

Teen Tech Safety: Development and Evaluation of Social Media Safety Curriculum

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Abstract

Our VOICE is Buncombe County's Rape Crisis and Prevention Center located in Asheville, North Carolina. The center provides key services to those impacted by sexual violence including a 24-hour crisis hotline largely operated by volunteers, free counseling services for primary and secondary survivors of sexual assault ages 13 and older, a bar outreach program to educate bar owners, bartenders, and servers on the signs of drug-facilitated sexual assault (DFSA), and victim advocacy through accompaniment to court dates and assistance with accessing resources. The center also has a prevention education branch that provides prevention education to local middle schools, high schools, and colleges. The Teen Tech Safety curriculum has been developed by Our VOICE for use in educating 5th grade, middle, and high school students about 'sexting,' cyber-bullying, and online cruelty. The curriculum is a project made possible by a generous grant from the Women for Women Foundation. One of the parameters of the grant involves developing this curriculum into a finished product available for purchase by other educators. Completed under the direction of the prevention education coordinator, Leah Rubinsky, this project consists of revising the curriculum content, detailing content of classroom activities, acquiring feedback and evaluation from education professionals, and developing the bibliography for the curriculum.

With the rise in popularity of social media and the development of countless ‘apps,’ online cruelty, cyber-bullying, and ‘sexting’ have become pervasive elements in the lives of American teenagers. The Teen Tech Safety curriculum was developed to address these issues as well as to educate teenagers about the social, emotional, and legal consequences of these behaviors and how to cultivate appropriate online citizenship and maintain a “clean digital footprint.” Through the implementation of this project a complete curriculum will be produced, evaluated, revised, and packaged for sale to educators of fifth through twelfth grades. This curriculum has been implemented in Asheville City Schools and some local charter schools since 2013 and was recently approved for use in Buncombe County Schools for eighth and ninth grades. Future research may involve a survey of the efficacy of the curriculum over time as social media and the interests of modern teenagers change and adapt.

Keywords: sexting, cyber-bullying, Teen Tech Safety, online cruelty

Origins of the Project

‘Sexting’ – the sending, receiving, or forwarding of sexually explicit messages, images, or photos through electronic means, primarily between cellular phones (Klettke, Hallford and Mellor) – is becoming increasingly prevalent among teenagers (Lenhart). A 2009 Pew Internet & American Life Project survey showed that sexting prevalence among teenagers increases with age, with only about 4 percent of twelve-year-olds having participated in sexting, while up to 30 percent of seventeen-year-olds reported having either sent or received a sexually explicit message or image (Lenhart). However, some more recently conducted surveys have put estimates of minor participation in sexting of any kind at closer to 50 percent, although only 28 percent reported having sent photographic sexts (Strohmaier, Murphy and DeMatteo). This evidence demonstrates that once sent, sexually explicit messages and images are being forwarded by peers, often without consent of the original poster.

The Teen Tech Safety project is an initiative funded by the Women for Women Foundation to develop and teach curricula for the Buncombe County and Asheville City school systems around sexting and cyber-bullying prevention, how to keep online information private, and how to be a responsible digital citizen. Numerous news stories have made headlines in recent years concerning youth cyber-bullying, trauma, and even suicide associated with sexting. While some scholars have argued against the “policing” of teenage sexting as a normal and healthy sexual outlet (Doring), Strohmaier et al. have shown that teenagers who were aware of the legal consequences associated with the behavior were less likely to participate in any form of sexting (2014). The developed curriculum addresses legal, social, and emotional consequences of sexting and associated behaviors while still supporting a healthy and age-appropriate sexuality for students. The procurement of this knowledge enables teenagers to make a more responsible choice for themselves by making them more aware of the consequences of such actions, as well as empowering students to seek help from appropriate avenues should a sext be forwarded or if they encounter cyber-bullying or online cruelty, either by classmates or unknown individuals on the internet.

One of the parameters of the grant provided by the Women for Women Foundation involves developing this curriculum into a finished product available for purchase by other educators.

Through my position as a Prevention Education Intern with Our VOICE, I began working with this curriculum in various 5th grade and middle and high school classrooms. The curriculum had, at that time, been approved for use in Asheville City Schools and was implemented there as well as in several local charter schools. It has since additionally been approved for use in 8th and 9th grades in Buncombe County Schools. When the opportunity arose to complete the Community Engaged Scholar program, I approached Leah Rubinsky at Our VOICE about the possibility of my undertaking an additional project, which would be designated as above and beyond what was expected of me in my role as intern and completed outside of those hours. Together, we identified the completion of development and evaluation of the Teen Tech Safety curriculum as a mutually beneficial project that fit the program parameters. The undertaking of this project by me allows for the relief of some responsibility and workload of the already over-worked and under-staffed organization, allowing for more focus by staff members, on counseling, education, and victim advocacy.

