something" John is panicking and tells Steve no.

Steve says again to send him a fun pic or he will send his snap about Chris to everyone.

Your Turn

Brayden has a ton of followers on Tik Tok, Instagram and Snap. He knows most of his friends through friends of his soccer team. Brayden gets a snap from one of the girls he knows plays soccer but isn't friends with her.

They start talking about soccer and she then says she thinks he is cute and wants to hang out with him.

Brayden is shocked and says yes and she then sends a nude snap and says, "Your turn".

Communication Skill Cues

VERBAL

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- **I** — I-STATEMENTS
- **C** — COMPROMISE
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Risks & Consequences Part 2

If you sent

If you received

If you requested

If you forwarded

REDUCING THE RISKS

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Closure: Reduce the Risk Dialo

Create a dialogue between the two characters
show them using effective communication skill
being presented situation

Use our discussion on Risks and Conseq
Communication skills and cues to complete your dial

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Grounding Activity:

- Please see lesson plan for options