# Online Safety: Sexual Violence Prevention

Grades 9-12, Lesson 8

## Summary

Students brainstorm online and digital technology resources used by teens, and what those resources are used for. They evaluate their brainstorm to determine the potentially positive and negative roles of technology and social media. The teacher leads a discussion about sexual violence, specifically as it relates to technology, and then students use a research-based list of "online behaviors to avoid" to identify risky behaviors in a series of scenarios involving online communication.

## Student Learning Objectives

The student will be able to ...
1. Evaluate the potentially positive and negative roles of technology and social media in relationships.
2. Describe strategies to use social media safely, legally and respectfully.
3. Analyze the effect of technology on personal and community sexual health practices and behaviors.

## Lesson Timing

| | |
|---|---|
| Warm up | Bell work + 2 minutes |
| Introduce lesson / technology brainstorm | 5 minutes |
| Evaluate brainstorm | 7 minutes |
| Discuss sexual violence | 8 minutes |
| Scenarios activity | 25 minutes |
| Assign homework | |
| Exit ticket | 3 minutes |
| Total | 50 minutes |

## FLASH Key Concepts

Everyone has the right to say who touches their body and how.

It is never okay to touch someone else if they don't want you to, or to make them touch you.

There are laws about sex that everyone must follow.

Permission or agreement is required to engage in all sexual activity.

Rigid ideas about how men and women should act are harmful and limit how people can express themselves.

## Standards

### National Health Education Standards (SHECAT)

| | |
|---|---|
| Standard 1 | Students will comprehend concepts related to health promotion and disease prevention. |
| SH1.12.6 | Evaluate 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 (e.g., chat groups, e-mail, texting, websites, phone and tablet applications). |
| Standard 2 | Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors. |
| SH2.12.8 | Analyze the effect of media and technology on personal, family, and community sexual health practices, behaviors, and relationships. |
| Standard 4 | Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. |
| SH4.12.2 | Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) to protect the personal sexual health of oneself and others |
| Standard 7 | Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. |
| SH7.12.2 | Evaluate personal practices and behaviors that reduce or prevent sexual risk behaviors. |
| SH7.12.3 | Demonstrate practices and behaviors to improve the sexual health of oneself and others. |

### National Sexuality Education Standards

| | |
|---|---|
| ID.12.SM.1 | Explain how to promote safety, respect, awareness and acceptance. |
| PR .12.INF.1 | Analyze influences that may have an impact on deciding whether or when to engage in sexual behaviors. |
| HR.12.CC.4 | Evaluate the potentially positive and negative roles of technology and social media in relationships. |
| HR.12.SM.2 | Describe strategies to use social media safely, legally and respectfully. |
| PS.12.CC.1 | Compare and contrast situations and behaviors that may constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence. |
| PS.12.IC.1 | Demonstrate effective ways to communicate with trusted adults about bullying, harassment, abuse or assault. |
| PS.12.INF.1 | Describe potential impacts of power differences (e.g., age, status or position) within sexual relationships. |

## Rationale

**Theoretical Basis for Sexual Violence Prevention Lessons**
The prevention of sexual violence is both a behavioral goal of FLASH in its own right, and an important strategy for preventing teen pregnancy and STDs. Sexual violence is correlated with a host of acute and chronic health problems - amplified by high rates of victimization in the U.S.[1] Sexual violence is also strongly linked to teen pregnancy and STDs. Pregnant teens have higher rate of previous sexual assault, as do teens who begin having intercourse at a young age, increasing their risk of teen pregnancy and STDs. [2][3][4][5] Moreover, young teens with much older male partners have greatly increased risk of pregnancy.[6][7] Clearly, effective sexual violence prevention can reduce suffering and improve outcomes across many domains of health.

Sexual violence prevention programs have not been evaluated to the same extent as programs that reduce teen pregnancy and STDs. In the fields of public health and sexual violence prevention, the recommended approach to reduce sexual violence is to address "upstream" risk factors for perpetration.[8] FLASH's sexual violence prevention lessons address the risk factors for perpetration identified by the CDC[9] that are amenable to change through a school-based curriculum:
- Hostility towards women
- Hypermasculinity (exaggerated adherence to traits stereotypically attributed to men)
- General tolerance of sexual violence within the community
- Societal norms that support male superiority and sexual entitlement
- Societal norms that maintain women's inferiority and sexual submissiveness.