Methods and Work Undertaken

The vast majority of work undertaken in this project has involved the re-formatting, revising, and polishing of previously existing curriculum; detailing of content of various classroom activities, as well as creating new activities to replace existing ones that were outdated and to supplement others; acquiring feedback and evaluation from education professionals, including high school and college educators; and development of the bibliography for all versions of the curriculum.

The Teen Tech Safety (TTS) curriculum is divided into three different platforms with curricula designed for 5th grade, 6th-8th grades (middle school), and 9th-12th grades (high school) that each address cyber-bullying, online cruelty, and sexting with an age-appropriate approach. Although the curriculum was fully developed at the time that I undertook the project, there was quite a bit of work still to be done in order to polish the product and ready it for sale to other educators. I began my work on the project with the re-formatting of all three curricula to make them easier to navigate by removing erroneous text and re-structuring the order of the page presentations. By decreasing the amount of text on the page and reorganizing the remaining text, as well as adjusting alignment and incorporating minor graphics, the curriculum is easier to follow visually while attempting to teach a class. The revisions, along with the design and layout of the curricula took many days of collaborative work between Leah, who originally created the curricula, and myself¹.

Included in the revision process was the detailing of classroom activities and creation of supplemental activities pages to be included with the product. While each of the curriculum platforms are designed with a specific amount of time for the completion of the materials, there are supplemental activities included that may be added to the curriculum to lengthen the lesson time, or that may be exchanged for any other activity as the instructor deems appropriate. The curricula may also be split into multiple lessons, again dependent upon the amount of time available, the maturity of the students involved, and the level of depth with activities that the instructor feels is appropriate. In this way, the curricula are highly adaptable. The instructor may choose the activities that they feel will best fit their class, or to which they feel the students are most likely to respond. While the curriculum is designated for 5th grade, middle school, or high school, it also comes with a caveat that the instructor should determine for themselves whether it

¹ The actual curricula have not been included in this paper, as it is intended as a product for sale. However, the introductory pages for each have been included in Appendix 1, as examples of the finished product.

is most appropriate to use either the 5th grade or middle school curriculum when teaching 6th grade. Because all three curricula are included in the final product, if the instructor feels that the middle school curriculum is too advanced for the students in their class, they have the option to use the 5th grade curriculum instead, or vice versa. The same holds true in the case of an 8th grade class as well, allowing for the choice to use some of the high school activities, or the entire high school curriculum depending on what the instructor feels best fits the needs of the students. Including all the curricula and multiple activities in the final product allows for a great amount of adaptability.

A number of new activities were created for inclusion in the final product to provide more options for instructors. Some of these activities, such as the “Red Light/Green Light” activity for 5th grade and the “What Would You Do?” scenarios for middle school were created by me² and modeled after numerous types of activities that I have observed being used in middle and high school classrooms. The remaining activities were either previously created by Leah Rubinsky, or created in collaboration between the two of us.

Feedback and evaluation by established education professionals was also done over the course of preparing the product for packaging. These informal evaluations helped to direct and focus my thoughts in the areas of timing for activities, age-appropriate language, and inclusivity. In the revision process following these evaluations I actively asked middle and high school educators about age-appropriate language used in their classrooms, timed activities during classroom lessons, and re-worded scenarios to include actors with masculine, feminine, and gender-neutral names and pronouns. Because the Teen Tech Safety curriculum was already being used in several local classrooms, Leah and I were able to test activities to determine which ones students responded to well and which ones they did not. We were also able to test timing for activities, which we found to vary depending upon the number of students being instructed at one time, a fact that further supported the need for the inclusion of supplemental materials and activities in the curricula. In our experience, Leah and I found that 20-25 students was optimal for the curriculum, however we experienced teaching as many as forty students at once. This is another reason for the inclusion of multiple supplemental activities with the curriculum – it creates the possibility of having multiple activities happening simultaneously within a large group.

