

Assessment

- Students complete the worksheet individually and then in groups.
- Students discuss legal issues pertaining to social networking sites.
- Groups brainstorm a list of ways students can become informed about appropriate and inappropriate behaviors.

Processing

1. What legal consequences can result from this situation?
2. Who would be at fault?
3. Without stating names, does anyone know of an actual similar case? What were the consequences?
4. How does "sexting" have an impact on a person's life? Emotionally? Mentally? Socially?
5. People sometimes believe that what they put on their phone and computer is personal and that no one has the right to know. What is the truth about this?
6. If a picture is placed on a social networking site, who owns it? What can happen with that photo?

5. After all students have completed their worksheet individually, form groups of five students, asking groups to arrange themselves away from other groups. Have the groups to discuss their answers and attempt to agree on who should receive consequences for their actions. Groups should also touch on the emotional, mental, and social consequences involved.
6. After the groups have had ample time to discuss the situation (approximately 10 minutes), ask volunteers to share their group's responses. Students should compare and contrast the different viewpoints within the room.
- Note:* Although students may not agree on who is at fault, you should be aware that legal ramifications involved in the story *and* should share the relevant laws. The legal ramifications might mean sharing district rules and state and federal laws. Also, final legal decisions may differ depending on where it occurred, legal counsel, or other factors.
7. To further discussion, ask students the processing questions. Again, you need to ensure that students have the correct information about the relevant laws.
8. To conclude the lesson, explain that because sometimes people do not think about potential negative consequences, like the ones described in the lesson's story, students need to become informed. Allow students to brainstorm on a piece of paper in their small group a list of ways other students can learn about appropriate and inappropriate behaviors in regard to technology use, handing in the completed list as they leave the classroom. Included in their list should be what bystanders can do to stop or prevent inappropriate behaviors.

LESSON 4: YOU BE THE JUDGE

Level: Middle school, High school

Time: 45 minutes

National Health Education Standards

1. Core Concepts
8. Advocacy

National Sexuality Education Standards: Performance Indicators

- Describe situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence.
- Compare and contrast situations and behaviors that may constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence.
- Advocate for safe environments that encourage dignified and respectful treatment of everyone.

Rationale

Thanks to cell phone technology, people are experiencing new challenges having to do with the easy sharing of personal information and pictures. In this lesson, after reading a fictional story involving "sexting," students will evaluate potential legal ramifications of this act. In addition, the emotional, mental, and social consequences of sexting will all also be discussed within small and large groups.

Materials and Preparation

Copies of "You Be the Judge" worksheet

List of applicable laws

Additional paper for the group brainstorm list (one piece per group)

Procedure

1. Begin the lesson by asking students if they can think of any TV shows depicting real personal cases whose outcome is decided by one judge. Most students should be able to refer to one show they have seen, or at least heard of. Explain that for the day's lesson, students will pretend they are judges, similar to judges on TV shows. As a judge, each student will determine who may or may not be charged as guilty in a fictional situation. After first deciding individually, groups of judges will come together to reach an agreement.
2. Distribute copies of the "You Be the Judge" worksheet, one per student. Ask a volunteer to read the story aloud for the class.
3. After the story is read, ask if students need any basic facts clarified.
4. Give students five minutes to answer the questions about the story on their worksheet.

Walk around the room to assist them.