Significantly, strategies to prevent victimization (e.g. how women can avoid risky situations for sexual assault) and to increase empathy for victims of sexual violence have had mixed results.[8] These approaches were also shown to have the unintended consequence of strengthening participants' beliefs in rape myths (e.g. women are responsible for being raped).[8] This further underscores the need to focus prevention efforts on reducing perpetration.

The CDC risk factors are specific to male-on-female violence. Importantly, research links these same risk factors to same-sex sexual harassment and sexual violence targeted at LGBT young people.[10] While the majority of sexual violence is perpetrated by men against women, there is much more to be learned about the risk factors for sexual violence perpetrated by women against men, and sexual violence perpetrated against someone of the same gender.

**Online Safety**
The *Online Safety* lesson reinforces the anti-perpetration messages and norm resetting that takes place in the previous three lessons. It focuses on preventing perpetration of sexual assault and online bullying, and educating students about behaviors that may put them at greater risk for perpetration and victimization.

This lesson centers students as experts in the realm of online communication, and allows them to come up with strategies to prevent perpetration of online and in-person violence. Teens today are digital natives,[11] people who have grown up with digital communication and media, and who are highly knowledgeable about these forms of media. Additionally, research shows that not all youth are equally at risk for sexual violence committed or initiated online.[12] This lesson focuses on helping youth avoid specific online behaviors that are most amenable to change and have been identified by research as increasing the risk for perpetration or victimization (e.g.

requesting or posting nude pictures, visiting porn sites, using sexy sounding screen names, etc.)[12]

This is the fourth of a four-part series of lessons which includes *Undoing Gender Stereotypes, Healthy Relationships, Coercion and Consent* and *Online Safety.* All of the lessons are designed to prevent the perpetration of sexual violence.

## Materials Needed

### Student Materials
- *Online Behaviors to Avoid*
- *Communication Scenarios*
- *Handout for Parents and Guardians: Online Safety*
- *Individual Homework: Online Communication and Safety*
- *Family Homework: Talking About Online Safety*, available in multiple languages on the FLASH website
- *Lesson 8 Exit Ticket*

### Classroom Materials
- *Lesson 8 Warm Up*

## Teacher Preparation

Review your state's statutory rape laws. Specific age differences in Washington State law can be found in Lesson 7. Elsewhere in the U.S., look up your state's statutory rape law here: http://aspe.hhs.gov/hsp/08/SR/StateLaws/index.shtml.

## Activities

### 1. Warm up

Display warm up as bell work.

**Prompt:** The following tips are about risky behaviors that should be avoided when talking with others online or over text. Choose the one you think is most important and write 1 or 2 sentences about why you agree with it.

1. Avoid using the Internet to make rude or nasty comments to other people.
2. Avoid communicating online with people who are older or younger (more than a couple years) about sex.
3. It is best to not ask anyone to send you nude pictures or videos.
4. Meeting people in real life who you met online can be risky, especially if the person is older.
5. Looking at pornography online can be a bad idea, especially for teens. There are sometimes extreme and disturbing things that can't be "unseen."

### 2. Introduce lesson and lead technology brainstorm

Explain that this lesson will cover how teens can keep themselves safe online, especially from sexual assault. Let them know that the information shared in this lesson has been shown through research to be effective.

Lead the brainstorm by asking students to list the online spaces or digital tools they use to communicate, and what they use them for. Record answers on the board. A sample list is provided in the script.

