**West Virginia Body Safety, Education, & Empowerment Sample Optional Lesson**

|  |
| --- |
| **Grade Level:**  10-12 |
| **Title of Lesson:**  Online Safety |
| **Summary:**  In this lesson, students will cover how to keep themselves safe online. |
| **WV CCR Student Success Standards**  DSS.9-12.2 *Maintain Positive Relationships*  • Distinguish between healthy and unhealthy relationships.  • Apply appropriate anger management and conflict resolution techniques.  • Minimize words and actions that hurt self and others.  • Address peer pressure in safe and effective ways.  • Identify bullying behaviors and utilize appropriate skills to address and decrease bullying.  DSS.9-12.3 *Exhibit Respectful Behavior*  • Respect personal boundaries and privacy needs.  • Interact appropriately with varying audiences in all settings.  • Use social and communication skills, dispositions, and character traits appropriate for various situations and audiences.  DSS.9-12.5 *Protect Emotional and Physical Safety*  • Apply strategies to reduce stress and protect safety, differentiating between situations requiring self-help, peer support, adult, or professional help.  • Utilize communication skills and strategies to participate in only safe and healthy activities.  • Develop and implement plans for situations such as teasing, bullying, harassment, threats, intimidation, and other violent acts or dangerous situations.  • Know emergency contact information and utilize school and community resources to protect personal safety. |
| **WV CCR Wellness Education Standards**  HE.8 Evaluate how media of all forms can impact personal, family, community and national health.  HE.9 Debate the potential influences of technology on personal, family, and community health.  HE.15 Utilize effective communication skills in a variety of situations.  HE.16 Describe healthy ways to express emotions, needs, and desires in different situations.  HE.18 Identify potentially harmful situations and devise strategies and develop skills to avoid such situations through refusal, negotiation, and collaboration skills. |
| **Students will know and understand:**  After this lesson the students will know and understand:   * using the internet to make rude/nasty comments to others is harmful * the risks of communicating about sex online * the risks of asking for or sending explicit pictures or videos * the risk of meeting people in real life who you met only online * accessing pornography online * once something is shared online or by text it can never be erased |
| **Students will be able to:**   * determine what is and isn’t appropriate online * describe appropriate responses to online or other forms of electronic bullying * take steps to be safe online |
| **Materials & Resources:**  9-12.1 Scenarios Worksheet |
| **Learning Plan:**  *Introductory activity (10-15 minutes)*  **SAY:** Today we will focus on behaviors that research tells us put young people at risk for sexual violence/bullying online.  **SAY:** To begin our conversation today,I want to hear from you. I am certain you all know more about online communication than I do.  **SAY:** What types of online places or digital tools are teens using to communicate with each other? Do they use these online places or digital tools for more than just talking?    *Possible answers* (not an exhaustive list):  Facebook, instagram, snapchat, fortnight, whatsapp, twitter, youtube, texting, tumblr, tik tok, musicl.ly, messenger, chatroulette, mappen, pintrest  **DO:** Using their answers, have students discuss and present on the board healthy, unhealthy, and abusive uses of online interactions.  *Possible Answers* (not an exhaustive list):  Healthy:  Privacy, anonymity, easy to ignore others, share information quickly and easily, work together on projects  Unhealthy:  Cannot control forwarding or reposting of personal info or pictures, misunderstanding and rumors spread quickly  Abusive:  Bullying, harassment, sending of explicit pictures  *Core Activity (20-30 minutes)*   1. Group Scenario Activity *(10-15 minutes)*   **DO:** Split students up into groups of 4 or 5. Give each group a scenario. (9-12.1 Scenarios Worksheet) Depending on the size of the class, more than one group may have the same scenario.  **SAY:** Today we will be reading and discussing scenarios. These scenarios will be used to determine the potentially positive and negative roles of technology, social media, and gaming with respect to our relationships. As a group, use the next 15 minutes to read and discuss your scenario. As you discuss, record your answers on the scenario worksheet.   1. Whole Class Discussion *(10-15 minutes)*   **Do**: Bring everyone’s attention back to the whole class  **Say**: Ok, now we’re going to go around to each group and share your responses.  **Do**: Pick one scenario to begin and read the scenario aloud. For each scenario, have the group share their answers. Be sure to lead the discussion by keeping the comments appropriate and providing clarification when necessary.  **Do**: Repeat the previous step until you have heard from each group.  *Lesson Wrap-up (3- 5 minutes)*  **SAY:** Today we used scenarios to learn how online communication can be fun and convenient, especially over social media. There are lots of benefits to online communication, but there are risks too. There are certain online behaviors that can make it easier for you to be hurt or to hurt others. It is important to think about how we 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.  **SAY:** You all have lots of knowledge about social media and online communication, and I appreciate you sharing today. I hope that we can use the skills we learned in this lesson to keep our online communication positive.  **SAY:** If anyone has questions about what we have discussed, feel free to ask. You may want to talk in private. Your teachers and school counselor are available to talk if you have questions or need help. |
| **Checking for Understanding: Ticket out the door**  To check for understanding have students write one thing they can do when communicating online or by text to make sure they are being safe. |
| **Accommodations:**  Follow all accommodations and modifications required by the student’s IEP, 504 Plans, and SAT. |

