

Lessons created by Jennifer Barrett, 2022
Supports & Barriers in Teaching Sexuality Education in New Brunswick
 To learn more about our project, contact: casey.burkholder@unb.ca

Course: Health Education	Grade: 8
Unit: D	Lesson Title: Understanding sexting
Curriculum Connections	
General Outcomes: D2) understand the choices and realize both the long and short-term consequences and responsibilities that exist with becoming sexually active	Specific Outcomes: Define sexual activity. For all choices there are consequences.
Facts for Educators	
<ul style="list-style-type: none"> - Sexting involves sending sexually explicit messages or media (photos, audio, video) via cellular phones. - The Alberta government reports that 25% of students in Grade 7-11 have sent or a received a sexual text message. https://myhealth.alberta.ca/Alberta/Pages/Sexting-teens-and-technology.aspx - Sexting can have social, mental health and legal repercussions for students that they may not fully understand. - Sharing or forwarding explicit photos without consent, at any age, is against the law. - The legal implications of explicit sexual material such as audio, video or photos differ depending on context. To summarize: <ul style="list-style-type: none"> - A student under 18 years old can have an explicit photo of themselves on their device - They can have a photo of a consensual partner provided they are within the age range outlined in the Criminal Code - However, distributing a photo to a person who is not depicted in the picture, or part of its making, is illegal. https://www.principals.ca/en/who-we-are/resources/Documents/Understanding-Sexting-.pdf - Even though there are legal implications if someone screengrabs or forwards an explicit image or video, once they are posted online it's hard - if not impossible - to have them taken down. Students need to be aware of consequences to themselves and others if sexually explicit material is circulated. 	
Inclusivity for 2SLGBTQ+ students	

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- Often conversations around sexting are from a heteronormative perspective. E.g. The “boy” pressures the “girl” to send him a photo. This not only erases queer relationships, but it reinforces gender norms that are not always accurate.
 - o **DISRUPT:** Use non-gendered language when providing examples E.g. What would say to your friend if they are being pressured by someone they like or are in a relationship with...)
 - o **DISRUPT:** Use examples that include same-sex actors. E.g. What are some things that could happen if Nina shares intimate photos of her girlfriend with other people?
- Visual media aka photos are often the focus of conversations about risks, but audio and written text can present challenges for students if they are discovered – and especially if that student’s sexuality may create conflict with their parents or guardians.
 - o **DISRUPT:** Consider having a conversation about what things about sexting can create additional conflicts within families if it is discovered.
 - o **DISRUPT:** Ensure 2SLGBTQ+ students are aware of school-based and community resources available to them if their sexuality is a source of conflict in their home

Resources

<https://owjn.org/2019/05/sexting-and-the-law-about-sharing-intimate-images/>
https://www.youtube.com/watch?v=kBcjo_-DR1M - Nadine Thornhill, Safer Sexting for Teens
<http://sieccan.org/wp-content/uploads/2020/08/Questions-and-Answers-Sexual-Health-Education-in-Schools-and-Other-Settings.pdf> p. 66-67
https://www.huffingtonpost.ca/2018/02/06/teen-sexting_a_23354438/
<https://www.principals.ca/en/who-we-are/resources/Documents/Understanding-Sexting-.pdf>
<https://kidshelpphone.ca/get-info/what-sexting>
<https://www.cbc.ca/news/canada/saskatchewan/revenge-porn-and-sext-crimes-canada-sees-more-than-5-000-police-cases-as-law-marks-5-years-1.5405118> **Content note: suicide, bullying
<https://mediasmarts.ca/digital-media-literacy/digital-issues/sexting>
https://laws-lois.justice.gc.ca/eng/annualstatutes/2014_31/
<https://www.macrumors.com/2021/08/05/apple-communication-safety-children-only/> -- New controls on Apple devices to be aware of should students mention it.

Atlantic Connections

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<https://www.thestar.com/halifax/2018/07/05/redrafted-nova-scotia-anti-cyberbullying-law-inspired-by-rehtaeh-parsons-death-comes-into-force.html> ** Content note: sexual assault, suicide, bullying

Topics to Explore with students

- The role of technology in sexual activity
- The role of technology in bullying or harassment
- The role of consent when engaging in conversations of a sexual nature
- The role of the government in setting boundaries and limits on sexual expression
- Understanding how data is shared across the internet (online safety)
- The specific, relevant, sections of the Criminal Code that deal with distribution of sexual explicit material
- The role that gender plays in setting expectations for sexual behaviour and consequences for sexual behaviour
- Strategies for what students should do if they receive unwanted sexual texts

Questions to ask students

- Why do you think the government decided to make special laws to punish people who share images and videos without permission?
- Why do you think young people get special legal protection when it comes to sexual activity like sexting?
- Why do you think that some people are treated different than others when comes to sexting?
- What kinds of things make it tempting for a person to engage in sexting?
- What are some of the outcomes that can come from sexting?
- Why do you think some people feel pressured into activities like sexting?
- What are some things that can help someone when they're feeling pressured into activities that they aren't ready for?
- What advice would you give a friend if they were thinking about sexting with someone? What do you think is important that they know (think Legal, Social and Mental Health)?
- What should a person do if they receive a forwarded explicit image from a friend? What if they receive an image from a stranger?

Activity suggestion

Note: All activities presume the educator has established classroom expectations around respectful and appropriate behaviour for the subject matter under discussion. It may be

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helpful to remind students of codes of conduct, supports and self-care techniques in order to ensure a healthy learning environment. A further point is to make sure students are **explicitly cautioned against** sharing personal anecdotes about sexual behaviour or providing details about sexual explicit material that they seen. Please make sure to review the relevant school and school board policies pertaining leading discussions on sensitive topics and what to do if you suspect a student is being abused.

<https://www.youtube.com/watch?v=IZwVT6WnPOY>

** Content note: this video uses binary language to describe consequences to “boys” vs “girls”.

1. THINK-PAIR-SHARE. Students watch the video above and answer the following questions individually, then share with an elbow partner, then with the class (if they are comfortable):
 - a. What stood out for you in that video as important?
 - b. Did the students talk positively or negatively about sexting?
 - c. What parts of the video did you agree with?
 - d. What parts of the video did you disagree with?
2. In small groups have students discuss answer the following questions:
 - a. What advice would you give a friend who received an unsolicited explicit photo?
 - b. Why do you think people share pictures and videos that aren't theirs to share?
 - c. Why do you think there are different consequences for sexting depending on the *gender* of the person involved?
 - d. What things do you think are important for other teens to know when it comes to sexting?
3. Exit slip
 - a. What did students learn today about:
 - i. The legal consequences of sexting
 - ii. The social/mental health consequences of sexting