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Sexuality Education Lesson Plans Southeast Asia

SEXTING
AND CONSENT



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ABOUT THIS LESSON . . .



This lesson plan is one of a set of 9 individual, scripted lesson plans that are available to support in-school or out-of-school delivery of comprehensive sexuality education (CSE) in Southeast Asia. The scripted lesson plans are designed to incorporate use of AMAZE educational videos that address the lesson plan topics and can be used to supplement existing lesson plans or resources that you may already be using in the delivery of CSE.

Ideally, learning about any specific CSE topics should provide learners with the opportunity to develop, apply and practice learning in the domains of knowledge, skills and attitudes. In these lesson plans we provide as an example, only a few of the primary learning outcomes that could be targeted, recognizing that a single lesson is often not enough to achieve mastery of any one learning outcome or adequately cover more than one learning domain. Teachers are encouraged to schedule and deliver follow-up lessons that reinforce intended learning outcomes of these lessons/CSE topics, and to take advantage of other opportunities both in, and outside the classroom that enable learners to reflect on attitudes and practice and reinforce a skill.

SEXTING AND CONSENT

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International Technical Guidance on Sexuality Education Alignment

Key Concept 4: Violence and Staying Safe

- Topic 4.3: Safe Use of Information and Communication Technologies (ICTs), ages 12-15

Prior Student Knowledge

Students have learned about consent and its implications for sexual decision making and the importance of the right to privacy and of being thoughtful about what to share on social media.

Target Age-Range

Grades 7-8 (approximately ages 10-14)

Time

45 minutes

TEACHER PREPARATION:

- Access and preview the AMAZE Sexting: What Should You Do? video to be familiar with the content and sure that you are comfortable showing it in class.
- Test playing the video so that it's ready to view during the lesson, either queued up to the start (to avoid ads) on YouTube, off of an **AMAZE playlist**, or a downloaded version. Consider using the **YouTube Playback Speed Function** to adjust the speed of the video to what's best for your students.
- Print out copies of the Handout: What Happens Now? Sexting Scenarios - one copy per each group of 3 students.
- Research the basic laws of your province/country about sexually explicit material in order to be able to share this information with students should it be available.

MATERIALS NEEDED:

- Handout: What Happens Now? Sexting Scenarios
- Computer with internet access and speakers
- LCD projector and screen
- Video link: <https://bit.ly/sextingandconsent>
- Chalk and blackboard



LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. **Define sexting.** (Knowledge)
2. **Acknowledge the importance of consent in the context of sexting.** (Attitudinal)
3. **Demonstrate giving and receiving consent.** (Skill)

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PROCEDURE:

Step 1

Introduce the lesson by saying, "Living in a time of increased access to technology and use of smartphones, people are constantly using phones for communication. One type of communication that you may have heard of or come across is that of sexting. Today we're going to learn about what sexting is, why consent is important when sexting, and how to give and get consent."

Next, say that "Sexting is the action or practice of sending photographs or messages that are sexual through a mobile phone." Write this definition on the blackboard upon sharing it with the class.

Say, "To talk more about what sexting is and things to think about, we're going to watch a short video." Next, show students the 2 ½ minute AMAZE video *Sexting: What should you do?*

<https://bit.ly/sextingandconsent>

(5 minutes)



Step 2

After the video, put students into pairs whereby some are same-sex pairs of just boys or just girls and some are mixed-sex pairs and give them 6 minutes to briefly discuss the video with each other by answering the following questions. Note that you'll ask for a few volunteers afterwards to share highlights from their discussions.

- What was it like to watch this video/what did you think about it?
- Who initiated the sexting? Could it have been the other way around?
- What would you say is a key lesson from the video?

After the 6 minutes are done, ask if anyone would like to share highlights from their conversations. Probe for answers to particular questions as needed.

Summarize key observations made by the students and if not already mentioned, underscore that young people have the right to share and access information and that building friendships and starting to develop sexual relationships is a healthy part of growing up. In this day and age of modern technology, requesting or sharing naked pictures with someone you really like could seem like a good way to let them know that you like them but there are other ways to express feelings, which are respectful, don't make the other person feel bad, and don't put you at risk of doing something against the law.

(15 minutes)



Step

3

Next, explain that sharing personal information, particularly something as personal as naked pictures, can be tricky when it comes to consent. Ask students if they remember what consent means and ask for volunteers to share ideas. Then, recall that sexual consent is when both people are actively willing to engage in a particular sexual behavior (such as sharing sexual pictures) and express their consent by saying, “Yes, that’s OK with me.” Ask students, “**Even if someone consents to sharing their photos, does that mean that they consent to the photos being shared with others?**” Affirm that it doesn’t mean that consent was given, yet technology makes it very easy to do that at the push of a button.

Put students into groups of 3 and distribute one of the three scenarios from the **Handout: What Happens Now? Sexting Scenarios**, to each group. Divide the scenarios so that half of the groups have either Scenario 1 or 2 (which is the same scenario but with the characters swapped) and the other half have Scenario 3. Ask students to review their scenario and determine whether consent was present in the interaction.