The development of the bibliography for all versions of the curricula involved searching out previously used sources, as well as researching and discovering many new sources that supported the various aspects of the curricula. This work also included evaluating sources that did not support the curricula, such as Doring’s work that questions the policing of what she calls normal adolescent sexuality. By comparing both schools of thought, I feel that we were able to produce a well-rounded and supportive curriculum that enables and empowers students to be better informed about, and take an active role in the control of, their own sexualities while also informing them of potential risks associated with sexting, cyber-bullying, and online cruelty. The curriculum also addresses where to turn to for help in the event of a sext being shared without consent and individual responsibility in the digital age.

Ties to Academia

This project ties in well with both of my academic majors – Sociology and Women, Gender and Sexuality Studies (WGSS). As a Sociology major, I have focused my academic learning on the

² Both activities are included in Appendix 2.

concerns of and inequalities faced by women in society. Through classes such as Sociology of Gender and Feminist Theory, I have cultivated a sociological background that complements and supports my academic work in the WGSS program. Over the past two years, I have become increasingly active in the area of awareness and prevention of sexual assault – participating in numerous awareness-raising events on and off campus, and organizing the response to the graphic drawings on our own campus quadrangle in the spring of 2014. These and other activities have fueled my passion for grass-roots activism in the areas of sexual assault awareness and prevention. It was this interest that originally led me to an internship with Our VOICE and that sparked my interest in this particular project.

In 2004, Elliott et al. revealed that 22 percent of women and 3.8 percent of men in the United States suffer adult sexual assault. While the 22 percent of women statistic is staggering and likely underreported, it is believed that men actually suffer a much higher rate of sexual abuse but are additionally reluctant to report it due to an increased stigma surrounding the sexual abuse of men and perceptions of masculinity in society (Ralston). Although sexual assault has become a more common discourse in recent years, with the hacking of celebrity nude photos and multiple reports of college and professional athletes being accused of both domestic and sexual violence, these statistics show that there is still much advocacy work to be done in this field. Through both my internship and this project, I have worked primarily with youth in the field of prevention education however, my focus at this time concerns sexual assault survivors in general, regardless of age, gender expression, race, class, or ability. Taking an intersectional approach with my work in prevention education has allowed me to understand nuances of inclusivity, as well as cultural differences in the way that individuals may choose to process and categorize the experience of sexual assault. For these purposes, I am relying on Patricia Hill Collins' definition of intersectionality, that is, "...particular forms of intersecting oppressions, for example, intersections of race and gender, or of sexuality and nation. Intersectional paradigms remind us that oppression cannot be reduced to one fundamental type, and that oppressions work together in producing injustice" (Collins, 21). This definition of intersectionality helps me to keep in mind that the experience of sexual assault, whether through a physical assault or the involvement in unwanted potential aspects of sexting, is understood to be intersectionally affected by age, gender, class, sexuality, nationality, and race. This makes such an experience unique to each individual, as is all experience. Intersectionality helps to highlight the need for inclusivity and adaptability in creating a curriculum for use with youth of various ages, and brings a certain amount of awareness to the researcher that any occurrence cannot be seen as simply one type of issue, or an issue with only one focus.

While searching online for Public Service Announcements (PSAs) or instructional video clips, I have strived to remain conscious, to the extent that I am able as a white, cis-gendered woman, of finding images that represent diverse populations, which in some aspects proved to be a task as the overwhelming amount of available material depicts white, able-bodied, cis-gendered, heterosexual teenagers. In her book, *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*, Collins discusses controlling images in the context of the lives and history of Black women in the United States and how stereotypical images used to represent them in the media are a means of control used to objectify and oppress Black women (Collins 76-106). In a similar way, the lack of representational images in media serves to silence, rather than objectify, and oppress teenagers who do not fit into the white, cis-gendered, heterosexual controlling image created by dominant discourses. This is another way that my background in intersectionality, as well as Queer Theory, influenced and benefitted my work on the project.

During the course of this project, I found myself returning to a famous quote by Audre Lorde that undergraduate Women's Studies students, at least those with whom I have been associated, often use as a mantra of sorts - "...the master's tools will never dismantle the master's house" (1984). In the context of this project, I have used this mantra to remind myself that the youth, as an underserved and underprivileged group, may have needs that the mainstream, powerful group (adults with full rights and privileges) cannot see and, therefore, cannot respond to. Because I am an adult as well as being the parent of a teenager, I realize that I may be somewhat unable to fully relate to and identify with young people, and they with me. To balance that difference in age, I have tried to take all comments from the students participating in these developing activities and curricula seriously and glean what direction I could from them. The various directions that we have chosen in terms of the curricula have been student-driven, produced from the trial and error of the real-world experience of testing these activities.

