

The Realities of Sexting (you can't unsend!)



EDUCATOR'S RESOURCE GUIDE

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This program is closed-captioned.

Questions, suggestions or comments?

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Program Summary

Sexting is the process of creating and/or distributing sexually explicit, nude, or semi-nude pictures, video, or texts through the use of a cell phone or computer.

This video outlines common reasons for sexting and its possible consequences. The program also outlines the correct way to respond to sexting and the resources available to help victims and perpetrators. We present reasons one would send a sext and provide alternative strategies for prevention and response.

Unit Teaching points:

1. Sexting is the creation or distribution of a sexually explicit picture, video or text message.
2. Sexts are sent by a cell phone, computer, or other device.
3. The possible consequences of sexting are threefold:
 - **Personal**
Embarrassment from the distribution of a sext can cause students to stop attending school; many students are also subject to blackmail.
 - **Disciplinary**
School consequences often include suspension or expulsion.
 - **Legal**
Offenders can be prosecuted for child pornography – and be registered as sex offenders for the rest of their lives.
4. Students create or distribute sexts for fun or flirtation, to increase their popularity or social status, or to bully, blackmail, or get revenge.
5. Students can avoid sexting by utilizing healthy alternatives when dissatisfied with their popularity status, interacting with someone they are attracted to, or trying to get revenge on a peer.
6. Some healthy alternatives to sexting are: developing interests to share with peers, using mediation when frustrated or angry, and developing relationships with someone they are attracted to through healthy communication methods.

Related Units/Programs

Sexual Harassment at School: Hostile Environments

Generation Cyberbully: Bullying Without Borders

Note to Teachers: This DVD includes TWO videos about the realities of sexting: A classroom program for students, and a professional development program for educators.

National Standards

AMERICAN SCHOOL COUNSELOR ASSOCIATION (ASCA)

Grades 6-8 and 9-12

Personal/ Social Development

Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

PS: A1.6 Distinguish between appropriate and inappropriate behavior.

Standard B: Students will make decisions, set goals and take necessary action to achieve goals.

PS: B1.2 Understand consequences of decisions and choices.

PS: B1.4 Develop effective coping skills for dealing with problems.

PS: B1.6 Know how to apply conflict resolution skills.

Standard C: Students will understand safety and survival skills.

PS: C1.2 Learn about the relationship between rules, laws, safety and the protection of rights of the individual.

PS: C1.4 Demonstrate the ability to set boundaries, rights and personal privacy.

PS: C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help.

PS: C1.6 Identify resource people in the school and community, and know how to seek their help.

NATIONAL HEALTH EDUCATION (NHES)

Grades 6-8

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

Describe the interrelationship of mental, emotional, social, and physical health during adolescence.

Standard 4: Students will analyze the influence of culture, media, technology, and other factors on health.

Analyze how messages from media and other sources influence health behaviors.

Analyze the influence of technology on personal and family health.

Analyze how information from peers influences health.

Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Analyze the possible causes of conflict among youth in schools and communities.

Demonstrate strategies to manage conflict in healthy ways.

Grades 9-12

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

Describe the interrelationship of mental, emotional, social, and physical health throughout adulthood.

Standard 4: Students will analyze the influence of culture, media, technology, and other factors on health.

Evaluate the effect of media and other factors on personal, family, and community health.

Evaluate the impact of technology on personal, family, and community health.

Analyze the possible causes of conflict in schools, families, and communities.

Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Analyze the possible causes of conflict among youth in schools and communities.

Demonstrate strategies used to prevent conflict.

AMERICAN ASSOCIATION FOR FAMILY & CONSUMER SCIENCES (AAFCS)

Grades 6-8 and 9-12

Human Development

12.2.2 Analyze the impact of social, economic, and technological forces on individual growth and development.

12.3.2 Analyze the role of communication on human growth and development.

Interpersonal Relationships

13.4.1 Analyze the origin and development of attitudes and behaviors regarding conflict.

13.4.3 Apply the roles of decision making and problem solving in reducing and managing conflict.

13.4.4 Demonstrate nonviolent strategies that address conflict.

13.4.5 Demonstrate effective responses to harassment.

13.4.6 Assess community resources that support conflict prevention and management.

13.6.2 Apply guidelines for assessing the nature of issues and situations.

13.6.3 Apply critical thinking and ethical standards when making judgments and taking action.

ISTE NATIONAL EDUCATIONAL TECHNOLOGY STANDARDS (NETS)

Grades 6-8 and 9-12

Standard 5: Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

a. Advocate and practice safe, legal, and responsible use of information and technology.

b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

d. Exhibit leadership for digital citizenship.