> *In previous lessons you've learned lots of different ways to keep yourself healthy and safe. Today we're going to talk about the ways we use technology to communicate with friends and meet new people. We are also going to discuss how teens can stay safe online so that they are less likely to get hurt or to hurt others sexually.*
>
> *This lesson may sound different than lessons you have had in the past about online safety, or what adults may have told you about being safe online. That's because sometimes what people think will keep teens safe online isn't true. Today we will focus on behaviors that research tells us put young people at risk for sexual violence and sexual bullying online, and how we can prevent teens from sexually hurting or assaulting others.*
> *First, I want to hear from you. You all certainly know more than I do about online communication, so you tell me: What types of online spaces or digital tools are teens using to communicate with each other? As you list the type of technology, also tell me if there are certain things teens usually use it for – such as making plans, meeting new friends, etc.*
>
> Some possible answers for these lists include:
>
> | **Technology** | **Possible Communication Uses** |
> |---|---|
> | • Internet | • Meet people; find out information about people (i.e. Google them) |
> | • Social networking sites (Facebook, Instagram, Snapchat, etc.) | • Meet new friends or people to date; keep in |

| | |
|---|---|
| • Texting<br>• Tweeting (Twitter)<br>• Video or blogging sites (YouTube, Tumblr, etc.) | touch with current friends and family; chat with friends online; flirt; share information quickly with a group of people<br>• Keep in touch with friends and family; flirt; make plans<br>• Share information quickly with a group of people; gossip<br>• Share information and fun stuff with people you know and strangers; educate people; be creative; meet new friends or people to date; keep in touch with current friends and family |

## 3. Evaluate brainstorm

Help students evaluate their brainstorm to determine the potentially positive and negative roles of technology and social media in relationships.

Once the list has been created, ask students how online or text interactions are similar or dissimilar to in person interactions. Then ask students what are the positive things that online or text interactions can offer, and what are the negative things. Record their answers in two columns on the board labeled "Good" and "Not So Good." A sample list is provided in the script. After creating the lists, transition by pointing out that there are many positive things that come from these online interactions, and there are also clearly some risks.

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*Let's think about the things we just brainstormed.*
- How are your interactions online or over text or chat similar to the interactions that you have in person with people?
- How are they different?

*Great, now let's think about the good and not so good things that can happen in these interactions.*
- What do you see as the "good stuff," the positives or pros that online interactions can offer?
- What do you see as some of the "not so good stuff," the risks or cons about online interactions?

Some possible answers for these lists include:

**Good**
- Privacy
- Anonymity
- Fewer inhibitions
- Meet new people you would never have met otherwise
- Easily ignore people you don't want to talk to
- Freedom to say whatever you want
- Stay connected with friends and family
- Share information quickly and easily

**Not So Good**
- Can't control forwarding or reposting of your personal information or pictures
- Can have misunderstandings in communication
- Rumors spread very quickly
- Get hit on by people you're not interested in
- Information that has been posted can often be retrieved even after deleting it
- Sometimes wind up in situations that feel uncomfortable A private conversation can

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| | |
|---|---|
| • Learn new information<br>• Easier to flirt or start a conversation with someone you like<br>• Meet others from a community you belong to, such as other LGBTQ youth, others who share your religion, etc. | be shared with others<br>• Bullying and harassment is easier and more public<br>• Can end up at sites you don't want to be at<br>• It's risky to post or share nude or sexy photos online or over text |

*The Internet and other phone technology–such as texting and sharing photos–have some great advantages. They can help you meet new people, stay connected with friends and family, share information and learn new information. However, as we discussed, there are some risks involved with these technologies too. Most of the risks are the same things that exist off line, but we know that things can escalate much quicker online, even hurtful things that we do to others. There are also disturbing photos and videos that can't be unseen once they've been watched.*

## 4. Discuss sexual violence

Facilitate a discussion about the risks of sexual violence and their connections to technology.

Remind students that many of the risks of communicating online are sexual risks. Cover the following main points:
- People may receive unwanted and even offensive sexual attention online.
- Sometimes people meet online and develop relationships, and then make the risky decision to meet in person and have sex. This can lead to sexual assault.
- People may develop relationships with people who are much younger or older than they are. If these relationships are sexual, they may be against the law.

Lead a discussion about why dating an older person may be appealing, and what the risks might be. Examples are listed in the script.