Through feminist theories, I have absorbed the concept of intersectionality to incorporate more than academic theories and have attempted to visualize the concept as a practice that can be exercised through service in the areas about which I am passionate. Building upon my service-learning and internship experiences has allowed me an opportunity to adapt my academic interests into real-world learning experiences on and off campus. Having a background in intersectionality, it has been exceptionally important to me to bring my sense of social justice and intersectional feminism to all of my projects. I feel that without real-world involvement and the practice of knowledge through hands-on experiences, theory alone tends to leave some part of my educational experience unfulfilled. Through a practicum of applying the knowledge gained in the classroom to my real-life experiences I feel that I am able to transfer knowledge more effectively to the world around me, thus creating a more fulfilling learning experience for myself and creating actual change in the world through the application of theory and learning to my personal experience. There is a growing discourse among scholars about the necessary integration of service-learning aspects into Women's Studies programs (A. Bubriski & I. Semaan; L. Costa & K. Leong; S. Evans, J. Ozer & H. Hill) and I agree that it is an integral part of understanding oneself as a feminist and as a responsible and productive member of the community.

Eleanor Novek (1999) directly addresses the link between feminist pedagogy and service-learning:

"Though it is not usually described as a feminist approach, service-learning offers a model for more egalitarian and socially proactive pedagogy. The pairing of traditional course work with community service brings our students into direct contact with contemporary social concerns and allows them to take part in efforts to respond, opening the classroom to the feminist ideal of social relations based on caring or interdependence" (Novek).

In my own experience, participating in multiple service-learning classes and programs has allowed me both to foster a relationship with the community around me through co-teaching classes and working with youth in local schools and to become better acquainted with the social activist community in Asheville. It has also allowed me the opportunity to see direct action and positive community involvement as a result of my education. My service-learning experiences have fostered a sense of responsibility to the community around me and enabled me to visualize realistic options for fulfilling employment following graduation.

Through this and other service-learning experiences, I have had the opportunity to work with high school girls on the topic of sex and pregnancy, to help further the span of sex education classes and events offered to the student body on the UNC-Asheville campus, and to help raise awareness and educate young people about sexting, cyber-bullying, and online cruelty. As a practice, I have long considered my feminism and feminist politics as an integral, inseparable part of my WGSS and Sociology education. Over the course of my college career, I have also found my activism to hold equal weight in my own perception of my educational evolution. In my own conception of my educational experience, my feminism, activism, and service-learning can no more be extracted from the equation than the academic theories upon which they are built.

Although there is currently debate on whether or not sexting, in and of itself, is a risky behavior among teens or simply “a normal contemporary form of intimate communication in romantic and sexual relationships” (Doring 4), for some teens, the consequences of sexting have been both dire and constitutive of sexual assault or abuse. The most serious consequence of sexting and cyber-bullying is teen suicide following the unwanted distribution of sexually explicit images, such as in the stories of Jesse Logan, Hope Witsell (Inbar), and Amanda Todd (NoBullying.com). Each of these teenagers committed suicide after having sexually explicit images forwarded without their consent. The Teen Tech Safety curriculum strives to inform students of how easily an image can “go viral”³ once it has been sent and to remind them of how little control they have over any information sent via the internet. The TTS curriculum endeavors to inform students of the social, emotional, and legal risks of these behaviors while still promoting and supporting healthy, age-appropriate sexuality among young people.

Having participated in an internship with Our VOICE and experienced first-hand the education, advocacy, and victim’s assistance work that the organization does, I hope to continue working in the field of sexual assault education and victim advocacy following graduation.

Challenges Faced and Responses to those Challenges

One of the largest challenges faced throughout this project was undoubtedly the completion of the project within the required timeline. While I was balancing a heavy course load as well as the duties of being a partner and mother, my community partner, Leah, was also experiencing a busy season of middle and high school education classes. This project was also completed simultaneously with the end of my internship with Our VOICE. Although the hours for this project were completed and documented as separate from the final hours of my internship, the timelines for both were concurrent, adding to both Leah’s and my overall workload.

Many of the technical challenges associated with this project, such as decisions about font type, page layout, and graphic design, turned into creative experiments. Formatting issues took a great deal of time, as well as trial and error and occasionally required recruiting more experienced designers for assistance. However, through collaborative efforts between Leah and me, the result is a polished and visually appealing curriculum of which I am proud to have had a part in creating.