Additional Resources

For research and additional content:

The International Society for Technology in Education

<http://www.iste.org>

The Leader in e-Safety Education

<http://www.isafe.org>

A Thin Line - Sexting Facts

<http://www.athinline.org/facts/sexting>

The National Campaign to Prevent Teen and Unplanned Pregnancy

<http://www.thenationalcampaign.org/sextech/teen-voices.aspx>

Connect Safely: Smart Socializing Starts Here

<http://www.connectsafely.org/Safety-Tips/tips-to-prevent-sexting.html>

NetSmartz

<http://www.netsmartz.org/index.aspx>

Pre-Production Video with Mr. Monkey

<http://www.sotherden.com/video101/storyboard.htm>

Lesbian, Gay, Bisexual and Transgender Health - CDC

<http://www.cdc.gov/lgbthealth/youth.htm>

Lesson Plan 1a (page 1 of 2)

Purpose: Guide and Create Expectations
Name: "What Do You Know About Sexting?"
Type: Student Background Information
Est. length: 45 minutes

Lesson Summary

Students apply pre-reading, annotation, and post-reading strategies to a current events article to become familiar with the real-life consequences of digital behavior -- i.e., sexting.

Lesson Materials

- Highlighter
- Pen/Pencil
- Notebook paper
- Computer with online access (e.g., google.com)
- Printer
- Dictionary



Lesson Objectives

- Students will be introduced to sexting.
- Students will analyze possible consequences of sexting.
- Students will become familiar with ways to prevent sexting.
- Students will begin to consider alternatives to sexting.

*The lesson objectives of **Lesson 1a** correlate to **Unit Teaching Points 1, 2, 3, 5, and 6**. See **page 4** for a list of unit teaching points.*

Note to Teachers: As a time-saving option, teachers may select an article about sexting for students to use.

Lesson Plan 1a (page 2 of 2)

(Estimated Length: 45 minutes)

I. Lesson Set-up (10 minutes)

PRE-READING

Instruct students to:

1. work in pairs to use an online news search engine (such as Google News) to search for articles on sexting.
2. select and print one sexting article with an interesting photo or headline -- but not to read the article yet.
3. complete one of the following activities together:
 - Predict the story from the headline.
 - Predict the story from a picture accompanying the article.
 - Predict vocabulary they'll find in the article.

II. Learning Activity (30 minutes)

DURING READING (15 minutes)

Next, instruct students to:

1. read their chosen article in its entirety.
2. underline three statements of importance or interest as they read.
3. write down three unfamiliar words they find in the article and use a dictionary to find and define these words.

POST-READING (15 minutes)

Instruct students to:

1. compare the article's content to their predictions made during the Pre-Reading activity.
2. individually write two paragraphs to respond to the statements and words they chose in the During Reading activity. Students should use their three newly gained vocabulary words in their writing.
3. reflect on their writing and the assignment with their partner.

III. Closure: Discussion (5 minutes)

Using the five questions below, guide a daily closing discussion about sexting.

- What is your definition of a sext?
- Why would someone send a sext?
- What are the consequences of sending/forwarding a sext?
- How can sexting be prevented?
- Do you think sexting should be viewed as a crime?

Lesson Plan 1b (Alternative)

Purpose: Guide & Create Expectations
Name: Unit Pre-test
Type: Multiple Choice
Est. Length: 15 minutes

As an alternative to Lesson 1a: "What Do You Know About Sexting?" you can guide and create student expectations with the Pre-test found on Worksheet A of the Appendix.

ANSWER KEY

1. What is sexting?
 - c. sending sexually explicit images or words with a phone or computer

2. What are the possible consequences of sending/receiving a sext?
 - e. all of the above

3. How should you respond to pressure to send or forward a sext?
 - e. none of the above

4. Where can a sext end up?
 - d. all the above

5. What are some reasons that people sext?
 - e. A and B only

Lesson Plan 2 (page 1 of 3)

Purpose: Define & Interpret Information
Name: "Defining Terms"
Type: Independent Practice
Est. Length: 45 minutes

Lesson Summary

Students watch the video *The Realities of Sexting: (you can't unsend!)* and then complete an essential vocabulary lesson to become familiar with what actions constitute sexting.