*One of the risks of communicating online is that people may receive unwanted sexual attention, or have people say offensive or scary sexual things to them. Some people may even be sexually assaulted in real life by a person they first met online. Sometimes people are scared or hurt by people they don't know at all - strangers or people who pretend to be someone they are not. However, just like with other types of sexual assault, it is much more common for people to be hurt by someone they know, even if they don't know the person well.*

*We mentioned earlier that one good thing about the Internet is how easy it is to meet people online who have similar interests. These may be people you would never have met in real life. They may live in another location, be friends with a different group of people, or be a different age. One risk in online interactions, which we also see in real life, is that people sometimes initiate sexual relationships with people who are much older or much younger than they are. The Internet can make it easy for people who are much older or younger than each other to meet. Occasionally, they develop a relationship online and then make plans to meet in person and have sex.*

*As we discussed in our previous lesson about coercion and consent, having any type of sex*

with someone who is much older or younger is against the law, even when both people agree to have sex. It may also be dangerous for the younger person. These laws about age differences for a sexual relationship are the same whether people meet online or off line, and the older person is always the one who gets in trouble.

Ask students the following questions:
- *What could be interesting or appealing about dating someone older?*
- *What could be some of the risks?*

Some possible answers for these lists include:

**Interesting/Appealing**
- Older person knows more
- Younger person assumes the older person knows more/is smarter
- Older person has access to things younger person doesn't: money, car, apartment, job, alcohol, etc.
- Older person has more independence (a car, no curfew, etc.)
- For LGTBQ youth, the older person may be the only other LGBTQ person they know

**Risks**
- Could use knowledge to influence or take advantage of younger person
- Older person could manipulate younger person
- Could make older person seem attractive, younger person might overlook serious concerns about that person
- Risky situations where young person is alone in an apartment with someone, around alcohol/drugs, out late, etc.

Make sure the following points are made:
- Older people can use their experience or knowledge to influence or take advantage of a younger person.
- Older people have access to things that younger people don't, such as a car, an apartment, a job, alcohol, etc. This can make the older person seem very attractive as a dating partner, and may cause the younger person to overlook serious concerns they have about that person.
- Because the older person has more independence (perhaps an apartment or car, maybe no curfew if still living at home), a younger person is more likely to end up in risky situations with an older person than with a person of the same age. The risky situations may involve being alone in an apartment with someone, being around alcohol or drugs, being out late, etc.

## 5. Small groups identify online risky behaviors

Distribute the *Online Behaviors to Avoid* handout. Ask students to take turns reading the behaviors aloud, until all have been read. Next, distribute the *Communication Scenarios* worksheet and divide students into pairs or small groups. Assign each group a number from 1 to 5. Instruct students to read the scenario that corresponds with their number, discuss the scenario together, and fill in the questions at the end of their scenario, using the *Online Behaviors to Avoid* handout to assist them.

The Online Behaviors to Avoid *handout lists behaviors that research has found makes people more vulnerable to being hurt sexually and hurting others sexually. You might be surprised at some of the things on this list. They may be different than what you have been taught in the past about online safety. They are based in research and are important for us*

> *to know when we're thinking about how we treat others online and how we want others to treat us online.*
>
> *Let's work in groups now to think about how this information might apply in some real life situations. I will ask you to share your answers with the class when you are done.*

Use the *Communication Scenarios Key* to debrief the activity, asking each group to state their responses to the questions from their scenario. Write groups' suggestions for "safer choices" on the board, to create a list of safer options for the entire class.

Make sure the list on the board includes:
* Do not ask people for nude pictures, and, if you are sent a nude picture, delete it right away and do not show or send it to others.
* If you are going to meet someone in person who you met online, meet in a public place with other people present, and never meet just to have sex.
* Do not talk about sex with people you don't know online.
* Only send pictures and videos you would be OK with sharing with others.

Close with a summary of the main points of the lesson.

> *We talked today about how online communication can be fun and convenient, especially over social media. There are lots of benefits to online communication, and there are risks, too. There are also certain behaviors that can increase your risk online, making it easier for you to hurt others or be hurt. This makes it important to think about how we want to treat others online and via text. We worked with scenarios to figure out some good ways to not hurt other people, online or in real life, and figured out small changes we can make to keep ourselves safer online.*
>
> *You all have lots of knowledge about social media and online communication, and I appreciate you sharing your knowledge today. I hope that we can use the skills we learned in this lesson to help keep our online communication the most positive it can be.*

## 6. Assign homework

Allow students to choose between the individual or family homework and explain the assignments as needed. In order to complete the *Family Homework* students will take home 2 pages.