Another challenge that was faced numerous times was the use of age-appropriate language in the curricula. Because there are concerns of appropriateness when dealing with youth around issues

³ An image, video, or link that spreads rapidly through a population by being frequently shared with a number of individuals has ‘gone viral’. Urbandictionary.com

of sexual violence, we often consulted the teachers of the classes that we were visiting on what they deemed to be appropriate language for the particular students in their classrooms. Questions arose surrounding language at regular intervals. Were we allowed to say “sex?” How do we define an online predator to a class of 11 year-olds? How careful did we want to be with terms such as “normal” or “natural?” These and other questions concerning language and appropriate use were answered collaboratively by me, Leah, and various professional educators. As previously mentioned, an additional challenge was attempting to locate diverse images in Public Service Announcements and instructional videos. That particular challenge was met by adjusting scenarios and activities to include masculine, feminine, and gender-neutral names and pronouns and by searching out the most inclusive and diverse videos and images that we were able to find.

The last challenge associated with this project was that of getting the curriculum approved for use in Buncombe County schools. The uncertainty of whether or not the curriculum would be approved caused a slight measure of concern that there may have been some terrible oversight within the curriculum, or alternatively, that the school system did not take the issue seriously and/or felt that it wasn't their responsibility to address. Although this challenge was faced and overcome early in the process, it was a highly stressful event, as we were forced to wait several weeks for approval before being able to schedule classes for any school in the Buncombe County School System. The curriculum was eventually approved for 8th and 9th grades in Buncombe County. However, this approval failed to address issues currently happening with older students. This is an ongoing concern as a 2009 Pew Internet & American Life Project survey showed that sexting prevalence among teenagers increases with age. Our VOICE will continue to attempt to receive approval to address the needs and concerns of older students in the coming school years.

Results

The finished result of this project is a completed product that is packaged and available for sale to other educators. Although the marketing of the product has not yet begun, the sales are projected to be similar to that of the comparable Bar Outreach Project (discussed below) that has also been developed by Our VOICE. Over the course of this project, I have had the opportunity to develop and enhance my design and formatting skills, to better understand the daily business mechanics of a non-profit organization, and to further educate myself in the areas of sexual assault prevention and education, victims' rights, and the legal, social, and emotional consequences of sexting, cyber-bullying, and online cruelty. I have also had the opportunity, through extensive research, to consider and weigh the arguments that deliberate sexting as a normal form of intimate communication. Although for the purposes of this paper I am not debating the usefulness of that argument, nor attempting to support it. Knowledge of the idea that sexting may be a contemporary form of normal sexuality has helped me to consider normative heterosexuality and the consequences of non-inclusivity in the development of these curricula.

I feel confident that we have produced an effective curriculum that addresses contemporary issues faced by teenagers in a way that does not shame youth sexuality, but rather presents pertinent information that is easily understandable, relatable by teenagers and young adults, and is visually appealing and easy to use for educators. The curriculum does relay the potential dangers associated with sexting, cyber-bullying, and online cruelty, however the focus is on encouraging students to think twice before sending a sexually explicit message or image on a cell phone or the internet. The curriculum supports thoughtfulness and kindness in participating in online activities, and it reassures students that should a potentially embarrassing sext be sent, that there are avenues for assistance, either in the form of the support of a trusted friend or adult,

counseling services that are available through Our VOICE, or even intervention by law enforcement, if necessary.

While the curriculum is neither particularly normative nor heterosexual, it is not particularly queer or non-normative, either. Collectively, we strove to develop a product that approached the issue from a standpoint of encouraging students to recognize red flags when interacting with strangers online, empowering them to reject solicitations of sexually explicit messages or images, and enabled them to gain practice at doing so through the use of scenarios and activities.

Sustainability

Our VOICE now has a packaged Teen Tech Safety curriculum that can be sold to other educators as a profit-creating endeavor. Because Our VOICE is a non-profit organization, the capacity to create funding is exceptionally important to their ability to continue providing services. Our VOICE is currently run by seven paid staff members along with countless volunteers, so any avenue for funding that may be available to them is sorely needed. The organization has previously developed a similar Bar Outreach Program (BOP), which educates bar owners, bartenders, and servers about the signs of drug-facilitated sexual assault (DFSA). Although pricing has not yet been decided for the Teen Tech Safety curriculum, the Bar Outreach Program sells for approximately \$150 and projections for the TTS are expected to be similar. Bar Outreach Programs have been sold in Georgia, Kansas, Nebraska, Arkansas, Florida, and Pennsylvania, which demonstrates the potential reach that the Teen Tech Safety program could also have. Because information in the TTS curriculum has been tailored to North Carolina laws and statutes, it may not initially see the same geographical span of distribution as the BOP. However, with appropriate updating, the TTS curriculum could easily be adapted to any state or region within the United States, exponentially expanding its ability to provide funding for the organization. Whether the TTS curriculum is ever updated for sale nationally, it will need to be updated intermittently simply due to the ever-changing and advancing nature of the internet and associated ‘apps.’ Having up-to-date information for both instructors and parents to access is vital to the on-going success of the curriculum and updating will need to be done periodically.