Lesson Materials

- Copies of "Defining Terms" (Worksheet B) for each student
- Notebook Paper
- Pencil/Pen
- Highlighter
- Video: *The Realities of Sexting: (you can't unsend!)*



Lesson Objectives

- Students will learn what constitutes "sexting."
- Students will analyze possible consequences of sexting.
- Students will become familiar with ways to prevent sexting.
- Students will begin to consider alternatives to sexting.

The lesson objectives of **Lesson 2** correlate to **Unit Teaching Points 1 - 6**. See **page 4** for a list of unit teaching points.

Lesson Plan 2 (page 2 of 3)

(Estimated Length: 45 minutes)

I. Lesson Set-up (10 minutes)

Note to Teachers: Inform the students that personal experiences -- theirs or anyone else's -- are inappropriate for class discussion but should be shared to an adult they trust: a parent, a teacher, or a school counselor.

BEFORE the video:

1. Instruct students to write answers to the following questions in 5 to 8 sentences.
 - What is sexting?
 - Have you ever sent, posted, or received something online or digitally that you think might be sexting?
 - How did that make you feel?
2. Direct a class discussion about some student responses. Open the floor with Socratic questioning.

Sample Questions:

- If it's your body and your phone or computer, shouldn't you be able to do whatever you want with them?
- Where should your rights end and your responsibilities start when it comes to digital and online activity?
- Should the law intervene in sexting incidents? Why or why not?

II. Learning Activity (30 minutes)

DURING the video:

1. Distribute copies of "Defining Terms" (Worksheet B).
2. Instruct students to complete Part A as they watch the video *The Realities of Sexting: (you can't unsend!)*

AFTER the video:

1. To aid in retention, instruct students to complete Part B after they watch the film.

III. Closure: Discussion (5 minutes)

Using the five questions below, guide a daily closing discussion about sexting.

- What is your definition of a sext?
- Why would someone send a sext?
- What are the consequences of sending/forwarding a sext?
- How can sexting be prevented?
- Do you think sexting should be viewed as a crime?

Lesson Plan 2 (page 3 of 3)

Worksheet B Answer Key

Part A: During the Film

Directions: As you watch the video *The Realities of Sexting: (you can't unsend!)* answer the following questions:

1. How is a sext defined in the video?

Sexting is the act of creating and or distributing a sexually explicit nude or semi-nude picture, video or text message that can be sent by a cell phone or posted on the internet.

2. According to National research how many teens have sent or received a sext?

According to national research, one in five teens has sent or received a sext.

3. According to the video what are the consequences for sending/ receiving a sext?

Possible consequences can include humiliation, blackmail, suspension from school, or even jail.

4. What are the reasons someone would send a sext?

The three common motivations for young people to sext are: fun or flirtation, popularity and social status, or to bully, blackmail or get revenge.

5. What are some alternatives presented in the video?

Some healthy alternatives to sexting include developing interests to gain popularity, communicating with new people, and finding common interests with someone you are attracted to in order to develop new relationships. Another alternative is to use school resources to mediate conflicts instead of forwarding a sext.

Part B: After the Film

Directions: Use the space below to 5 new or interesting things you learned about sexting from the video.

Answers will vary

Lesson Plan 3 (page 1 of 2)

Purpose: Define & Interpret Information
Name: "Debating the Issue"
Type: Collaborative Learning
Est. Length: 45 minutes

Lesson Summary

Students will engage in a class debate to become familiar with the controversial consequences of sexting.

Lesson Materials

- A copy of "Debating the Issue" (Worksheet C in the Appendix) for the teacher only
- Notebook Paper
- Poster Paper
- Markers
- Pencil/Pen
- Highlighter

Lesson Objectives

- Students will differentiate between school and state sexting policies.
- Students will judge the fairness and necessity of sexting laws.
- Students will consider the emotional and social consequences of sexting.

*The lesson objectives of **Lesson 3** correlate to **Unit Teaching Point 3**. See **page 4** for a list of unit teaching points.*

Lesson Plan 3 (page 2 of 2)

(Estimated Length: 45 minutes)

I. Lesson Set-up (10 minutes)

Journal & Discussion Activity

1. Instruct students to write answers to the following questions in 5 to 8 sentences.
 - What would you tell a friend who confided in you that they had forwarded or sent a sext?
 - How would you respond to a friend who told you they were feeling pressured to send a sext?
 - What are some alternatives to sending a sext to someone you like?
2. Direct a class discussion about some student responses. Open the floor with Socratic questioning.
Sample Questions:
 - What in our society allows, supports, or invites sexting?
 - How about our school culture: do we invite sexting?
 - What can we change to limit sexting?
 - What's a fair punishment for sexting? Do the punishments now in place work?