*Individual Homework: Digital Communication & Safety*

*Family Homework: Online Safety* AND *Handout for Parents and Guardians: Online Safety*, available in multiple languages on the FLASH website

## 7. Exit ticket

Hand out the *Lesson 8 Exit Ticket.*

**Prompt:** What is one thing you can do when communicating online or by text to make sure you are keeping yourself and others safe?

**Possible answers:**
- Do not ask people for nude pictures.
- If you are sent a nude picture, delete it right away and do not show or send it to others.
- Don't agree to meet people you don't know in real life.
- Don't agree to meet people you don't know in real life just to have sex.
- If you are going to meet someone in person whom you met online, meet in a public place with other people present.
- Do not talk about sex with people you don't know online.
- Only send pictures and videos you would be OK with sharing with others.
- Don't make rude or nasty comments to other people.
- Don't communicate with people who are much older or younger than you about sex.
- Don't use file sharing or free download programs.
- Don't look at pornography.

# Warm Up

The following tips are about risky behaviors that should be avoided when talking with others online or over text. Choose the one you think is most important and write 1 or 2 sentences about why you agree with it.

1. Avoid using the Internet to make rude or nasty comments to other people.

2. Avoid communicating online with people who are older or younger (more than a couple years) about sex.

3. It is best to not ask anyone to send you nude pictures or videos.

4. Meeting people in real life who you met online can be risky, especially if the person is older.

5. Looking at pornography online can be a bad idea, especially for teens. There are sometimes extreme and disturbing things that can't be "unseen."

# Online Behaviors to Avoid

The truth is that sexual assault and sexual harassment are never the victim's fault. Research does show, however, that certain online behaviors put young people at a greater risk of being approached by people who want to hurt them. These behaviors can also make it easier to hurt others sexually.

1. Avoid using the Internet to make rude or nasty comments to other people, or joining in against your better judgment when friends are harassing others online. Even if it feels harmless at the time, it can spread quickly and endanger other people. Think before you post.

2. Avoid communicating about sex online with people who are more than a couple years older or younger than you. Also avoid visiting porn sites and creating sexy-sounding screen names for yourself. All of these behaviors can put you at risk. It is illegal for older people to talk with young people about sex online, even if it seems fun, harmless or romantic.

3. It is best to not ask for anyone to send you nude pictures or videos, and, if you are sent these kinds of pictures, delete them right away and never share them with anyone. Nude pictures can get you in trouble with the law, and photos of people under age 18 may be considered child pornography.

4. Meeting people in real life who you met online can be risky, especially if the person is older. You may think you know them well, but they may fool you. If you do choose to meet, it is safer to meet in a public place, and go with a friend. Make sure you have your cell phone and an exit plan. It is also a good idea to tell your parent or a trusted adult about the meeting.

5. Free downloads and file-sharing can put unwanted pornography on your computer or phone that can be hard to get rid of. Any pornography that shows children or teens under age 18 is illegal and can get you in big trouble. It is also important to be careful what you look at online, even for a laugh. There are extreme and disturbing things that can't be "unseen."

Adapted from Crimes Against Children Research Center's "Internet Tips for Teens" http://www.unh.edu/ccrc/internet-crimes/safety_ed.html.

# Communication Scenarios

1. Jaz and Joey are both 15 and have been dating for 2 months. They like being flirty with each other over text. The other night while they were texting things got heated and they sent some very sexy messages to each other. Joey asked for a picture, and Jaz sent a picture of herself without a shirt on. A few weeks later Jaz broke up with Joey because she met a new guy that she liked. Joey was angry and sent some of Jaz's texts and the picture to his friends with some rude comments about her. He also decided to send them to Jaz's new boyfriend.

   What did Joey do that hurt Jaz?