Conclusion

The development of the Teen Tech Safety curriculum was originally identified as something that Our VOICE sorely needed done for the organization as well as a means of my fulfilling the requirements of the Community Engaged Scholar program. However, over the course of the project, I have become increasingly interested in the fields of prevention and education of sexual assault as well as sex education for high school and college students. I intend to continue volunteering for Our VOICE after the completion of this project and to seek out career opportunities in the non-profit sector following graduation, as I feel that it will be the most fulfilling work for me. With the completion of the Teen Tech Safety curriculum project, Our VOICE is poised to launch a new product that has funding potential for their organization, as well as untold potential to eventually reach teens and educators all across the state and the country.

Through the community outreach in which I have participated, I have developed a sense of responsibility to my community and have further planted my roots in activism-driven feminist politics and pedagogy. This project allowed me the ability to envision real-world career possibilities as well as to identify a sector of the business world that I feel I may comfortably fit into. My hope is that the Teen Tech Safety curriculum will be a successful product for Our

VOICE as well as a useful tool in the education of young people about sexting, cyber-bullying, and online cruelty, but also about online citizenship, personal responsibility and accountability, and an investigation into kindness in adolescence – a time when kindness can be a fleeting discovery for young people.

Earlier this year, Our VOICE celebrated its 40th anniversary. For its first 11 years, the organization was run entirely by volunteers. Today, they participate in prevention education all over Buncombe County, have created and maintain a Bar Outreach Program that has been sold in six states, provide free counseling services to primary and secondary survivors, and assist survivors through court advocacy, hospital visits, and maintaining a 24-hour crisis hotline. I am honored to have had the opportunity to work with an organization that does such incredibly important and essential work.

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Appendix 1

50 Minute Teen Tech Safety Curriculum

5th Grade

Description:

Students are introduced to the concepts of online safety and cyber-bullying through instruction and two critical thinking activities followed by large-group discussion. Students are taught specific strategies for de-escalating cyber-bullying and then they practice these skills in small-group scenarios. Students are also taught and encouraged to use up-stander skills in cyber-bullying situations.

Learner Outcomes:

By the end of this session, students should be able to:

- Recognize warning signs to look for when socializing online.
- Understand what to do if they encounter uncomfortable or inappropriate messages online.
- Understand the definition of “cyber-bullying,” and how it differs from regular bullying.
- Identify strategies for de-escalating bullying situations and reporting cyber-bullying.

Materials needed:

- Red Light/Green Light Activity hand-outs
- “What would you do?” scenarios hand-outs
- Pre- & post-test surveys
- Pens or pencils
- Laptop & projector (if supplemental videos are used)

Preparation needed:

- Set up and test projector and video clip (if supplemental videos are used)
- Print copies of pre- & post-test surveys.
- Print copies of Red Light/Green Light activity.
- Print copies of “What would you do?” scenarios.

Outline at-a-glance:

- Welcome & Pre-test survey (3 minutes)
- Icebreaker: “Stand Up/Sit Down” (5 minutes)
- Introduction (1 minute)

Online Safety

- Opening discussion questions (2 minutes)
- Definitions & key terms (2 minutes)
- Warning signs (3 minutes)
- Internet Traffic Light Activity (10 minutes)

Cyber-bullying

- Cyber-bullying warm-Up questions (3 minutes)
- What is cyber-bullying? (5 minutes)
- Strategies for responding to cyber-bullying (3 minutes)
- “What would you do?” scenarios (10 minutes)
- Wrap-up & questions (1-3 minutes)
- Post-test survey (3 minutes)

50 Minute Teen Tech Safety Curriculum

Middle School

Description:

Students are introduced to the concept of cyber-bullying through instruction and large-group discussion. Students are also introduced to the concept of sexting through a Public Service Announcement (PSA) media clip followed by group discussion on the social, emotional and legal consequences of sexting. Students are taught specific refusal strategies for saying no to solicitations for sexts and then they practice these skills in small-group scenarios.