II. Learning Activity (30 minutes)

“Debating the Issues” Collaborative Activity

1. Create four “posters” for your room --- one for each of the following words: **Strongly Agree, Agree, Disagree, Strongly Disagree**. Place one poster in each of the four corners of the room.
2. Retrieve Worksheet C (Debating the Issue) from the Appendix. It contains statements about sexting for you to read aloud.
3. Instruct students to stand by their desks and listen for the statements about sexting you are about to announce. According to how they feel about the statement, they should move to that respective corner of the room. In the best case, you will have four groups of students in different corners. (If you have only one, you'll have to play devil's advocate and argue for the opposite stance).
4. Tell students they have 5 minutes to discuss with the other students in their corner the reasons that chose to stand in the corner they did (i.e., why they strongly agree, agree, disagree, or strongly disagree). Instruct students to take notes during this time.
5. Instruct one person from each group to report to the whole class about their group's feelings on the statement.
6. In the best case, one group will make a case so strong that some students have changed their minds about their reaction to the statement. If that is the case, give students an opportunity to switch corners.
7. Repeat steps 1-6 for each of the three statements on Worksheet C. Emphasize for each statement that students should take notes on the group discussions.
8. After all three statements have been discussed and students return to their desks, each student uses their notes to write a concise paragraph stating his or her position on one of the issues. Instruct students to cite the three strongest points supporting their position in that paragraph.

III. Closure: Discussion (5 minutes)

- What is your definition of a sext?
- Why would someone send a sext?
- What are the consequences of sending/forwarding a sext?
- How can sexting be prevented?
- Do you think sexting should be viewed as a crime?

Lesson Plan 4 (page 1 of 2)

Purpose: Generate & Differentiate Ideas
Name: "Persuade Me"
Type: Persuasive Writing Journaling Prompt
Est. Length: 40 minutes

Lesson Summary

Students continue to explore and consider the controversial consequences of sexting by responding to a persuasive writing journaling prompt.

Lesson Materials

- Copies of "Persuade Me" (Worksheet D in the Appendix) for each student.
- Notebook Paper
- Pencil/Pen
- Highlighter
- Notes from completed "Debating the Issue" activity (Worksheet C in the Appendix)

Lesson Objectives

- Students will create a piece of persuasive writing.
- Students will differentiate between school and state sexting policies.
- Students will judge the fairness and necessity of sexting laws.
- Students will consider the emotional and social consequences of sexting.
- Students will consider personal privacy rights.

*The lesson objectives of **Lesson 4** correlate to **Unit Teaching Points 1, 2, 3, 5 and 6**. See **page 4** for a list of unit teaching points.*

Lesson Plan 4 (page 2 of 2) (Estimated Length: 40 minutes)

I. Lesson Set-up (5 minutes)

Discussion Activity

1. Instruct students to write answers to the following questions in 5 to 8 sentences.
 - How easy is it to persuade someone? What are some ways to do it?
 - What's a topic you feel strongly about? Why is it important to you?
2. Direct a class discussion about some student responses. Open the floor with Socratic questioning.
Sample Questions:
 - Are the law and school rules open to interpretation?
 - What is the role of a lawyer or mediator?

II. Learning Activity (30 minutes)

Writing Activity

1. Distribute copies of "Persuade Me," (Worksheet D) to each student.
2. Instruct students to use their notes from Lesson 3 ("Debating the Issue") to respond to the journaling prompt.
3. Ask students to present their journal responses to the class.
4. Ask students to share their reactions about their classmates' papers. Emphasize that voiced reactions must be both constructive and compassionate.

III. Closure: Discussion (5 minutes)

Using the five questions below, guide a daily closing discussion about sexting.

- What is your definition of a sext?
- Why would someone send a sext?
- What are the consequences of sending/forwarding a sext?
- How can sexting be prevented?
- Do you think sexting should be viewed as a crime?

Lesson Plan 5a - Unit Assessment (page 1 of 2)

Purpose: Develop & Evaluate Performance
Name: Sexting Public Service Announcement
Type: Project-Based
Est. Length: 200 minutes (Five 40-minute sessions)

Unit Name:	Sexting
Accompanying video:	<i>The Realities of Sexting: (you can't unsend!)</i>
Grade Level:	6-12
Unit Assessment	"Sexting Public Service Announcement"
Type:	Project-Based
Summary:	Students will work in teams to create a storyboard for a public service announcement that defines sexting, lists possible consequences at their specific school and state, and provides alternatives to sending a sext.