   What are two things Joey could have done (or not done) to prevent hurting Jaz?



2. Sashi is worried about her best friend Jenna's relationship. So far Jenna and her boyfriend Trevor have only met online and their communication includes sexting and sending sexy photos. However, they are planning on meeting on Friday for dinner and then staying over at a motel. Jenna says that Trevor is so romantic and really understands her, and he's even sent flowers to her at school. But Sashi thinks it's weird that Trevor is 22 and is interested in a high school sophomore. Plus, Jenna is keeping her relationship secret from her parents and wants Sashi to lie and say that Jenna is spending the night at Sashi's house.

   What could Sashi do to help her friend?



   What is Trevor doing that is wrong?



   Even if Jenna knows it's not a good idea, what should she do to help remain safe in this situation?

3. Louisa's friend Veronica sent her a link a few weeks ago to a porn site. Louisa opened the link when she was at her dad's house, because she knew he wouldn't keep track of what sites she visits. She hadn't ever been to a porn site before, and looked at it for only a few minutes until she closed the screen in embarrassment. A few weeks later, Louisa was thinking about the site again, and opened the link. She explored the site, looking at pictures and videos, and noticed that there was an option to chat within the site. She signed up for a screen name, "SexxyChick17" and started chatting with people about a video she thought was really hot. A few people saw her profile picture and said she should post a video of herself on the site.

   What are some of the unsafe online behaviors that are happening?

   What could Louisa do to decrease risk in this situation?

4. Manuel is still friends with a few people from his old middle school, even though he goes to a different high school than they do. One of his friends, Bob, isn't very popular. Manuel is online and sees that his other friends from his old school have posted comments on Bob's page saying that he has a girl's chest and taunting him. They also posted a video they made of Bob changing in the locker room. Manuel thinks it's kind of funny, and before thinking about it, shares the video on his page and types a mean comment about Bob.

   What did Manuel do that could be hurtful to Bob?

   Afterward, Manuel thinks about what he did and regrets it. What could Manuel do then?

# Communication Scenarios Key

1.  Jaz and Joey are both 15 and have been dating for 2 months. They like being flirty with each other over text. The other night while they were texting things got heated and they sent some very sexy messages to each other. Joey asked for a picture, and Jaz sent a picture of herself without a shirt on. A few weeks later Jaz broke up with Joey because she met a new guy that she liked. Joey was angry and sent some of Jaz's texts and the picture to his friends with some rude comments about her. He also decided to send them to Jaz's new boyfriend.

    **What did Joey do that hurt Jaz?**
    * Shared texts and picture
    * Made rude comments about her
    * Sent the texts and picture to Jaz's new boyfriend (If students blame Jaz for sending a photo, reframe that Joey is the only one to blame for sharing Jaz's photo.)

    **What are two things Joey could have done (or not done) to prevent hurting Jaz?**
    * Not asked for a photo
    * Deleted the photo
    * Not shared their communication

2.  Sashi is worried about her best friend Jenna's relationship. So far Jenna and her boyfriend Trevor have only met online and their communication includes sexting and sending sexy photos. However, they are planning on meeting on Friday for dinner and then staying over at a motel. Jenna says that Trevor is so romantic and really understands her, and he's even sent flowers to her at school. But Sashi thinks it's weird that Trevor is 22 and is interested in a high school sophomore. Plus, Jenna is keeping her relationship secret from her parents and wants Sashi to lie and say that Jenna is spending the night at Sashi's house.

    **What could Sashi do to help her friend?**
    * Encourage Sashi to tell her parents about the relationship;
    * Refuse to lie for Sashi
    * Tell a trusted adult about her concerns
    * Ask an adult for help

    **What is Trevor doing that is wrong?**
    * Being in a relationship with someone so much younger
    * Communicating about sex with Jenna
    * Asking Jenna to go to a motel

    **Even if Jenna knows it's not a good idea, what should she do to help remain safe in this situation?**
    * Tell her parents about the relationship
    * Meet in a public place and bring a friend
    * Make a plan with friends to get out of the situation in case things don't go well with Trevor
    * Make a plan to keep in touch with friends in case things don't go well with Trevor

3. Louisa's friend Veronica sent her a link a few weeks ago to a porn site. Louisa opened the link when she was at her dad's house, because she knew he wouldn't keep track of what sites she visits. She hadn't ever been to a porn site before, and looked at it for only a few minutes until she closed the screen in embarrassment. A few weeks later, Louisa was thinking about the site again, and opened the link. She explored the site, looking at pictures and videos, and noticed that there was an option to chat within the site. She signed up for a screen name, "SexxyChick17" and started chatting with people about a video she thought was really hot. A few people saw her profile picture and said she should post a video of herself on the site.