Learner Outcomes:

By the end of this session, students should be able to:

- Understand the definition of “cyber-bullying,” and how it differs from regular bullying.
- Understand the definitions of “targets” and “up-standers” within a cyber-bullying context and identify strategies for responding to cyber-bullying and supporting the target.
- Understand the definition of “sexting” and social, emotional, and legal consequences of sexting.
- Identify and use refusal skills if they are solicited to engage in sexting.

Materials needed:

- iPhone Refusal Strategy Scenarios hand-outs
- Pre- & post-test surveys
- Pens or pencils
- Laptop & projector (if supplemental videos are used)

Preparation needed:

- Set up and test projector and video clip (if supplemental videos are used)
- Print copies of pre- & post-test surveys.
- Print copies of Refusal Strategy Scenarios.

Outline at-a-glance:

- Welcome & Pre-test survey (3-5 minutes)
- Icebreaker: “Name your favorite app” (1-3 minutes)
- Introduction (1 minute)

Cyber-bullying:

- Warm-up questions (2 min)
- What is cyber-bullying? (1-2 min)
- Definitions (1min)
- Targets & up-standers (5 min)
- School cyber-bullying policy (1 min) (opt.)

Sexting:

- Warm-up questions (3 min)
- Discussion (3 min)
- “Sexting in Real Time: Before you Text” (1 min)
- Consequences of sexting (7 min)
- Refusal strategies activities (10 min)
- Wrap-up & questions (1-3 min)
- Post-test survey (3 min)

50 Minute Teen Tech Safety Curriculum

High School

Description:

Students are introduced to the concept of cyber-bullying through instruction and large-group discussion. Students will participate in group discussion on the social, emotional and legal consequences of sexting. Students are taught specific refusal strategies for saying no to solicitations for sexts and then they practice these skills in small-group scenarios.

Learner Outcomes:

By the end of this session, students should be able to:

- Understand the definition of “cyber-bullying,” and how it differs from regular bullying.
- Understand the definitions of “targets” and “up-standers” within a cyber-bullying context and identify strategies for effectively responding to cyber-bullies.
- Understand the definition of “sexting” and the social, emotional, and legal consequences of sexting.
- Actively practice refusal skills for responding to a solicitation for a sext message.
- Understand the concept of “digital citizenship” and be able to identify ways to be a responsible digital citizen.

Material needed:

- Pre- and post-test surveys
- iPhone Refusal Strategy Handouts

Preparation needed:

- Print copies of pre- & post-test surveys.
- Print copies of iPhone Refusal Strategy Handouts

Outline-at-a-glance:

- Welcome and Pre-test survey (3 min)
- Icebreaker (3 min)
- Introduction (1 min)

Cyber-bullying

- What is cyber-bullying? (3 min)
- Definitions (1 min)
- Strategies for dealing with cyber-bullying (5 min)

Sexting

- Warm-up questions (3 min)
- Consequences of sexting (5 min)
- Refusal Strategies Activity (8 min)
- Sexting wrap-up (1 min)

Digital Citizenship

- Warm-up questions (3 min)
- What is a Digital Footprint? (1 min)
- Discussion (5 min)
- How to maintain a good digital footprint (4 min)
- Wrap-up (1 min)
- Post-test survey (3 min)

50 Minute Teen Tech Safety Curriculum

High School

Description:

Students are introduced to the concept of cyber-bullying through instruction and large-group discussion. Students will participate in group discussion on the social, emotional and legal consequences of sexting. Students are taught specific refusal strategies for saying no to solicitations for sexts and then they practice these skills in small-group scenarios.

Learner Outcomes:

By the end of this session, students should be able to:

- Understand the definition of “cyber-bullying,” and how it differs from regular bullying.
- Understand the definitions of “targets” and “up-standers” within a cyber-bullying context and identify strategies for effectively responding to cyber-bullies.
- Understand the definition of “sexting” and the social, emotional, and legal consequences of sexting.
- Actively practice refusal skills for responding to a solicitation for a sext message.
- Understand the concept of “digital citizenship” and be able to identify ways to be a responsible digital citizen.