Assessment Materials

- Copies of Worksheets E, F, G, and H (in the Appendix) for each student
- Notebook Paper
- Pencil/Pen
- Highlighter

Assessment Objectives

- Students will learn how to prepare a storyboard.
- Students will complete a sexting prevention activity.
- Students will present a clear definition of sexting.
- Students will demonstrate an understanding of sexting consequences at the school level.
- Students will demonstrate an understanding of sexting consequences at the state level.
- Students will present alternatives to sexting.

*The lesson objectives of **Lesson 5a - Unit Assessment** correlate to **Unit Teaching Points 1 - 6**. See **page 4** for a list of unit teaching points.*

Lesson Plan 5a - Unit Assessment (page 2 of 2)

(Estimated Length: 200 minutes)

I. Lesson Set-up (40 minutes)

Discussion Activity

1. Inform students that today they will end the Sexting Unit with an assessment.
2. Introduce students to what a storyboard is and how it works.
3. Hand out "What is a Storyboard?"(Worksheet E) which describes a story board and the terms of camera angles.
4. Ask students to review the sheet and ask any questions they may have.
5. Ask students to reference movies or scenes that use some of these camera angles. Discuss their examples.
6. Ask students what kinds of Public Service Announcements (PSAs) they've seen before. Discuss their examples.

II. Assessment Activity (160 minutes)

Project-Based Assessment

1. Separate students into groups of four.
2. Explain to students that they have been hired by an advertising agency to create a public service announcement about sexting.
3. Hand out the "Sexting PSA Directions" worksheet (Worksheet F).
4. Tell students that their PSAs must include:
 - (1) A clear definition of sexting.
 - (2) An explanation of what the consequences of sexting are at your school.
 - (3) An explanation of what the consequences are at the state level.
 - (4) Suggested alternatives for sexting.
5. Make and handout five copies of the "Storyboarding Template" (Worksheet G) to each group.
6. Walk around and check on group progress.
7. A rubric for grading and/or student use is available on Worksheet H.

Lesson Plan 5b - Assessment (Alternative)

Purpose: Develop & Evaluate Performance
Name: Unit Post-test
Type: Short Answer
Est. Length: 30 minutes

Unit Post-test

As an alternative to Lesson 5a: "Sexting Public Service Announcement" you can develop and evaluate student performance with the Post-test found on Worksheet I of the Appendix.

Unit Post-test Answer Key

Student answers should be similar to the answers below.

1. What is sexting?

Sexting is the act of creating and or distributing a sexually explicit nude or semi-nude picture, video or text message that can be sent by a cell phone or posted on the internet.

2. What are the possible consequences of sending/receiving a sext?

The possible consequences of sending a sext can include:

- Emotional/Social consequences like blackmailing and humiliation.
- School consequences, like suspension or expulsion.
- Legal consequences, like charges of harassment or child pornography.

3. How should you respond to pressure to send or forward a sext?

You should respond to sexting pressure by talking to an adult you trust.

4. Where can a sext end up?

A sext can end up forwarded to family, friends, and strangers. It can be posted on the world-wide web, or end up in the hands of the law. Once sent, a sext cannot be controlled. It can end up anywhere and with anyone you can imagine.

5. What are some healthy alternatives to sexting?

Some healthy alternatives to sexting include developing interests to gain popularity, communicating with new people, and finding common interests with someone you are attracted to in order to develop new relationships. Another alternative is to use school resources to mediate conflicts instead of forwarding a sext.

Appendix

Student Worksheets Glossary Rubrics & Parent Handout

Name _____

Directions: Circle the correct answer to each question below.**1. What is sexting?**

- a. having sexual intercourse before marriage
- b. drawing illicit pictures in your notebook
- c. sending sexually explicit images or words with a phone or computer
- d. talking about sex on the phone to someone
- e. searching for sexually explicit images or stories online

2. What are the possible consequences of sending/receiving a sext?

- a. suspension
- b. embarrassment
- c. expulsion
- d. arrest
- e. all of the above

3. How should you respond to pressure to send or forward a sext?

- a. send it, then delete it
- b. send it to a friend only
- c. send it only to the person who asked
- d. send it to your parents or teacher
- e. none of the above

4. Where can a sext end up?

- a. on a stranger's website
- b. on a classmate's social networking page
- c. in your parent's email inbox
- d. all the above
- e. none of the above

5. What are some reasons that people sext?

- a. to get even with a peer
- b. to please a person they are attracted to
- c. to impress teachers and parents
- d. all of the above
- e. A and B only

Name _____

Part A: During the Film

Directions: As you watch the video *The Realities of Sexting: (you can't unsend!)*, answer the following questions:

1. How is a sext defined in the video?
2. According to National research how many teens have sent or received a sext?
3. According to the video what are the consequences for sending/ receiving a sext?
4. What are the reasons someone would send a sext?
5. What are some alternatives presented in the video?