**What are some of the unsafe online behaviors that are happening?**
- Louisa is talking about sex online and using a sexy-sounding screen name
- Other people are asking her to post a video

**What could Louisa do to decrease risk in this situation?**
- Not use the chat option on the site
- Not post a video
- Not download any videos
- Change her screen name

4. Manuel is still friends with a few people from his old middle school, even though he goes to a different high school than they do. One of his friends, Bob, isn't very popular. Manuel is online and sees that his other friends from his old school have posted comments on Bob's page saying that he has a girl's chest and taunting him. They also posted a video they made of Bob changing in the locker room. Manuel thinks it's kind of funny, and before thinking about it, shares the video on his page and types a mean comment about Bob.

**What did Manuel do that could be hurtful to Bob?**
- Making mean comments about Bob
- Sharing the video on his page

**Afterward, Manuel thinks about what he did and regrets it. What could Manuel do then?**
- Apologize to Bob
- Take the video and comments off his page
- Encourage his friends to take the video down
- Apologize to Bob on the site (publicly)

# Individual Homework:
# Online Communication and Safety

Name: _____    Period: _____

1. List 2 new things that you've learned from this lesson that you can do to keep yourself from sexually hurting others.

2. List 2 examples of when you should get help from a parent/guardian or trusted adult for things that could happen online.

# Family Homework:
# Talking about Online Safety

**All Family Homework is optional. Students may complete Individual Homework instead.**

**Purpose:** Family Homework is a chance to share your beliefs about sexuality and relationships, and the beliefs of your family, culture or religion.

**Directions:** Student will do the homework with a family member or trusted adult who is like family. Find a quiet place where the two of you can talk privately for 5-10 minutes. Please follow these guidelines:

- It is okay for either of you to skip a question.

- What you discuss will not be shared with anyone else, unless you give one another permission to share it.

- When it is your turn to listen, try to understand the other person's response.

1. Both read the *Handout for Parents and Guardians: Online Safety.*

2. Discuss the things you already do to keep yourself safe online.

3. Tell your parent/guardian what you've learned from this lesson about how to keep yourself safe online.

4. Discuss how the parent/guardian can help you stay safe online.

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# Family Homework Confirmation Slip: Talking about Online Safety

Due: _____

We have completed the family homework.

_____
Date

_____
Signature of family member or trusted adult

_____
Student's name

_____
Signature of student

# Handout for Parents and Guardians: Online Safety

High School FLASH Lesson 8 discusses online technology in relation to safety.

For you to be familiar with what your child has learned, here is a list of behaviors that were covered in class. These are behaviors that could increase your child's risk for harassment or sexual exploitation:

- visiting x-rated sites on purpose
- interacting online with people they don't know in real life
- using cell phones or the Internet to harass or make rude/nasty comments to others
- using file-sharing programs to download files (videos, music, etc)

The way to decrease these risks isn't to stop using technology. Instead, we need to increase family awareness and communication. Developmentally, it's normal for teens to be interested in romance, adventure, sex and independence.[1] But teens need support from adults in their lives as they explore these interests. Without support and supervision from their parents and guardians, they may be at increased risk for exploitation online.

So how can adults help decrease risk? Here are some ideas:

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- If you have access to a computer, use social networking sites *with* your teens. They can help teach you how to set up an account, and you can be their "friend" on the site. Social networking sites can be a fun way to communicate with each other!

- If you can, be open to talking about subjects such as sex and relationships, bullying and sexual orientation. If you are a safe person to talk to, your teen is less likely to seek out support from other potentially unsafe sources.