Note to the Teacher: The scenarios can be adapted to reflect different sexual orientations and language can be adjusted to be gender neutral by using the pronoun “they” instead of “her” or “him” and using gender neutral names (as in Scenario 3).

After 5 minutes of small group discussion, tell students you will now discuss the scenarios all together. Starting with groups who read Scenario 1, ask each group to share one takeaway from the scenario, asking them to not repeat any key ideas shared by a previous group. Next, ask the groups who read Scenario 2 and then Scenario 3 to do the same. Once all the groups have shared their key points, summarize by sharing the following key points:

- Ganda and An and Chau and Malt all have the right to share and access information and building friendships and starting to develop sexual relationships is a healthy part of growing up.
- It can be hard to give or know if consent was given when it comes to online communication.
- In scenarios 1 and 2, consent was not actually given by either Ganda or An to share their selfies with others even though they shared them with each other...



- In scenario 3, Chau didn't ask Mao for consent to share the naked photo.
- It's not okay to take, send, or post someone's picture without their consent.
- It's possible that the sexts they send back and forth could be considered child pornography and illegal, depending on local laws.
- If any of them were to share or post the selfie to hurt or embarrass each other (perhaps after a breakup), that could be considered "revenge pornography" and could also be illegal.

(20 minutes)

Step 4

Conclude by noting that sexting is the action of sending photographs or messages that are sexual through a mobile phone and that depending on where you live, this can be considered illegal. Note that young people have the right to share and access information and that there are other ways to show someone that you like them. Affirm the importance of consent in any relationship, including online, and how clearly giving or seeking consent is key if sexting, as what a person is or isn't consenting to can be difficult to understand.

(4 minutes)

Step 5

Explain and distribute the homework assignment, Putting It Into Practice: Getting and Giving Consent. Say that over the next week, students should think about and describe on the worksheet two situations in which they gave permission to someone else for something, and two situations in which they asked someone else for permission to do something.

(1 minute)

KEY SUMMARY POINTS:

- Sexting is the action or practice of sending photos or messages that are sexual through a mobile phone
- Consent can be tricky when sexting, as whether and what a person is consenting to may be unclear.
- Sexting can be illegal and so it's important to be aware of laws.



OPTIONS FOR ASSESSMENT OF LEARNING OBJECTIVES UPON CONCLUDING THE LESSON:

Observe students' contributions during the discussion of the video and ability to analyze the scenarios to assess understanding of sexting and the importance of consent. Alternatively, an exit slip could be used that asks students to recognize the proper definition of sexting, rate how important consent is if sexting, and to describe why. You can use the homework to evaluate skills for giving and getting consent.

ADAPTATION TIPS FOR VIRTUAL DELIVERY

In the event of virtual delivery, use a digital platform like Google Classroom or Zoom. For the second step where students are in pairs, students could be placed together in virtual pairs. Similarly for the group work in Step 3, students could be divided into virtual groups of three and provided their scenarios ahead of time. Any notations could be noted on a virtual blackboard.

HOMEWORK (If any)

Distribute, explain, and assign the homework, Putting It Into Practice: Getting and Giving Consent.

Getting and Giving Consent



Name: _____

Date: _____

Instructions: Over the next week, write down two situations in which you give permission to someone else for something, and two situations in which you asked someone else for permission to do something. Record below how each situation went.

Situation 1:

Did you give Consent? _____ If yes, what did you say/do? _____

What, if anything, would you have done differently? _____

Situation 2:

Did you give Consent? _____ If yes, what did you say/do? _____

What, if anything, would you have done differently? _____



Situation 3:

Did you get Consent? _____ If yes, what did you say/do to get it? _____

What, if anything, would you have done differently? _____

Situation 4:

Did you give Consent? _____ If yes, what did you say/do to get it? _____

What, if anything, would you have done differently? _____

Student Handout:

What happens now? Sexting Scenarios

Scenario 1

An, a 15 year old student, and Ganda, a 17 year student, are dating. Ganda has been asking An to send him a naked picture. Over the summer, he has sent her several and they don't get to see each other as much and although they facetime often, Ganda keeps asking An for a naked picture to look at when he misses her. Since she misses him, and Ganda has sent so many naked selfies already, An decides to surprise Ganda with a naked selfie. What might happen after An sends a selfie? Can An or Ganda consent to their selfie being shared with anyone else?



Scenario 2

Ganda, a 15 year old student, and An, a 17 year student, are dating. An has been asking Ganda to send her a naked picture. Over the summer, she has sent him several and they don't get to see each other as much and although they facetime often, An keeps asking Ganda for a naked picture to look at when she misses him. Since he misses her, and An has sent so many naked selfies already, Ganda decides to surprise An with a naked selfie. What might happen after Ganda sends a selfie? Can An or Ganda consent to their selfie being shared with anyone else?



Scenario 3

Mao and Chau have been talking for a long time. They started off as friends and as the relationship continues to grow deeper, Mao sends Chau a naked picture. Chau, in her excitement, shows it to a few close friends because she thinks Mao is very attractive. What could happen now that Chau has shown the image to friends? Did Mao consent to their image being shared?