Part B: After the Film

Directions: Use the space below to write 5 new or interesting things you learned about sexting from the video.

1. _____

2. _____

3. _____

4. _____

5. _____

Debating the Issue

Name _____

Sexting Statements

Directions: Read each statement one at a time, starting with the background information first. Students should react by going to the corner of the room that symbolizes their reaction.

1. Background Info: Child pornography is essentially any sexually explicit image or video of a minor. Under federal law, child pornography is defined as any visual depiction of a minor doing something sexually explicit or engaging in sexually explicit conduct.

Debatable Statement: Sexting should be punishable by the law because it is child pornography.

2. Background Info: Blackmailing is a real consequence of sexting. By pressing send, you create not just a sext, but a considerable amount of leverage that can be used against you. A sext can exist forever and be used by anyone with access to it.

Debatable Statement: If you send someone a sext, it's like giving them a gift. The message now belongs to them and they should be able to do with it, what they please.

3. Background Info: Schools almost always have serious rules against sexual harassment or misconduct, rules against texting, and rules about cell phone use. It's easy to get caught by a teacher or administrator once your sext is forwarded from phone to phone. The next thing you know: three days suspension, or even expulsion--all because of a text message you didn't have to send.

Debatable Statement: Schools should be able to regulate your cell phone use on school premises. And if you break a digital use rule, your cell phone should be subject to search and seizure.

What is a Storyboard?

Name _____

Definition of Storyboarding

A storyboard can serve as a great visual representation of information. It can help an audience understand a message. Storyboards are a lot like comic books. They are a series of panels that show the scenes in the order a director would film them. They include camera angles and dialogue.

Storyboard Language

Camera Directions (direct the cameraman what to do with the camera.)

CLOSE-UP SHOT: A close range shot of the subject. (When a person's head and neck fills the screen)

LONG SHOT: A long distance between the camera and the subject, often providing a broader range of the setting.

PAN: A steady, sweeping movement from one point in a scene to another.

POV (point of view shot): A shot which is understood to be seen from the point of view of a character within the scene.

TILT: Using a camera on a tripod, the camera moves up or down to follow the action.

ZOOM: Use of the camera lens to move closely towards the subject.

Video Transitions (direct the video editor how to move between scenes.)

DISSOLVE: A transition between two shots, where one shot fades away and simultaneously another shot fades in.

FADE: A transition from a shot to black where the image gradually becomes darker is a Fade Out; or from black where the image gradually becomes brighter is a Fade In.

JUMP CUT: A rapid, jerky transition from one frame to the next, either disrupting the flow of time or movement within a scene or making an abrupt transition from one scene to another.

Using the Storyboard Template

Later, your instructor will handout a storyboard template. Here's how to use it:

1. The boxes on the left of the template are the scene boxes. For every new scene in your PSA (every new box) place the number on the top. Your scenes should be labeled numerically.
2. Each box on the left of the template should have a picture drawn within it depicting the scene. The neater the better!
3. Each box on the right should have what will be said in that scene (dialogue) and what's going on in the scene (action).

Sexting PSA Directions

Name _____

Directions: You and your group members have been hired by an advertising agency to create a Public Service Announcement (PSA) about sexting. Your PSA should resemble a commercial, but be about 3 minutes long and should do the following:

- A. Provide a clear definition of sexting
- B. Explain what the consequences are at your school
- C. Explain what the consequences are at the state level
- D. Suggest alternatives for sexting

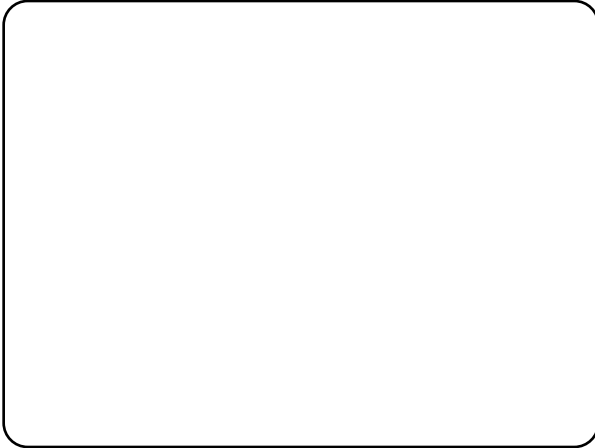
Next Steps:

1. Review your "What is a Storyboard?" worksheet and ensure that everyone in your group is familiar with the terms.
2. Each group should assign the following roles to group members:
 - Producer - The manager of the group, this person ensures the above guidelines are followed. They keep a daily log of the group member's work, and keep them on task. Finally, they turn in the final product to the teacher.
 - Director - This person has the overall vision for how the writer's words will become a visual message. They are responsible for all "action" blocks on the template being filled out properly. They also help and direct the artist in creating the scene pictures.
 - Artist/Cinematographer - This person is responsible for drawing the pictures in the template's scene boxes. They should be very comfortable with the camera directions and transitions on Worksheet E.
 - Writer - This person is responsible for writing the dialogue of the PSA in the template's dialogue boxes. They will also write a narrative of what the PSA will cover.
3. As a group, brainstorm what you want your PSA to sound and look like. What key themes do you want to make sure you get across? Do you want to use animals or people? What will the scenery look like?

Name _____

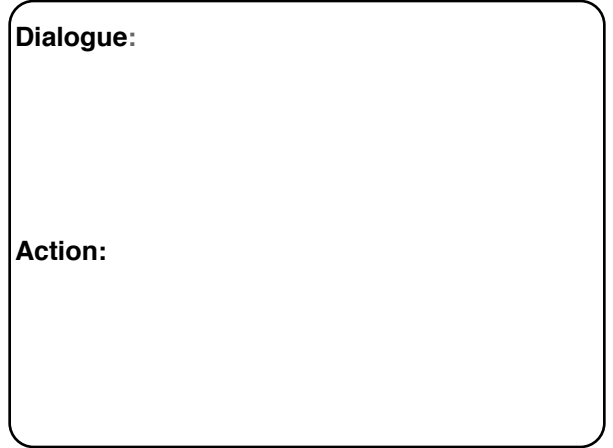
Title: _____

Scene:

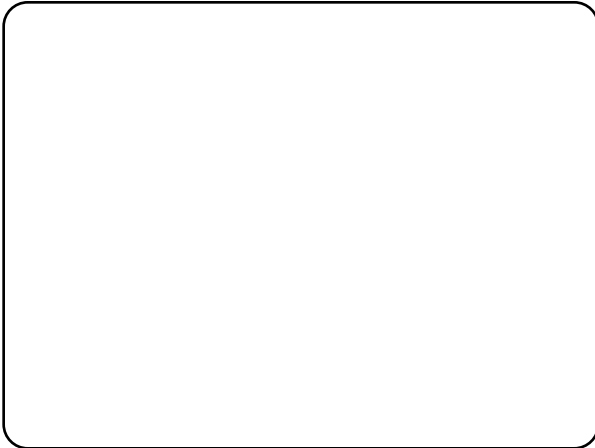


Dialogue:

Action:

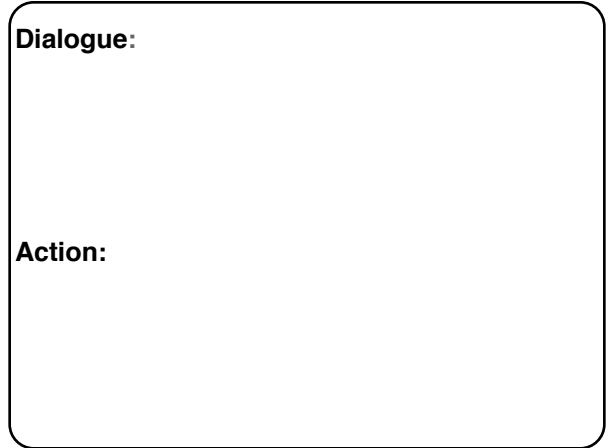


Scene:

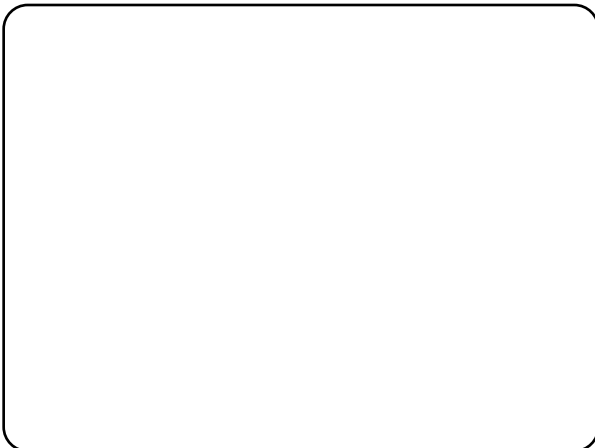


Dialogue:

Action:

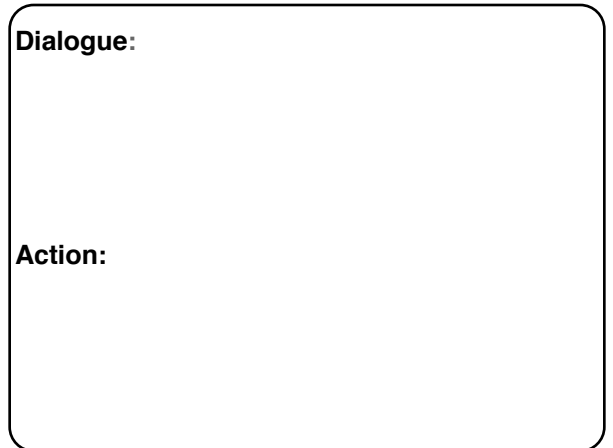


Scene:



Dialogue:

Action:



Name _____

CATEGORY	4	3	2	1
Clarity and Neatness	Storyboard is easy to read and all elements are so clearly written, labeled, or drawn that another student could create the commercial if necessary.	Storyboard is easy to read and most elements are clearly written, labeled, or drawn. Another person might be able to create the commercial after asking one or two questions.	Storyboard is hard to read with rough drawings and labels. It would be hard for another person to create this commercial without asking a lot of questions.	Storyboard is hard to read and one cannot tell what goes where. It would be impossible for another person to create this commercial without asking a lot of questions.
Use of Time	Used time well during each class period (as shown by observation by teacher, and documentation of progress in journal) with no adult reminders.	Used time well during most class periods (as shown by observation by teacher, and documentation of progress in journal) with no adult reminders.	Used time well (as shown by observation by teacher and documentation of progress in journal), but required adult reminders on one or more occasions.	Used time poorly (as shown by observation by teacher and/or documentation of progress in journal) in spite of several adult reminders.
Cooperation	Worked cooperatively with partner all the time with no need for adult intervention.	Worked cooperatively with partner most of the time but had a few problems that the team resolved themselves.	Worked cooperatively with partner most of the time, but had one problem that required adult intervention.	Worked cooperatively with partners some of the time, but had several problems that required adult intervention.
Spelling & Grammar	No spelling or grammatical mistakes on a storyboard with a lot of text.	No spelling or grammatical mistakes on a storyboard with little text.	One spelling or grammatical error on the storyboard.	Several spelling and/or grammatical errors on the storyboard.
Content	All content is in the students' own words and is accurate.	Almost all content is in the students' own words and is accurate.	At least half of the content is in the students' own words and is accurate.	Less than half of the content is in the students' own words and/or is accurate.
Required Elements	Storyboard included all required and a few additional elements.	Storyboard included all required elements and one additional element.	Storyboard included all required elements.	One or more required elements were missing from the storyboard.

How to Use this Rubric

A rubric is a useful tool for ensuring fair and consistent grading methods of student's work and performance in a variety of categories.

To use our rubric, identify where a student's work falls in each category. Each level of the category is assigned a number value.

Add up the scores that your student's work has earned and divide by a perfect score of 24 to assign his or her grade.

For example: 4 + 4 + 3 + 1 + 4 + 2 = 18, the grade is 18/24.

Blackmail	an attempt to influence someone's actions by using unfair pressure and threats.
Child Pornography	any sexually explicit image or video of a minor. Under federal law, child pornography is defined as any visual depiction of a minor doing something sexually explicit or engaging in sexually explicit conduct.
Emotional Distress	a negative emotional reaction—which may include fear, anger or anxiety.
Felony	an offense commonly punished in the U.S. by imprisonment for more than a year.
Harassment	to disturb persistently; torment; bother continually.
Humiliation	to lower or hurt the dignity or pride of another person.
Intimidation	to make someone timid; to fill someone with fear.
Misdemeanor	a criminal offense generally defined as less serious than a felony.
Sexting	the act of creating and or distributing a sexually explicit nude or semi-nude picture, video or text message that can be sent by a cell phone or posted on the internet.
Threat	a declaration of an intention or determination to inflict punishment, injury, or harm.