- Create a family Internet & technology use contract together. By working together, you will create opportunities for positive growth and communication for your teen.

  Sample family contract: https://www.connectsafely.org/contracts/

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[1] 2008. Wolak J, Finkelhor D, Mitchell K, et al. "Online 'predators' and their victims: Myths, realities and implications for prevention and treatment." *American Psychologist.* 63

# Exit Ticket

What is one thing you can do when communicating online or by text to make sure you are keeping yourself and others safe?

# Lesson 8: Assessment Questions

1. Communicating with friends online or by text is different than talking in person. There are ways that it is helpful, and ways that it can cause problems. List one way it's helpful, and one way it can cause problems.

2. List at least one thing that could be risky about dating someone who is older than you.

3. When people take sexy pictures and post or text them, they are usually just trying to have fun. Unfortunately, sometimes these pictures can cause real problems for the person who sent them and the people who receive them. What is at least one problem they can cause?

# Lesson 8: Assessment Key and Standards Alignment

| Question | Answer | Standards |
|---|---|---|
| 1. Communicating with friends online or by text is different than talking in person. There are ways that it is helpful, and ways that it can cause problems. List one way it's helpful, and one way it can cause problems. | *Helpful:*<br>• Privacy<br>• Anonymity<br>• Fewer inhibitions<br>• Meet new people<br>• Easily ignore people<br>• Freedom to say whatever you want<br>• Stay connected with friends and family<br>• Learn new information<br>• Share information quickly and easily<br><br>*Possible problems:*<br>• Can't control forwarding or reposting of personal information or pictures<br>• Misunderstandings in communication<br>• Rumors spread quickly<br>• Information that has been posted can often be retrieved even after deleting it<br>• Private conversations can be shared<br>• End up at sites you don't want to be at<br>• Get hit on by people you're not interested in<br>• Bullying/harassment is easier and more public<br>• You might find yourself in uncomfortable situations<br>• Nude photos can be shared without permission | NSES:<br>HR.12.CC.4<br><br>NHES:<br>SH2.12.8 |
| 2. List at least one thing that could be risky about dating someone who is older than you. | • Older person can influence or take advantage of a younger person.<br>• Older person could manipulate younger person.<br>• The younger person may overlook serious concerns because the older person has access to things such as a car, an apartment, a job, alcohol, etc.<br>• Because the older person has more independence, a younger person is more likely to end up in risky situation.<br>• The younger person is more likely to be put in risky situations, such as being alone in an apartment with someone, being around alcohol or drugs, being out late, etc. | NSES:<br>PS.12.INF.1<br>PR.12.INF.1 |

| | | |
|---|---|---|
| 3. When people take sexy pictures and post or text them, they are usually just trying to have fun. Unfortunately, sometimes these pictures can cause real problems for the person who sent them and the people who receive them. What is at least one problem they can cause? | • If the person is under age 18, the pictures can be considered child pornography, which is illegal.<br>• Pictures can be sent to others without the original person's permission.<br>• Pictures can be seen by parents, teachers, employers, etc.<br>• The person who posted the picture could receive unwanted sexual attention. | NHES: SH1.12.6 |
| **Family Homework** | | NSES: PS.12.IC.1 |
| **Exit Ticket:** What is one thing you can do when communicating online or by text to make sure you are keeping yourself and others safe? | • Do not ask people for nude pictures.<br>• If you are sent a nude picture, delete it right away and do not show or send it to others.<br>• Don't agree to meet people you don't know in real life.<br>• Don't agree to meet people you don't know in real life just to have sex.<br>• If you are going to meet someone in person whom you met online, meet in a public place with other people present.<br>• Do not talk about sex with people you don't know online.<br>• Only send pictures and videos you would be OK with sharing with others.<br>• Don't make rude or nasty comments to other people.<br>• Don't communicate with people who are much older or younger than you about sex.<br>• Don't use file sharing or free download programs.<br>• Don't look at pornography. | NSES: ID.12.SM.1 HR.12.SM.2<br><br>NHES: SH7.12.2. SH7.12.3 |

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