Material needed:

- Pre- and post-test surveys
- iPhone Refusal Strategy Handouts

Preparation needed:

- Print copies of pre- & post-test surveys.
- Print copies of iPhone Refusal Strategy Handouts

Outline-at-a-glance:

- Welcome and Pre-test survey (3 min)
- Icebreaker (3 min)
- Introduction (1 min)

Cyber-bullying

- What is cyber-bullying? (3 min)
- Definitions (1 min)
- Strategies for dealing with cyber-bullying (5 min)

Sexting

- Warm-up questions (3 min)
- Consequences of sexting (5 min)
- Refusal Strategies Activity (8 min)
- Sexting wrap-up (1 min)

Digital Citizenship

- Warm-up questions (3 min)
- What is a Digital Footprint? (1 min)
- Discussion (5 min)
- How to maintain a good digital footprint (4 min)
- Wrap-up (1 min)
- Post-test survey (3 min)

90 Minute Teen Tech Safety Curriculum

High School (Grades 9-12)

Description:

Students are introduced to the concepts of online safety, cyber-bullying, and 'sexting' through activities, instruction, and large-group discussion. Students are also introduced to the concept of sexting through a Public Service Announcement (PSA) media clip followed by group discussion on the social, emotional and legal consequences of sexting. Students are taught specific refusal strategies for saying no to solicitations for sexts and then they practice these skills in small-group scenarios.

Learner Outcomes:

By the end of this session, students should be able to:

- Understand the definition of “cyber-bullying,” and how it differs from regular bullying.
- Understand the definitions of “targets” and “bystanders” within a cyber-bullying context and identify strategies for effectively responding to cyber-bullies.
- Understand the definition of “sexting” and the social, emotional, and legal consequences of sexting.
- Actively practice refusal skills for responding to a solicitation for a sext message.
- Understand the concept of “digital citizenship” and be able to identify ways to be a responsible digital citizen.

Material needed:

- Laptop
- Projector
- Speakers

Outline-at-a-glance:

- Welcome and Pre-test survey (3 min)
- Icebreaker (3 min)
- Introduction (1 min)

Cyber-bullying

- Four Corners Activity (8-10 min)
- What is cyber-bullying? (3 min)
- Definitions (1 min)
- Strategies for dealing with cyber-bullying (5 min)

Sexting

- Warm-up questions (5 min)
- Sexting In Real Time video clip (1 min)
- Consequences of sexting (7 min)
- Refusal Strategies Activity (10-15 min)
- Wrap Up (1 min)

Digital Citizenship

- Warm-up questions (3-5 min)
- What is a Digital Footprint?
- Discussion
- How to maintain a good digital footprint
- Wrap-up
- Post-test survey

- Refusal Strategies Scenarios handout
- Consequences flow chart hand out
- “Before You Sext” video clip
- “Digital Footprint” clip
- Pre- and post-test surveys
- Labels for 4 Corners activity

Preparation needed:

- Set up and test projector and video clip (if supplemental videos are used)
- Print copies of pre- & post-test surveys.
- Print copies of Refusal Strategies Scenarios handout.
- Print copies of Consequences Flow Chart handout.
- Print labels for Four Corners Activity.

Appendix 2

Internet Traffic Light activity:

Alison is 13. This weekend she spent the night with Sandy, a friend from school. While at Sandy's house, Alison met Sandy's older cousin, Rob, who is in college. He was nice and they chatted about school and soccer. Today after school, Alison logs on to the social networking site, MyFace, and sees that she has a friend request from Rob. She doesn't know him very well, but they did talk a little at Sandy's house.

Katina is 11. While chatting online with a friend, she gets a message from someone that she doesn't know, asking if she'd like to chat. Katina accepts the chat request, because she likes the avatar this person has chosen, and starts talking to them. After a few minutes, the person asks Katina where she's from and when they discover they are from the same town, the person asks Katina what part of town she lives in.

Angela is 12. This afternoon, when she signed into her Facebook account, Angela noticed that she had chat messages from someone she didn't know. When she opened up the message, there were pictures of people that she didn't know and that she hadn't asked for.

Malik is 10. He met a person from Texas online and has been chatting with them for several days in a row. The friend from Texas seems really nice, but keeps asking Malik not to tell that they have been chatting.

Alicia is 12. After scoring a winning goal in the soccer game, Alicia posted a picture on Facebook of herself in her soccer uniform. A few days later, Alicia receives a message from someone she's never met who asks her about the school that she goes to.

Deon is 11. Yesterday, he met a new player on his favorite online game and teamed up to defeat a dragon. Today, the same player has asked Deon to join their group again.

“What Would You Do”

Cyber-bullying scenarios:

Someone sends you a picture of a classmate with mean drawings on it.

Someone invites you to a chat where several people are all talking bad about a friend or classmate.

Someone starts sending messages to a friend telling them that “no one likes them.”

Someone gets an embarrassing picture of a friend and starts sending it to everyone – making it go viral.

A friend tries to get you to be mean to someone else online because they don’t like that person.