**9-12.1 Scenario Handout**

**Communication Scenarios**

This handout has been designed for use during the core activity.

Prior to class, print the scenario pages for each group. Some groups may have the same scenario depending on the size of the class.

|  |  |
| --- | --- |
| **Scenario 1:**  Jenn 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, they sent explicit messages to each other. Joey asked for a picture, and Jenn sent a picture of herself without a shirt on. A few weeks later Jenn broke up with Joey because she met a new guy. Joey was angry and sent some of Jenn’s texts and pictures to his friends with some rude comments about her. He also decided to send them to Jenn’s new boyfriend. | |
| **How well do you think Joey handled this situation? Is there anything Joey could or should have done differently?** | **How well do you think Jenn handled this situation? Is there anything Jenn could or should have done differently?** |

|  |  |
| --- | --- |
| **Scenario 2:**  Sarah is worried about her best friend Jemma’s relationship. So far Jemma and her boyfriend Trevor have only met online and their communication includes sexting and sending explicit pictures. They are planning to meet Friday for dinner and then spending the night in a local hotel. Jemma says that Trevor is so romantic and really understands her. He has even sent flowers to her at school. However, Sarah thinks it is weird that Trevor is 25 and interested in a high school sophomore. Plus, Jemma is keeping her relationship a secret from her parents. Jemma also wants Sarah to lie and say that Jemma is spending the night at Sarah’s house. | |
| **How well do you think Jemma handled this situation? Is there anything Jemma could or should have done differently?** | **How well do you think Sarah handled this situation? Is there anything Sarah could or should have done differently?** |

|  |  |
| --- | --- |
| **Scenario 3:**  Claire’s friend Fayth sent her a link a few weeks ago to an explicit site. Fayth opened the link when she was at her dad’s house, because she knew he did not keep track of what sites she visits. She had not even been to a site like that before, and looked at it for only a few minutes until she closed the screen in embarrassment. A few weeks later, Fayth was thinking about the site 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, and started chatting with people on the website. A few people saw her profile picture and said she should post a video of herself on the site. | |
| **How well do you think Claire handled this situation? Is there anything Claire could or should have done differently?** | **How well do you think Fayth handled this situation? Is there anything Fayth could or should have done differently?** |

|  |  |
| --- | --- |
| **Scenario 4:**  Manny is still friends with a few people from his old middle school, even though they all go to different high schools. One of his friends, Bryan, isn’t very popular. Manny is online and sees some friends from his old school have posted comments on Bryan’s page saying that he has a girl’s chest and taunting him. They also posted a video of Bryan changing in the locker room. Manny thinks it’s kind of funny, and before thinking about it shares the video on his page and types a mean comment about Bryan. | |
| **How well do you think Manny handled this situation? Is there anything Manny could or should have done differently?** | **How do you think Bryan would feel if he saw the video and comments? What are some appropriate steps Bryan could take in this situation?** |